Get Up & Move!

Physical Activity

Series 1: June

Bicycle Adventures (37 minutes)

Items needed for this activity:

- 12" Rulers – 1 for every 2 participants
- Reaction Time Cards & pencils
- Road Signs
- Bicycle Hand Signal Handout
- Bicycle Helmets – 1 for every 4-5 participants
- 2 containers of Jell-o® & plastic wrap
- Bicycle Skills Course Description Handout

Background information for presenter:

Bicycle riding is a great way to get exercise and have fun. Included in this Physical Activity Guide are activities designed to reinforce bicycle safety.

Step 1: Information to share with club members (1 minute)

Riding a bicycle is something that most people learn to do at a young age. It is also a great way to get exercise. How many of you have ridden a bicycle at least once during the past week? How many of you have ridden your bicycles in a town or city setting? How many of you have ridden on country roads? How many of you have ridden on bicycle paths? No matter where you ride there is one important piece of information that you all need to remember – be a safe bicyclist. Today we are going to talk about several different elements of bicycle safety, we have a bicycle helmet demonstration to reinforce why it is important to wear your helmet EVERY time you ride, and we are going to see if you know your "bicycle rules of the road."

The best way to see what can happen is by doing a demonstration. First we will check our “un-protected” brain, in other words, your brain with no helmet. I will need you to count to 10 – approximately 10 seconds. We are going to see what could happen to our brain that could change our lives forever in just 10 short seconds. When I say go, start counting. Go!

Pick up the container of Jell-o® with the lid on. Shake the container rapidly while participants count to 10. Once you are finished, open the bowl so participants can see the condition of their “brain”. Allow them to offer comments.

So…what does the brain look like? This is why it is important to protect your brain. Now, let’s try this again, only this time I’ll use a new container of Jell-o®. This time we will add a protective layer – which represents a helmet. This piece of plastic and my hand represent the helmet. We’ll count to 10 again so that we are using the same guidelines. Ready, go.

Cover Jell-o® with plastic wrap. Place your hand on the plastic wrap and shake the Jell-o® while the participants count to 10.
Ok, let’s check our brain again. What does it look like this time? Does it look different than the first time? Yes, it does. During this second demonstration, our brain was better protected – just like it is when you wear your helmet.

**Step 3: Group Activity or Demonstration (10 minutes)**
If you ever wear a baseball cap backwards, you’ve probably noticed that it really doesn’t help keep the sun out of your eyes. In other words, it doesn’t really serve the purpose that it was intended for. Well, that’s also true when you wear a bicycle helmet. If you don’t wear your bicycle helmet the correct way, it can’t protect you the way it’s supposed to.

We are going to discuss how to check to see if your helmet fits. **Check for fit by dividing the participants into small groups (4-5 per group) and have them work together to try on various helmets and check for “fit.” You’ll need to secure a variety of helmets for this activity.**

Here are some helmet fitting tips:

- **A helmet must stay on your head.** Check to see if it moves the skin on your head when you push down on it. If it does not, then add thicker pads or try a different size helmet.
- **Check to see how much of your forehead is showing.** To protect your forehead, make sure the helmet is 1-2 fingers’ width above the eyebrows. Use your own fingers to measure.
- **Back and front straps – also called ear straps – are held together under the ear with sliding buckles.** Try to adjust them. Another test for size is to look down. If your helmet falls forward, then the front ear straps are too tight. If the helmet slips backward when you tilt your head back, then the straps may be too loose.
- **Another place to check is the space between your chin and the chin-strap.** You should tighten the chin-strap so that you can only fit 1-2 fingers there.
- **Here are handouts (or a poster) that you can look at to see how a helmet should look on your head** ([download bicycle helmet fit information from the following website: www.cpsc.gov/kids/kidsafety/correct.html](www.cpsc.gov/kids/kidsafety/correct.html)).

**Step 4: Group Activity (12 minutes)**
Now many of you might feel that you’ll never have a bad crash. You may think that you are always alert and know what is going on around you at all times. You also might think that you are quick to react to a dangerous situation. Today, we’re going to do a check your reaction time.

You will need to work with a partner for this **Reaction Time Activity.** Pair up with the person closest to you. One person should hold his/her hands out in front of them, palms up (Person A). The second person should place his/her hands about an inch above the first person’s, palms down (Person B). Do not look at the person eyes, only their hands.

Person B should now bring their hands up quickly and attempt to lightly slap the backs of the hands of Person A. As Person B tries to slap Person A’s hands, Person A will try to move their hands away as quickly as possible before getting slapped. Do these three times to see just how quick the reaction time is for Person A. After you have done this three times, switch roles and have Person B be the person with their hands on top; while Person A becomes the bottom person. Repeat these three times to check the reaction time of Person B.

**Discussion:**
- How was your reaction time? How many times were you able to react quick enough that you didn’t get your hands slapped?
- What are some things that could impact your reaction time?
- Could these same types of things affect your reaction time when you are driving a bicycle?

Let’s try another **Reaction Time Activity.** You will still be working with your partner; however, this time you’ll be measuring your “reaction” time. For this activity you’ll need a 12” ruler and a card & pencil to record your reaction time.
One person (Person A) should hold the ruler. The other person (Person B) needs to hold their thumb and index finger out – like you are going to pinch something. Person A should position the ruler vertically directly above Person B’s fingers. Person B should focus their eyes on the ruler. When Person A releases the ruler, Person B should try to grab it. Once you grab it, hold it tight. We will measure where your fingers are – that will tell us how many inches went by before you “reacted.”

Repeat this five times. Record your reaction time on the Reaction Card each time. Then, switch roles and repeat five more times. Again, record your reaction time on the card each time. Once you have both completed the activity, calculate your Average Reaction Time by adding all of your times together and dividing by 5.

Discussion:
- Who would like to share their reaction time?
- Why is reaction time important when you are driving a bicycle?
- Why do you need to be aware of the reaction time of other drivers – car and bicycle – when you are driving your bicycle?

Step 5: Group Activity (5 minutes)
The last thing that we want to do today is see just how well you know your “bicycle rules of the road.” First, if you think this is a TRUE statement, I want you to hop up and down. If you think this is a FALSE statement, I want you to turn in a circle. Bicyclists DO NOT have to follow the same rules as car drivers when riding bicycles on the road. Participants should either hop or turn. This is FALSE. If you ride your bicycle on a roadway, you DO need to follow the same rules as car drivers.

We are going to do a quick activity to see just how well you know some of the road signs that you need to obey if you are riding on the road. When I hold up a sign – if you know what the sign means, I want you to jump up. I’ll try to see who is first to pop up and they can tell us the answer. Now – remember you have to REACT to the sign – don’t just shout out what the sign means. Here we go… (Hold up signs and call on participants as they pop up). NOTE – a handout with the signs can be downloaded from the following website: www.cyberdriveillinois.com/publications/pdf_publications/dsd_a170.pdf

Good job! Now that we’ve talked about road signs – how many of you know the “signs” or signals that you need to make when you are preparing to turn or stop to alert other drivers around you. I want everyone to stand up and without looking at those around you make the following signals while riding your bicycle:
- You are making a left hand turn
- You are making a right hand turn
- You are stopping

If you need a reference for the hand signals, check this website: www.cyberdriveillinois.com/publications/pdf_publications/dsd_a1434.pdf

Good job!

OPTIONAL ACTIVITY OR GOAL:
One of the first modes of transportation that young people use is a bicycle. Learning to ride your first two-wheel bicycle in a street or on a bicycle path can be a real milestone. Because bicycles are light in weight and are not equipped with safety equipment, young bicyclists are extremely vulnerable in traffic.

As an optional activity for your club, consider setting up a bicycle skills course to help your members measure their actual riding ability. Skills such as balance and handling can be practiced in a safe, protected environment this way. Use the Bicycle Skills Course Description Handout to set up your course and evaluate skills. Additional information for setting up a Bicycle Skills Course Instruction Manual downloaded from the following website: www.cyberdriveillinois.com/publications/pdf_publications/dsd_a973.pdf

Get Up & Move!
Reaction Time Card

Record your reaction time below:

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________

Average Reaction Time:

______________
(add all five numbers then divide by 5)
# Bicycle Skills Test

Practice these skill exercises on your bicycle. Start each exercise with a maximum score of 10 points. Each time a mistake occurs, subtract the number of points shown. Your score for an exercise is the number of points that remain.

<table>
<thead>
<tr>
<th>Directions</th>
<th>Diagram</th>
<th>Score (Maximum 14 Points)</th>
</tr>
</thead>
</table>
| **Exercise 1:** Signaling and Scanning  
1. Ride once around course shown.  
2. Use proper hand signals and scan to the rear before turning left.  
3. Use proper hand signals to scan and to turn right. | ![Diagram](image) | - 4 fails to scan  
- 1 bicycle hits corner block  
- 2 bicycle goes beyond corner  
- 3 incorrect signaling  
- Mistakes | **SCORE:** |}
| **Exercise 2:** Steering  
1. Ride between two lines shown.  
2. Do not touch lines.  
3. Do not touch wooden blocks. | ![Diagram](image) | - 1 poor riding position  
- 1 tire touches line  
- 2 one tire goes over line  
- 1 tire touches block  
- 2 rider falls off  
- Mistakes | **SCORE:** |}
| **Exercise 3:** Evasive Maneuvers  
1. Weave around blocks.  
2. Do not touch blocks. | ![Diagram](image) | - 1 poor riding position  
- 2 foot touches ground  
- 2 bicycle touches block  
- 2 bicycle moves block  
- 3 not riding between blocks  
- Mistakes | **SCORE:** |}
| **Exercise 4:** Emergency Turning  
1. Ride around figure three times.  
2. Do not touch sides of figure. | ![Diagram](image) | - 1 poor riding position  
- 1 tire touches line  
- 3 foot touches ground  
- 4 rider falls off  
- Mistakes | **SCORE:** |}
| **Exercise 5:** Balancing on A Curve  
1. Ride into the circle shown.  
2. Ride around the circle twice.  
3. Ride out of the circle; stop. | ![Diagram](image) | - 1 poor riding position  
- 1 tire touches line  
- 3 foot touches ground  
- 4 bicycle stops  
- 4 rider falls off  
- Mistakes | **SCORE:** |}
| **Exercise 6:** Pedaling and Braking  
1. Mount bicycle.  
2. Ride toward board.  
3. Brake to a smooth stop.  
4. Stop one foot away from board.  
5. Do not touch board. | ![Diagram](image) | - 1 difficulty mounting bicycle  
- 1 poor riding position  
- 2 loss of control of pedaling  
- 2 bicycle skids while stopping  
- 3 tire touches board  
- 3 bike over one foot from board  
- Mistakes | **SCORE:** |}
| **Exercise 7:** Mount and Dismount  
1. Straddle your bicycle, front tire touching starting line.  
2. One foot on ground, other on pedal, three-quarters way up, hands on grips.  
3. Bicycle down lane in correct position.  
4. Brake at end and dismount correctly. | ![Diagram](image) | - 1 poor pedal position before starting  
- 1 not raising body back in saddle after pushing off  
- 2 not putting body weight on down pedal, extending other foot forward  
- 2 going outside lines  
- 4 rider falls off  
- Mistakes | **SCORE:** |}

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