

Rodeo 101

Bike and Pedestrian Safety Education and Celebration



Rodeo Purpose:

A rodeo is designed to be a fun educational activity for children of varying levels of bicycle riding experience. This clinic serves to:

1. **Educate:** Increase knowledge about traffic safety, walking and bicycling;
2. **Train:** Transfer the knowledge to the practice of skills and decision-making while walking or riding a bicycle; and
3. **Motivate:** Energize and excite participants to want to learn more and to engage in walking and bicycling.

Spring through fall is the most popular time to offer clinics because the weather is more suitable for outdoor activity. However, during winter or bad weather, clinics may be held indoors using gymnasiums or recreation centers. Fall and spring offer opportunities to partner with schools whereas summer can be a great time to take advantage of camp and other daily recreation programs.

Organizing a Rodeo

This event can be pretty simple or elaborate depending on your scope and resources. Knowing the size of the event, the ages you plan on reaching out to, resources that may be available and the event location will help you gauge how big of an event you should plan on. A small rodeo can be conducted in a gymnasium with just a few bicycles and 5 volunteers during the course of a gym class. A large community rodeo may require up to 15 volunteers, some with specialized skills and can last 4 hours. Many rodeos are organized with very limited budgets and rely heavily on volunteer and partner support. Here is a list of potential partners and possible partners:

- Bicycle or pedestrian clubs or coalitions
- Police department
- Hospitals or rehabilitation center
- Cooperative extensions, 4-H
- Parent-teacher organizations
- Emergency medical services
- Pediatricians, family practice providers
- Injury prevention advocacy groups
- Community service organizations
- Faith-based organizations
- Schools
- Fire department
- Health department
- Bike shops
- Libraries
- Nearby businesses or local or State agencies
- *League cycling instructors

* League cycling instructors are certified instructors through the League of American Bicyclists

The Layout

Registration/Celebration Table

- Waiver

-Punch cards

-Prizes

-Certificates

-Information

Bike Checks

- ABC Quick Check
- Bicycle Fit

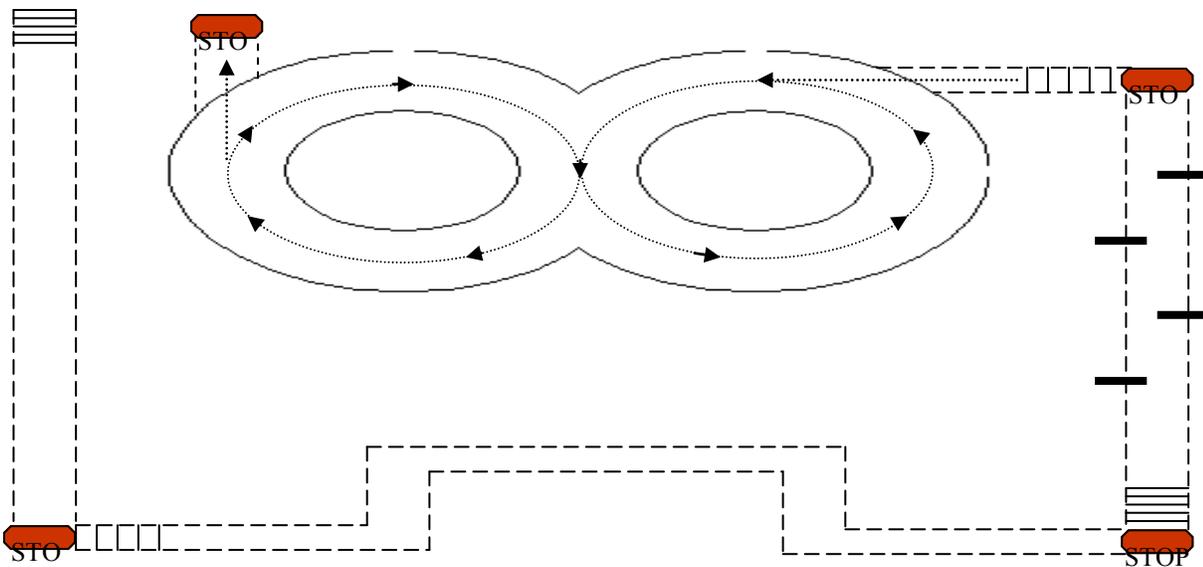
Pedestrian Crossing Game

- Stop Look and Listen
- Left, Right and Left Again!
- Follow the Ped Signal

Helmets

- Helmet Fitting
- Helmet Giveaway

Bicycle Handling Skills



Optional Stations

- Brain Injury Simulation
- Bicycle decorating
- Locking your bike
- Fix A Flat Demo
- Helmet Coloring Sheet
- Putting a chain back on
- Snail Race
- Bike Safety Video
- Chaos box
- Traffic Hazards Sheet
- Advocates

Rodeo Checklist

Supplies:

- Pens
- First Aid kit
- Clipboards
- Measuring Tape
- Thin Rope for lines
- String or elastic bands for punch cards
- Chalk
- Half Tennis Balls
- Mini- round cones
- Tall cones (for stop signs)
- Print outs for Pedestrian game. Cut out and colored in
- Makeup mirrors
- Pencils
- Star sheet for brain injury simulation game
- Stop Signs
- Helmets*
- Extra Helmet Pads
- Hair Nets
- Intersection Cut-outs: (Vehicle (s), Fence & Bush)
- Station # cards (Registration, Scanning, Hazard, etc- preferably two- piece, folded over tall cone- instructions inside)

Paperwork/ Handouts:

- Registration/ Waiver forms
- Punch cards or Report Cards
- Certificates

Bicycles and Helmets:

Every child who participates in the event MUST wear a helmet. You may encourage or require that all children wishing to participate bring a helmet from home or notify someone in advance if they don't have one. Arrangements should be made for all children to participate through the use of a loaner helmet, discounted helmet for sale, or free giveaway.

Determine in advance if participants will bring bicycles from home or if you will be providing them. You will need 3-4 bikes for each station in the skill course and one for the bike inspection station. Have a variety of sizes available. You can use bicycles with training wheels for young participants or simply remove the pedals of a bike for those that don't yet know how to ride.

Recommended Tools:

If partnering with a bike shop check with them to see if you need to supply bike tools

- Floor pump- 2+ recommended
- Chain Lube
- Rags
- Repair stand
- Adjustable wrench
- Pedal Wrench
- Allen wrench set (Y-tools preferable)
- 8, 9, 10 Box wrenches
- Flat & Philips Screwdrivers
- Headset wrenches
- Brake tools

Presentation Tools:

- Computer
- Projector (if applicable)
- DVD: NHTSA:
 - 1. Ride Smart; It's time to start.
 - 2. Bike Safe, Bike Smart
- Power cord
- Power block

The Stations



Registration

Place your station in a visible area clearly marked as the start of the event. You will need a long table and some chairs for volunteers and parents. See that there will be some natural flow to the table and participants are easily directed to the next station.

Parents and/or guardians will need to fill out the registration/waiver form. Staff will need to check them over to make sure it is properly filled out. Consider adding a photo waiver if you plan to take pictures.

Hand out punch cards or report cards to each participant. The punch card will ensure participation at each station. A report card will provide parents with feedback on their child's skill level. Write the participant's name on the punch card or report card. You can fasten the card to their bikes or tie a string around it for a necklace. Explain to participants how the punch card works. Let both the parent and the participant know that after the completion of each station they will receive a check mark or punch. When they complete each station, they should bring it to the celebration station.



Helmet Station

This station will teach how to properly fit a helmet and reinforce the importance of wearing one. Volunteers at this station should be instructed to continually ask participants about helmets. Why do people wear them? Why are they important? Why is it so important to protect your head? Why do you think people don't wear them, etc. The importance of helmets should be repeated over and over!

If participants are bringing their own helmet it is important to check the age and condition as well as the fit. Helmets should be replaced every 3-4 years or after any crash, regardless of visible damage. If participants are not bringing helmets and are not receiving helmets this station can be used to both teach proper fit, reinforce the importance of wearing a helmet and get participants ready for the on-bike stations. Plan to have 15-30 helmets in various sizes available to loan out so that one group can move over to the on bike station while another is engaged at this station. Special consideration needs to be given when sharing helmets to prevent lice. You can use surgical caps under the helmet or spray helmets between uses.

A helmet should sit level and straight on the head. The edge of the helmet should be visible to the person wearing it. It should sit about two fingers above the eyes. The straps should come down just below the ear lobes in a V shape. The strap should buckle with enough room for a finger or two between the chin and the strap. Helmets must be buckled to work!

Eyes - I can see the edge of my helmet

Ears - The straps make a V just below my ears

Mouth- I can feel my helmet when I open my mouth



Bike Checks

Ideally a bicycle mechanic or a volunteer with some bike mechanic experience would staff this station. Bikes are checked to make sure they are safe to ride and to identify any possible repairs that may be needed. Make sure bikes have working brakes, that the seat and handlebars do not move and that there is proper air pressure in the tires. See that the bike properly fits the rider. The bicycle should be easily mounted, there should be standing room over the top tube. Younger riders may feel more comfortable to have their seats lower to be able to touch while on the seat. Encourage people to slowly raise their seats to the right height. Sitting on the saddle, with one pedal in its lowest position, the rider should have a slight bend at the knee. The rider should not be reaching for the handlebars. There should be a slight bend in the elbows. Engage the parents and the participants so they are also taught how to check their own fit and bikes with a ABC Quick Check. Explain what the ABC Quick Check stands for as you look over each bike. If people are not bringing their bikes, this station can be used to teach proper bike fit and how to do an ABC Quick Check.

A=Air. Tires lose air over time. Check to make sure both tires have enough air in them. The recommended pressure for each wheel is printed on the sidewall of the tire. Check the general condition of the tire as a worn out tire could burst and cause a crash.

B=Brakes. Spin the back wheel and then pedal backwards to check coaster brakes. If the bike has hand brakes roll the bike forwards and backwards to test them. Check to see that the brake levers do not touch the handlebars. Check to make sure the brake pads are clean, aligned, and makes contact with the rim and only the rim.

C=Cranks, Chain, and Cogs. Grasp the crank arms and try to wiggle from side to side. You should not feel any looseness or movement. Pedal to see that the chain is running smoothly. Check the chain to make sure there it is not rusty or full of debris and that it is not too loose. When a chain falls off a bicycle with coaster brakes, the brakes no longer function! If the bike has gears make sure they are shifting smoothly by pedaling the bike while you are shifting.

Quick=Quick Release. Children's bikes will typically not have quick release wheels, but many will have quick release seats. You want to make sure that all quick releases are in the closed position. When closing, the QR is tight enough when it leaves an imprint on your hand. For good measure check that the wheels are fully secured even if they do not have quick release.

Check= Have participants ride around a small area to make sure everything is working properly and they are comfortable on their bicycles.



Handling Skills Course (see course diagram)

This course tests the child's ability to control their bike. You will ask the child to start/stop, scan, signal turns, avoid hazards, and yield. These are important things to learn so they can become more predictable on the road, and less likely to be involved in a crash. Participants can mount their bikes and wait their turns in the designated waiting zones. Instruct the participants they can ride only after you touch their helmets. Release them one at a time.



Handling Skills Course cont.

Stopping: At each "stop sign" on your obstacle course participants will need to come to a complete stop placing at least one foot on the ground. Watch that riders are not skidding or using their feet to stop.

Starting/scanning: Ask participants to start in the power Pedal Position. One pedal in an upright position (approximately 2 o'clock). Tell the group you will be yelling 'SCAN' while they ride the first stretch. They must turn their heads and scan while keeping their bicycles moving in a straight line. You may have them look to see if you are raising one arm, two arms or no arms or you may set up cut-outs or signs at the side of the course for them to identify.

Signal: Remind them to "Power Pedal Up". Instruct the participants to bike through the turns; scanning and signaling before they make each one. Remind them to signal their stop as well.

Avoiding Hazards: During the last stretch of the course place chalk lines as shown in the diagram. Participants will need to weave through avoiding these lines. They will need to avoid the hazards without weaving outside of the course lines. You can adjust the distance between the hazards to make this easier or more difficult.

Yield: Participants can ride the figure eight a few times. You want to have multiple riders in the course at the same time. You can send riders one at a time by taping their helmets, until there are 4 students in the figure eight. Riders will yield to other riders as they cross each other on the track.



Pedestrian Crossing Game

Pedestrian injury remains one of the highest causes of unintentional injury-related death among children ages 5 to 14. Children in this age group are old enough to learn safe pedestrian practices and follow basic safety rules, but are easily distracted and can be unpredictable. They understand that traffic is dangerous, and are learning to identify safe and unsafe crossings. Consistent safety messages and practice are important. At this station basic safety messages are reinforced and participants are taught to read the pedestrian signal at intersections. The two key messages are " Stop Look and Listen before you cross the street" and "Look left, right and left again". Stop at the curb- at the edge of the corner. Look for cars- look left then right then left again! Look over your shoulder for cars that may be turning. Listen for traffic. Watch the other signs and symbols on the streetscape. Cross when it is clear. A crossing game is played in which participants are taught to follow the pedestrian signal instead of the light meant for vehicle traffic. Have students line up. Play same as you would the game Red Light/Green Light, but instead of calling out the color of the light, show students flashcards. See resources pages for a flashcard template.



Optional Stations

Chaos Box- The purpose of this activity is to teach participants the importance of traffic rules. Mark off a 30'x30' box. Tell students that inside the box there are no rules. Send participants into the box one at a time. One of two things should happen; all the riders will ride in the same direction or there will be gridlock. When either occurs, stop the rides and ask them what happened. Stress the importance of cooperation and traffic rules.

Snail Race- Going fast on your bike is actually easier than going slow. This is a slow race to test participants balance. Mark off a short race track, about 15' long with four 4' lanes. Racers can not weave out of their own lane and cannot touch the ground with their feet. The winner is the last one to reach the finish line.

Lock a Bike- Many bikes are stolen because they are not locked securely. Show students how to use different types of locks and where they can safely and legally lock up. Check the rules in your city to see what makes for legal bike parking.

Unique Bike Show- Ask owners of different types of bike to come and show off! Let kids try out a hand cycle or recumbent bicycle. Find the collector in your area and give participants the opportunity to sit on a High Wheel Bicycle.

Brain Injury Simulation- This activity gives participants a chance to feel what it might be like to have a brain injury and will reinforce the importance of wearing a helmet. Often times a therapist will use a mirror if a person's visual center in their brain has been damaged. Position a paper with an image of a double lined star on the table with a mirror at the top. Ask the participant to tip the mirror so they can see the star's reflection. Have them place a pen/pencil at anywhere between the 2 lines of the star. After they find their starting point, have another participant or volunteer hold a sheet of paper over their paper so they can not look down, but only at the image in the mirror. Point out that when you have a brain injury there are not short cuts or cheating. They will come to a point where they cannot move any further. Ask how it feels to not be able to do something they know to be easy. Ask how they would feel if they were being tested or judged on this activity.



Celebration

Certificates should be handed out to the children. For many children, the certificate is the biggest reward of the day. The certificates also provide an opportunity to recognize your sponsors. Use the punch card or report card to write the participants name on a certificate. It is fun to create a ceremony for the presentation of the certificates, making the acknowledgment of their achievements all the more special. If you have additional handouts, information for parents or small prizes this is when you can pass them out. Punch cards can be handed in and used as raffle tickets for larger or limited prizes.

Bicycle Handling

Basic Skills Course

1 Starting, Stopping and Scanning

#3 Avoidance Maneuvers

#4 Turning and Yielding

#2 Signaling Turns

18"

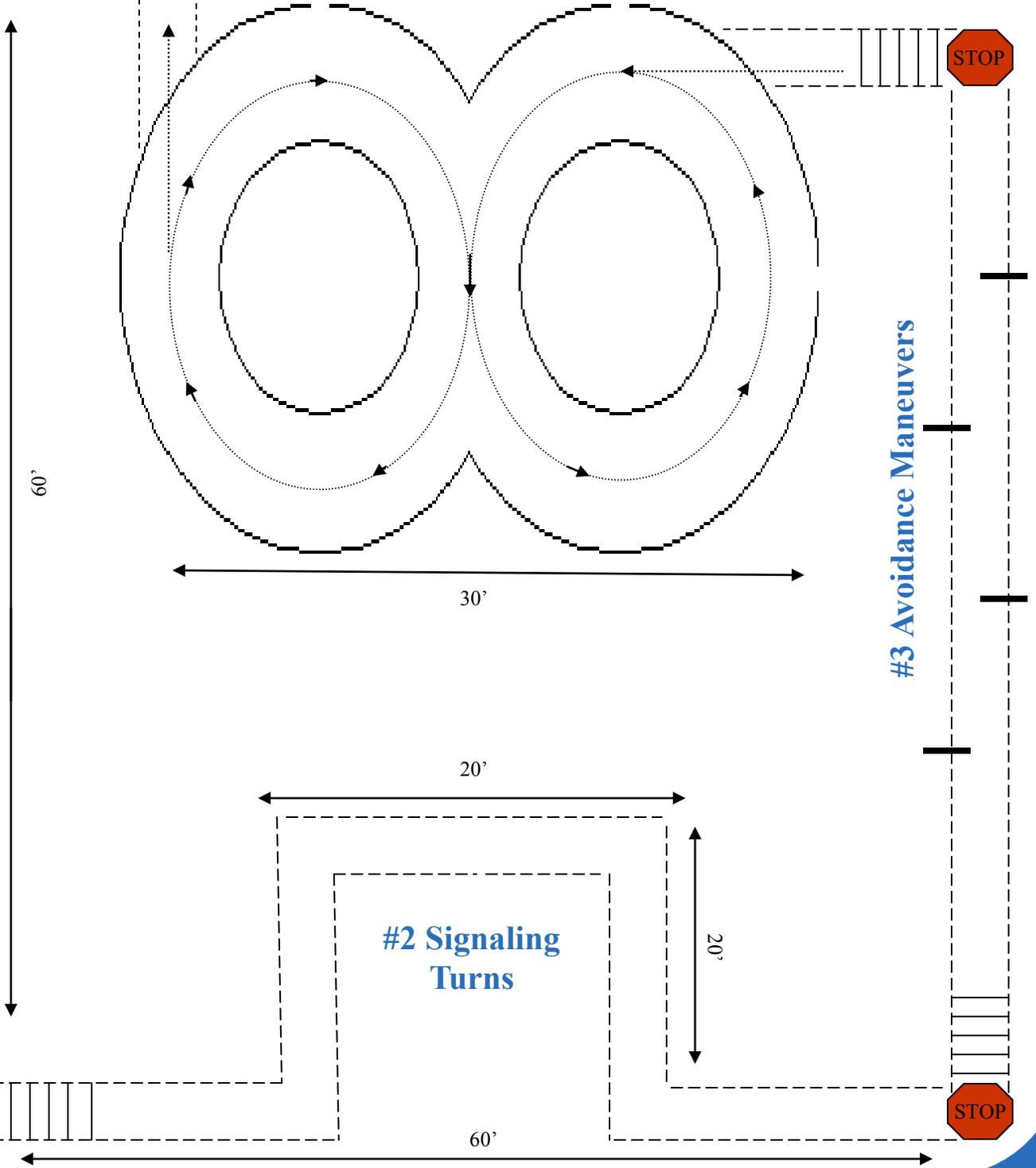
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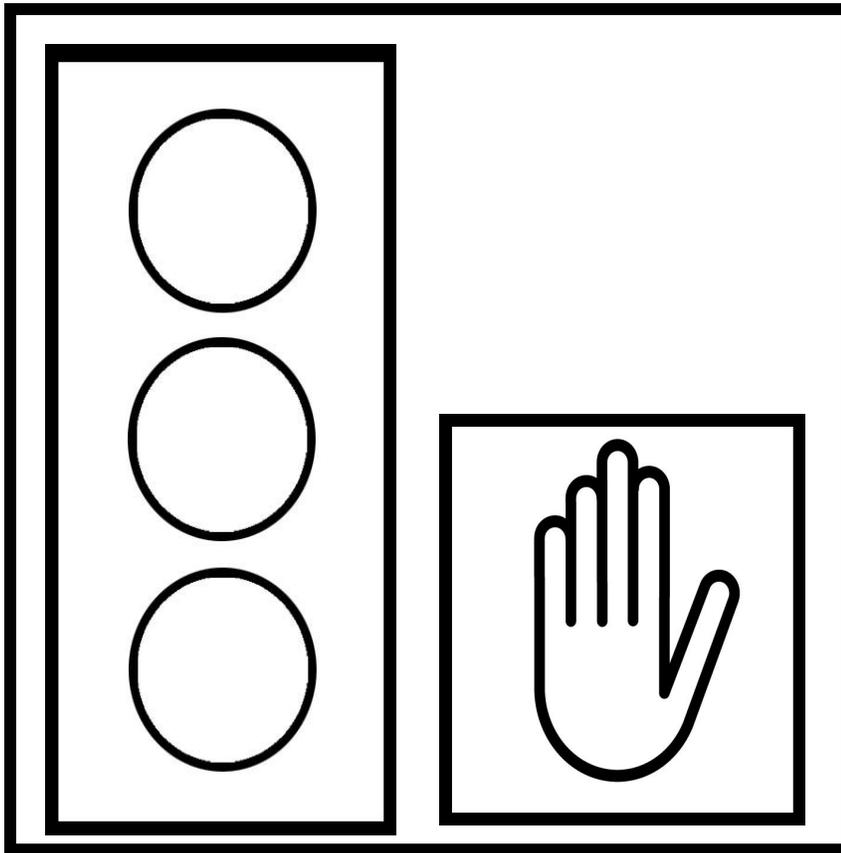
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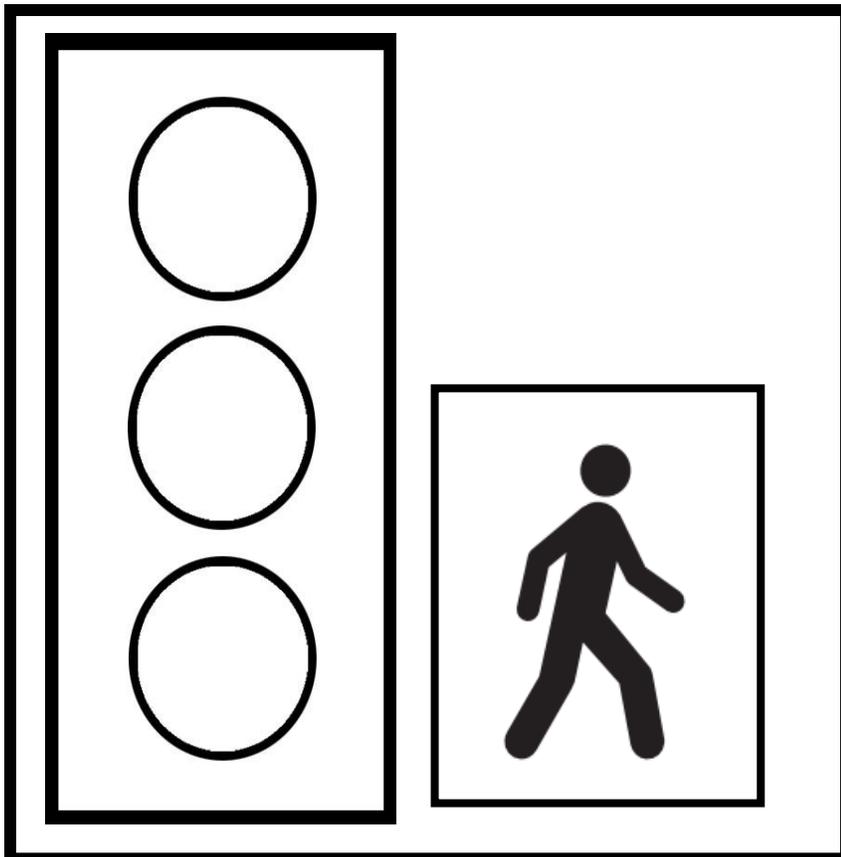




Pedestrian Crossing Game Flashcards

Print these out, enlarge the image and color them in to make 5 flashcards. For a flashing don't walk, color the hand orange with black diagonal lines going through.

- Red Light/ WALK;
- Red Light/ DON'T WALK;
- Yellow Light/ DON'T WALK;
- Green Light/ WALK;
- Green Light/ FLASHING DON'T WALK



After playing the game, review what the signals mean. Then play again.

Resources

Bike and Pedestrian information

National Highway Traffic Safety Administration

www.nhtsa.gov/bicycles

www.nhtsa.gov/pedestrians

National Safe Routes to School

www.saferoutesinfo.org

Federal Highway Administration

www.safety.fhwa.dot.gov/ped_bike

Pedestrian and Bicycle Information Center

www.pedbikeinfo.org

Bike Advocacy Groups

League of American Bicyclists

www.bikeleague.org

Bikes Belong

www.bikesbelong.org

Bike Walk Twin Cities

www.bikewalktwincities.org

Bicycle Alliance of Minnesota

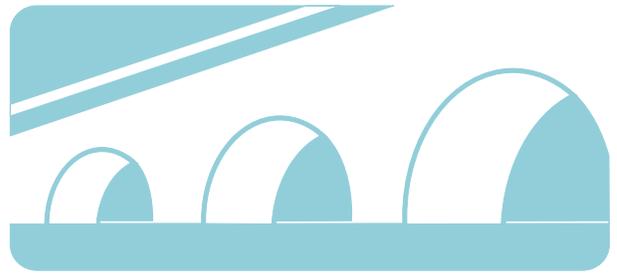
www.bikemn.org

Helmets

www.prorider.com

www.helmetsrus.net

www.safekids.org



Bike Walk Ambassadors

bikeMn

BICYCLE ALLIANCE OF MINNESOTA

www.bikemn.org



U.S. Department of Transportation
Federal Highway Administration

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