



Family Bicycling Handbook



**Produced by the Marin County Bicycle Coalition
for the Spare the Air Youth Program**

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Spare the Air Youth is part of MTC's Climate Initiatives Program.

Learn more at www.sparetheairyouth.org



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CHAPTER 1: INTRODUCTION



Family bicycling has become a favorite pastime for many around the San Francisco Bay Area as more and more parents are starting to bicycle with their children to school, for errands, and for recreation. Family-oriented bicycling programs introduce parents and their children to road rules and safety skills while promoting bicycling as a fun and healthy family activity.

Family bicycling education and encouragement programs build on the successful, student-focused Safe Routes to School programs. Encouraging bicycling at a family level can alleviate parents' concerns about their children's safety by providing a safe venue to educate families and give parents more confidence about their own and their children's bicycling abilities.

The Family Bicycling Handbook summarizes programs that are currently offered around the Bay Area. Chapter 2 combines the best components of family bicycling programs from around the Bay Area into a four-workshop series that takes families from the basics to more advanced bicycling skills. Chapter 3 presents recommended marketing strategies for family programs.

1.1 How to Use This Handbook

This Family Bicycling Handbook provides resources for hosting and organizing family bicycling programs.

- **Parents** can find out about bicycling programs in their communities in **Chapter 1**. Learn about recommendations for bicycle safety and ideas for places where the whole family can practice bicycling off-street in **Section 2.1**.
- **Program providers** can obtain resources to organize a family program in their communities. The Family Bicycling Workshop Series (presented in **Chapter 3**) can be implemented as is, with recommended marketing strategies from **Chapter 1**. Or, learn about other successful programs from around the Bay Area in **Chapter 1** and develop your own model for your community.
- **Students** can get ideas about events and activities in local communities and around the Bay Area in **Chapter 1**. You can host events or hold an activity to encourage bicycling in your own community.

Table 1 lists abbreviations and specialized terms that are used throughout this document.

Table 1: Abbreviations

Abbrev.	Term	Notes
SRTS	Safe Routes To Schools	Federally-funded program to increase the numbers of children walking and bicycling to schools. Includes non-infrastructure elements such as education and promotion, and infrastructure improvements (streets, sidewalks, paths).
LAB	League of American Bicyclists	The national bicycle education and advocacy organization. Manages the SmartCycling and Bicycling 123 education programs. Certifies SmartCycling instructors, also known as LCIs.
Smart Cycling	Smart Cycling	LAB's national standard bicycling education program for adults and children. On-street SmartCycling classes are taught by League Cycling Instructors (LCIs).
LCI	League Cycling Instructor	Bicycling instructor certified by LAB to teach on-street and off-street classes through LAB's Smart Cycling program. LCI candidates complete a 20-hour certification seminar covering the teaching of bicycling, and are mentored by experienced LCIs before leading classes. LCIs are generally independent contractors. Several LCIs have staff positions at agencies and organizations involved in bicycling education.
TS 101	LAB Traffic Skills 101	The national standard bicycle education course for adults and driving-age teens. Taught by LCIs. Involves 10 hours of content, a multiple-choice written test, and an on-bike test. (LCIs and organizations may offer the course under different titles.)
B123A	LAB Bicycling Skills 123 Adult	On-bike/off-street course (bike rodeo) for building adult bicycle handling skills.
B123Y	LAB Bicycling Skills 123 Youth	13-station off-street/on-bike course (bike rodeo) for building youth bicycle handling skills.
Kids I	LAB Kids I	LAB orientation presentation for parents, using the Kid's Eye View video.
Kids II	LAB Kids II	LAB multi-module presentation and on-bicycle course for middle school or upper elementary students.
KEV	Kid's Eye View	A 10-minute video explaining children's perceptual and cognitive limitations and the basics of bicycle driving. Used in LAB's Kids I parent orientation class.
CEV	Cyclist's Eye View	A 20-minute video explaining the basics of bicycle driving, suitable for adults and driving-age teens. Often used in the LAB Traffic Skills 101 course.
	Teeter-Totter	Bicycle "see-saw" used in youth bicycle skills events. Bicyclists ride up one end of a plank, which tips toward the other end as they ride off. This builds the ability to ride straight and to apply power precisely.

1.2 Curriculum Framework

Youth bicycling instruction equips bicyclists with the skills and knowledge to safely and confidently operate their bicycles on public streets. **Table 2** summarizes the framework for the family bicycling curriculum, which includes the location where an activity is typically held (the venue), the intended participants (audience), and the skills bicyclists at each level might be expected to have (skill level).

Some activities can be conducted in more than one type of venue, and some are applicable to more than one type of audience. These attributes — venue, audience, and skill level — are used to characterize all programs described in this Handbook.

Table 2: Curriculum Framework: Venue, Audience, and Skill Level

Item	Values	Description
Venue	Classroom	Seating area with optional tables, typically indoor (may be outdoor) Optional screen and projector, whiteboard / blackboard, flip charts
	Practice Area	Off-Street (paved schoolyard or parking lot)
	Street	On-Street (public streets)
Audience	Youth	School-age people
Activity participants	Teens	Students aged 13-19
	Driving-age Teens	Students aged 16 to 19
	Adults	People over 19 years old
	Family Riders	Parents accompanying youth riders and/or teen riders
Skill Level	Learn to Ride	No experience with bicycling, do not know how to balance and pedal.
	Basic Handling	Operating the bicycle in isolation, initially without sufficient control to operate around others. Skills include mounting/dismounting, balancing, starting, stopping, pedaling, coasting, turning, coasting turns, shifting, unweighting the saddle over bumps.
	Intermediate Handling	Sufficient control to operate around others in an off-street environment. Skills include: quick and precise starting, precise stopping including shifting into starting gear, conditional stopping, indefinite yielding.
	Bicycle Driving	Operating according to the rules of the road; communicating and becoming part of traffic. Skills include scanning, signaling, holding a line, shifting to another line, intersection approach positioning, lane sharing, lane control, situational decisions.
	Advanced Handling	Emergency maneuvers for avoiding a collision. Skills include emergency Stop (“Quick Stop”), “Rock Dodge” (wiggling front wheel around small obstacle), and Emergency Turn (“Instant Turn”). (<i>Advanced handling is usually only taught in adult and teen bicycle driver education classes.</i>)



Instructional content can be combined into Modules, which pair one venue with one audience and skill level to conduct one or more activities. For example, a conventional “bike rodeo” is typically an off-street event (venue) for young children (audience) who have basic handling skills (skill level) to build skills by practicing riding (activities).

Larger events in which several activities proceed in parallel or in sequence may include multiple venues and/or serve different audiences. For example, a Family Cycling Workshop might begin with helmet and bike safety checks, continue with a youth bike rodeo concurrent with a youth learn-to-ride class, and end with a short, family oriented loop ride open to children with handling skills (i.e., not those who just learned to balance and pedal in the learn-to-ride session).

Table 3 summarizes typical activities that are offered in family bicycling modules. It categorizes activities by venue, audience, and skill level to help plan an event or workshop series, which would target specific audiences.

Table 3: Typical Activities by Venue and Audience

Activity	Venue	Audience	Skill Level
Lecture, presentation, discussion	Classroom, (Practice Area)	Any	Any
Cycle Jeopardy or similar “game show” (Teaches bicycle driving principles including rules of the road)	Classroom	Youth, Teens	Any
Demonstration of bicycle anatomy and equipment	(Classroom), Practice Area	Any	Any
Bicycle safety check (e.g. “A-B-C-Quick-Check”)	Classroom, Practice Area	Any	Any
Helmet fit / check / distribution	Classroom, Practice Area	Youth	Any
Helmet demonstration (e.g. “Egg Drop” or “Melon Drop”)	Classroom, (Practice Area)	Youth	Any







Activity	Venue	Audience	Skill Level
Learn To Ride (Youth) (e.g, SFBC “Freedom From Training Wheels”)	Practice Area	Youth	Learn to Ride
Learn To Ride (Adult)	Practice Area	Adult	Learn to Ride
Snail Race / Slow Race (slow-speed handling)	Practice Area	Youth	Basic Handling
Circulation with simulated intersection(s) (yielding, priority rules, scanning)	Practice Area	Youth	Basic Handling
Chaos Box (random circulation within an area that gets smaller; shows how operating rules minimize conflicts)	Practice Area	Youth	Basic Handling
Driveway Ride-Out (stop/scan/yield at sidewalk and at fender line of parked cars)	Practice Area, (Street)	Youth	Basic Handling
Mounting and dismounting	Practice Area	Any	Basic Handling
Starting and stopping	Practice Area	Any	Basic Handling
Scanning (shoulder checks)	Practice Area	Any	Basic Handling
Signaling (hand signals)	Practice Area	Any	Basic Handling
Line-shifting (holding a line, changing lines)	Practice Area	Any	Basic Handling
Lane-change negotiation (scanning, signaling, and line-shifting)	Practice Area, (Street)	Any	Basic Handling
Simulated intersection practice (approaches & turns)	Practice Area	Any	Basic Handling
Quick Stop (safe and effective emergency braking)	Practice Area	Any	Advanced
Quick Turn (safe emergency turn to avoid a cutoff)	Practice Area	Any	Advanced
Rock Dodge (quickly steering front wheel around obstacle without veering)	Practice Area	Any	Advanced
Minor crossroad (approaches & turns from all legs; U-turn to return)	Street	Any	Intermediate
Loop ride (returns to starting point)	Street	Any	Intermediate
Destination ride (point to point)	Street	Any	Intermediate
Teaching ride (periodic stops where instructor(s) explain and demonstrate)	Street	Any	Intermediate
Testing ride (instructor evaluation of students)	Street	Any	Advanced
Fun Activity (kidical mass, Sunday Streets, treasure hunt)	Street	Any	Intermediate

CHAPTER 2: ORGANIZATIONS AND PROGRAMS

This Chapter presents the organizations that offer bicycle instruction throughout the Bay Area and summarizes the relevant programs of these organizations.

Table 4: Family Bicycle Program Providers

Organization	Logo	Contact Information	Website Link
ALAMEDA AND CONTRA COSTA COUNTIES			
East Bay Bicycle Coalition (EBBC)		510.845.RIDE (7433) Berkeley Bike Station 2208 Shattuck Avenue Berkeley, CA 94704	ebbc.org/safety
Cycles Of Change (COC)		510.842.1006 info@cyclesofchange.org P.O. Box 70292 Oakland CA 94612	cyclesofchange.org
MARIN COUNTY			
Marin County Bicycle Coalition (MCBC)		415.456.3469 733 Center Boulevard Fairfax, CA 94930	marinbike.org/Resources/BikeEd.shtml
SAN FRANCISCO			
San Francisco Bicycle Coalition (SFBC)		415.431.BIKE (2453) 833 Market Street, 10th Floor San Francisco, CA 94103-1830	www.sfbike.org/?familybiking
Presidio Community YMCA Bike Program (YBIKE)		ContactUs@ybike.org 1152 Gorgas San Francisco, CA 94129	www.ybike.org
Sunday Streets		415.344.0489 x2 995 Market Street, Suite 1450 San Francisco, CA 94103	www.sundaystreetsf.com

Organization	Logo	Contact Information	Website Link
SAN MATEO			
Silicon Valley Bicycle Coalition (SVBC)		408.287.7259 1922 The Alameda, Ste. 420 San José, CA, 95126	bikesiliconvalley.org
Western Wheelers, San Mateo		650.961.5357 P.O. Box 60367 Palo Alto, California 94306	westernwheelersbicycleclub.memberlodge.com/
SANTA CLARA			
Silicon Valley Bicycle Coalition (SVBC)		408.287.7259 1922 The Alameda, Ste. 420 San José, CA, 95126	bikesiliconvalley.org
Traffic Safe Communities Network (TSCN)		408.793.2700 Center for Chronic Disease and Injury Prevention (CDIP) 1400 Parkmoor Avenue, 120B San Jose, CA 95126	www.sccgov.org/sites/sccphd/en-us/Partners/TrafficSafety/Pages/default.aspx
City of Palo Alto Safe Routes to Schools (PA SR2S)		Kathy Durham, SRTS Coordinator Kathy.Durham@CityofPaloAlto.org 650-329-2568	cityofpaloalto.org
Palo Alto Neighborhood Green Teams		Palo Alto Community Environmental Action Partnership http://pa-ceap.pbworks.com	www.pagreenteams.org/bikepaloalto



Organization	Logo	Contact Information	Website Link
SONOMA COUNTY			
Sonoma County Bicycle Coalition		707.545.0153 750 Mendocino Avenue, Suite 6 Santa Rosa, CA	www.bikesonoma.org/
Sebastopol Education Foundation (SEF)		707.829.4570 Sebastopol Union School District 7611 Huntley Street Sebastopol, CA 95472-3651	www.sebastopolschools.org/sef.html

Table 5: Summary of Programs

Program: Provider	Audience	Adult role	Description
ALAMEDA AND CONTRA COSTA COUNTIES			
Family Cycling Workshop (EBBC)			
Learn To Ride	Youth LTR	Observe	Students learn to balance and pedal for the first time.
Marked Off-Street Route	Youth Riders	Observe	Students learn to follow a line, yield, and merge.
Snail Race / Slow Race	Youth Riders	Observe	This slow-speed race builds student control.
Neighborhood Ride	Family	Escort	Parents escort their children on a fun ride.
Fix-A-Thon (Cycles Of Change)	Youth	None	The BikeMobile (a bike maintenance van) visits schools, community centers, parks, and community events. Staff help youth repair bicycles, teach bike mechanics and safety, and give away accessories.
Bike Rodeo (Cycles Of Change)	3rd – 6th graders	Assist	This in-school or after school program teaches students to navigate lanes and around obstacles on their bicycles.
Mock City Rodeo (Cycles Of Change)	Families	Assist	Students develop road awareness and safety skills as they bicycle in a mini-city with roads and signs.
After School Bike Clubs (Cycles Of Change)	Youth Riders	Assist	Clubs offer opportunities for students to learn bicycle mechanics, earn a bicycle, and learn safe riding skills.
MARIN COUNTY			
Riding With Youth (MCBC)	Family Riders	Student	This class teaches parents about the bicycle equipment and laws, the developmental progression of bike skills for kids, and how to help them safely ride in traffic.
Ride-N-Seek(MCBC)	Youth Riders	Escort	Ride-N-Seek is a “rolling treasure hunt” on bicycles using local streets and pathways.
Women On Wheels (MCBC)	Adult Riders (Women)	Student	This class is for women new or returning to bicycling, not specifically parents only. It is taught by a female instructor and focuses on building confidence and skills. The class includes basic maintenance and flat fixing.

Program: Provider	Audience	Adult role	Description
SAN FRANCISCO			
Family Biking Program (SFBC)			
Biking Pregnant	Expectant Parents, Supporters	Student	Students learn medically reviewed facts about bicycling pregnant and meet other pregnant women who bicycle. This lesson is in the classroom only.
Biking With Your Baby and Toddler	New parents, supporters	Student	Students learn medically reviewed facts about bicycling with a baby and/or toddler, as well as tips and tricks. This lesson is in the classroom only.
Bike to School Practice: On-Road with Your Children	Parents	Participant, Escort	Students learn how to ride to school and practice in car-free space and on city streets. Bicycles and helmets are required.
Freedom From Training Wheels	Youth	Observe, Assist	Students learn how to balance, pedal, stop, and turn.
Family Biking Guide (SFBC)	Families	Varies	This how-to manual offers instructions on all stages of family bicycling in English, Spanish, and Chinese.
Family Biking Day (SFBC)			
Marked off-street route	Youth	Observe	Students learn to follow a line, yield, and merge.
Multiple-lane off-street course	Youth	Assist	Students practice starting, slow-speed control, scanning, signaling, and smooth stopping.
Loop ride from/to school	Youth	Escort	Parents escort their children for this on-street ride.
Bike Rodeos (YBike)	Youth Riders	Assist	This after-school or community event builds skills with learn to ride lessons and riding practice in a simulated street course called "Safetyville".
YBike Saturdays (YBike)	Middle Youth	Varies	Youth can participate in a bike safety group ride, learn about basic skills education, and go on a family ride.
Sunday Streets (Livable City)	All	Participant	Streets are closed to automobiles and but remain open for pedestrians, bicyclists, local businesses. Provides a variety of family activities, including instruction and helmet fitting.

Program: Provider	Audience	Adult role	Description
SANTA CLARA COUNTY			
Bringing Up Bicyclists (Palo Alto SRTS)	Parents	Student	This parent orientation presentation prepares parents for encouraging and being comfortable with their children bicycling to middle school.
Bike Palo Alto! (Palo Alto Green Teams, City of Palo Alto)	Family	Participant	This weekend community day includes a bike safety check, helmet fitting, information about route finding, and a community ride.
Family Fun Ride (TSCN)	Family	Escort	This easy, short ride allows families to ride together and discover how fun bicycling to school and around the neighborhood can be.
SONOMA COUNTY			
Family Cycling Weekend (SCBC and the Windsor Parks & Recreation Department)	Families	Participant	This weekend-long educational program teaches families how to bicycle and offers opportunities to practice in on- and off-street environments.
Mombo's 2 Mombo's (Sebastopol Education Foundation)	Families	Escort	This community ride starts and ends at two local pizza restaurants, which offer free soda and slices for participants as a fundraiser for school extracurricular activities.

2.1 Riding Opportunities for Families



When learning to ride with children it is best to start off-street until your children become confident riders and then practice on streets with good facilities. **Table 6** presents a few options for places to practice riding off-street.

Table 6: Locations to Practice Off-Street Bicycling

Location	Details	Miles	Bicycle Type
San Francisco Bay Trail	The Bay Trail is a planned recreational corridor that, when complete, will encircle San Francisco and San Pablo Bays with a continuous 500-mile network of bicycling and hiking trails. To date, approximately 310 miles of the alignment have been completed. More information is available on the website: www.baytrail.org/	Varies	Any
ALAMEDA COUNTY			
Alameda Creek Trail, Fremont	This flat trail along Alameda Creek travels from Niles Canyon to the Bay. The trail on the southern bank is paved and good for road bikes, while the trail on the northern bank is hard-packed gravel and best for mountain bikes.	12	Any
Coyote Hills, Fremont	Nearly all paved, this loop circles the park along the San Francisco Bay. The trail has some rolling hills.	4	Mountain

Location	Details	Miles	Bicycle Type
Crown Memorial State Park, Alameda	This flat trail follows the shoreline. You can extend the trip another mile across Alameda's bicycle drawbridge onto Bay Farm Island.	2.5	Any
Hayward Regional Shoreline, Hayward	These compacted gravel walkways are flat and you can follow the San Francisco Bay Trail from staging area at end of Grant Avenue to Hayward Shoreline Interpretive Center.	7	Mountain
Martin Luther King Regional Shoreline, San Leandro	These paved trails are along San Leandro Bay and San Leandro Creek. A good access point is on Swan Way off Doolittle Drive.	5+	Any
Oyster Bay, San Leandro	This flat, paved trail circles the park at the end of Neptune Drive off of Marina Boulevard.	2	Any
Redwood Regional Park, Oakland	This paved, flat trail through a beautiful redwood forest from Canyon Meadow Staging Area is perfect for young children on bikes.	1	Any
Various Locations	Maps of short loop trails: easy paths for walking or bicycling (north and south) are available at: North: www.ebparks.org/Assets/_Nav_Categories/Activities/Hiking/Short-Loops/Short-Loop+Trails+North.pdf South: www.ebparks.org/Assets/_Nav_Categories/Activities/Hiking/Short-Loops/Short-Loop+Trails+South.pdf		
Source: East Bay Regional Parks District http://www.ebparks.org/activities/biking/paved			
CONTRA COSTA COUNTY			
Big Break Regional Trail, Oakley	The paved portion is now completed along the Delta Shoreline from the Marsh Creek Trail west to Jordan Lane.	1.6	Any
Contra Costa Canal Regional Trail	This flat, paved trail connects Martinez, Pleasant Hill, Walnut Creek, and Concord. It bisects the Iron Horse Trail in Walnut Creek and follows the Contra Costa Canal. The trail begins at Muir Road in Martinez, and ends in Concord at Willow Pass Road east of Sixth Street. A nice starting point is Heather Farms in Walnut Creek.	14.25	Any
De Anza Regional Trail, East Contra Costa	This relatively flat, paved trail connects Concord, Bay Point, Pittsburg, Antioch, and Oakley. A good starting point is Antioch Community Park in Antioch with access to Contra Loma Regional Park.	18	Any
Eastshore State Park, Richmond	This trail begins at Marina Bay in Richmond and runs to Central Avenue near Point Isabel.	2.25	Any

Location	Details	Miles	Bicycle Type
Iron Horse Regional Trail	This relatively flat, paved trail with mild rolling hills connects the cities of Pleasanton, Dublin, San Ramon, Danville, Walnut Creek, Pleasant Hill, and Concord. Civic Park in Walnut Creek, Danville Railroad Museum in Danville, and Central Park in San Ramon make nice areas to access the trail.	26+	Any
Lafayette-Moraga Regional Trail	This paved, flat trail parallels St. Mary's Road through Lafayette and Moraga. The north end of the trail starts at Olympic Boulevard and Pleasant Hill Road in Lafayette and is a nice starting point.	7.75	Any
Marsh Creek Trail, East Contra Costa County	This paved trail connects Brentwood to Oakley.	7+	Any
Source: East Bay Regional Parks District www.ebparks.org/activities/biking/paved			
MARIN COUNTY			
Cross Marin Trail, Samuel P. Taylor State Park	This shady ride runs from the Shafter bridge at the Inkwells to Platform Bridge Road. A shorter ride can start from the main entrance to Samuel P. Taylor Park. Parking is available in the park on Platform Bridge Road or at the Salmon view area, which is open during the winter.	2.5	Any
The Tunnel, San Rafael to Larkspur	To travel southbound, park near the Office Depot on Anderson in San Rafael. Cross the street and ride the path through the tunnel. For northbound travel, park at the theater at Larkspur Landing and access the tunnel at the far end of the parking lot. Country Mart has several places to get treats. More experienced bicyclists can ride the bike path along Anderson Drive to access downtown San Rafael.	1.5	Any
Corte Madera Creek	Start at the Ross Post Office and ride the pathway through College of Marin. Cross College Avenue to access the creekside path. More experienced riders can continue to the Larkspur Ferry and back.	3.5	Any
Rush Creek Open Space, Novato	Take the 101 North and exit at San Marin/Atherton. Turn right, then take a left at Gness Field and park just past the Park and Ride. The trail is a mostly flat, dirt fire road that narrows to a single track. The trail has great birds and views.	3	Mountain
Phoenix Lake-Grilly's/Scoop	Park at Phoenix Lake and ride on the dirt trail to Deer Park via 5 Corners. It can be muddy in the winter. Fairfax is a great place to have lunch before riding back on quiet back streets.	5	Mountain

Location	Details	Miles	Bicycle Type
Puerto Suello Hill Bike Path to Marin Civic Center, San Rafael	The path begins at Mission Avenue at Hetherton Street and ends at the south end of Merrydale Road. Ride Fifth Street to the start of the path by Highway 101. At San Pedro Road, the Civic Center is on the right. Note: crossing the freeway on-ramp is tricky – consider walking bikes. Attractions include a farmer's market on weekends and the County Fair in July.	3	Any
Mill Valley Bike Path	Park at the Mill Valley Recreation Center. Ride the path to Sausalito. More experienced bicyclists can ride Bridgeway to downtown for a snack or lunch.	4	Any
Tiburon Bike Path	Start at Blackie's Pasture and ride along the path into Tiburon. Some street riding in downtown Tiburon may be appropriate for intermediate bicyclists. Enjoy the view from the benches in the grassy area in town.	4 Any	
Angel Island (Advanced)	Ride the Tiburon path from Blackie's Pasture, then take the ferry to Angel Island. Ride the loop around the island. Note: it has a couple of steep hills. This ride is particularly fun on Opening Day on the Bay, Blue Angels Day, or Civil War Day.	5; loop	Any
Sausalito to San Francisco (advanced)	Park in Sausalito. Ride the Bridgeway to the Golden Gate Bridge, cross the bridge and ride the Embarcadero to Ft. Mason, Fisherman's Wharf, or the Ferry Building, then take the ferry back. This ride has a lot of great stops and places to eat.	Varies	Any
Source: Marin County Bicycle Coalition www.marinbike.org			
NAPA COUNTY			
Bothe-Napa Valley State Park	The park offers family, group, and walk/ride-in camping, picnicking, many miles of trails for hiking, mountain bicycling and horseback riding, a swimming pool, pioneer cemetery, and Native American Plant Garden.	Various	Mountain
Oat Hill Mine Trail	The trail travels between Calistoga to the western end of Aetna Springs Road in Pope Valley. It is shared by hikers, mountain bicyclists, and equestrians and can be rough and rocky in some places. Trailheads are located in Calistoga, Palisades, and Aetna Springs Road.	8.3	Mountain
Source: Napa County Regional Park and Open Space District www.napaoutdoors.org/parks-trails			

Location	Details	Miles	Bicycle Type
SAN FRANCISCO			
Golden Gate Park	JFK Drive around the park is closed on Sundays during the spring, summer, and fall. Parking is available outside the park or west of Park Presidio. Attractions include the Academy of Science, DeYoung, Japanese Tea Garden, Conservatory of Flowers, or Children's Playground.	2-5; loop	Any
Crissy Field	This route connects the Exploratorium to Fort Point. There is a Warming Hut for snacks. Fort Point has a free museum with real cannons.	2.5	Any
Golden Gate Bridge	The bridge can be accessed from the Embarcadero. Beginning riders should be aware that this is a crowded route with other bicyclists and pedestrians.	2.6	Road
Valencia Street (Advanced)	Valencia Street has wide bike lanes with great food and shops. The lanes extend from Mission Dolores to Noe Valley.	2.9	Road
Various	Join the San Francisco Bicycle Coalition on a fun, easy bike ride. Rides leave on Saturday mornings from Duboce Park playground to Golden Gate Park playground and other family rides are scheduled throughout the year. Find out more here: http://www.sfbike.org/?Family_Rides	Various	Any
SAN MATEO COUNTY			
Alpine Trail, Menlo Park to Portola Valley	This paved trail begins at the Santa Cruz Avenue/Alpine Road/Junipero Serra Boulevard intersection. In the Town of Portola Valley, it becomes the Dwight F. Crowder Memorial Bicycle Path and runs along Alpine Road to its intersection with Portola Road.	7.6	Any
Crystal Springs Regional Trail, San Bruno to Woodside	In the north, the trail starts at Cambridge Lane in San Andreas and travels alongside the San Andreas Reservoir to Sawyer Camp. This popular segment is paved and marked for two-way travel. The portion of the trail south of Highway 92 does not allow bicycling.	15.3	Any
Ralston Bike Trail, Belmont	This trail extends from the Ralston Avenue interchange with Highway 92 over Interstate 280, across Cañada Road to the Crystal Springs Trail.	1	Any
Weiler Ranch Road, San Pedro Valley Park	This trail follows the valley floor of the Middle Fork of San Pedro Creek. The trail can be accessed from the main park parking lot or from the Oddstad Boulevard entrance.	1	Mountain rec.

Location	Details	Miles	Bicycle Type
Promenade Trail, Coyote Point Recreation Area	The Promenade is a paved spur trail that links the San Francisco Bay Trail to the Bluff Trail along the Recreation Area shoreline. The Promenade is on a breakwater that provides access to the beach and can also be reached from the parking areas near Magic Mountain Playground and the Beach Center.	0.6	Any
Bay Trail, Coyote Point Recreation Area	The Bay Trail within Coyote Point extends from the southern entrance by the Yacht Club near the Marina along Coyote Point Drive with views of Popular Creek Golf Course towards the Windsurf Beach at the north entrance.	1.2	Any
Old Haul Road, Pescadero Creek Park	This road provides a multi-use route (hikers, bicycles, and equestrians), from Memorial Park to Portola State Park. Be aware that this is the main access road for maintenance crews, and expect to meet occasional heavy trucks.	5.7	Mountain
Source: San Mateo County Division of Parks www.co.sanmateo.ca.us/portal/site/parks/menuitem.16bfc0a32453ee4482439054d17332a0/?vgnnextoid=e539f80110f4d110VgnVCM1000001d37230aRCRD			
SANTA CLARA COUNTY			
Coyote Creek Parkway	This scenic parkway meanders along Coyote Creek. The north portion features a paved multi-use trail popular with bicyclists, rollerbladers, and hikers. South of Metcalf Road, an equestrian trail parallels the paved trail.	13.7	Any
Los Gatos Creek Trail	The Los Gatos Creek Trail offers recreational opportunities for walkers, jogger, bicyclists, skaters, non-motorized scooters, bladers, and nature lovers.	7.4	Any
Penitencia Creek Trail	This trail follows Penitencia Creek from the 700-acre Alum Rock Regional Park (in the City of San Jose) to its confluence with Coyote Creek. The trail is incomplete at this time; however, a majority of the trail is developed and is open to public use and enjoyment.	1.9	Any
Source: Santa Clara County Parks www.sccgov.org/sites/parks/Hike%20Here/Pages/Paved-Bicycle---Pedestrian.aspx			

Location	Details	Miles	Bicycle Type
SONOMA COUNTY			
Various	The Sonoma County Bicycle Coalition provides maps of bicycle rides in Sonoma County: http://bikesonoma.org/ride/ridesand-maps		
Solano County			
Alamo Creek Bike Route, Vacaville	This off-street route offers a serene bicycling experience for the entire family.	5	Any
Central County Bikeway, Suisun City	Starting in downtown Suisun City at the waterfront, this route travels along the south side of Highway 12 and connects to the McCoy Creek Path, as well as various shopping and dining opportunities off Sunset Boulevard.	3	Any
Fairfield Linear Park	This park path connects to Solano Community College on the southwest edge of town and into Fairfield city center.	6.1	Any
Source: Solano Transportation Authority www.sta.ca.gov/Content/10088/solanobikeped.html			

CHAPTER 3: FAMILY BICYCLING WORKSHOP SERIES



This Chapter presents a recommended series of four workshops to engage families in your community on bicycling issues. Each two-hour lesson is designed to be independent, yet each builds upon skills from the prior lesson. This allows families to attend any combination of classes, with the greatest benefit for those who attend all four.

Table 7: Family Bicycling Workshop Series

Title	Description	Family Requirements
1. Introduction to Family Bicycling	<ul style="list-style-type: none"> Indoor presentation with activities On-bike and off-street basic drills Off-bike spatial awareness games 	Bikes and helmets for both adults and children.
2. Bike Rodeo	<ul style="list-style-type: none"> On-bike, off-street courses for children; parents can ride if desired Skills progress from basic bike control to be replicated on-street traffic skills Parents can assess their child's bicycle skills 	Bikes and helmets for children, but adults are welcome to join with their bike and helmet.
3. Riding as a Family	<ul style="list-style-type: none"> Indoor presentation with activities Brief on-bike, off-street drills On-bike, on-street drills 	Bike and helmet for both adults and children.
4. Family Fun Ride	<ul style="list-style-type: none"> Off-street basic bike skills test On-bike, on-street ride Group rides a few miles to a fun location for snacks and games before returning Mimics a school bike commute 	Bike and helmet for both adults and children Prepare participants to carry their own personal items during the ride (cell, wallet/purse, jackets, extra snack or drink, etc.)

3.1 Considerations

3.1.1 English Language Learners (ELL's)

For audience members that have limited or no English proficiency (known as English Language Learners, or ELLs), consider the following *adaptations* (making content accessible) and *modifications* (changing content).

- **It is best to have someone translate for you.** If that is not possible, physically demonstrate as many techniques as possible.
- **Preview key vocabulary.** Before the lesson begins, highlight words that all participants should know. Hold up an item (or depiction of the item) with a card that has the term written on it and speak the word clearly and slowly. When possible combine the term with a specific physical gesture and use the gesture when saying that word throughout the lesson. Use the same words for the same items; don't call it a "bicycle" one minute and a "bike" the next. Consider labeling objects with the word in English as well as in other languages.
- **Don't rely on the spoken word alone.** Use visual and kinesthetic learning strategies whenever possible. This includes using not only images, but real objects, body language (physical demonstrations), and opportunities for movements (physical memory). For example: the "two-finger" helmet check is better for ELLs because they can practice physically moving their own fingers instead of remembering the words "eyes, ears, mouth."
- **Allow time for group discussion.** When possible, group ELLs with a bilingual partner (possibly their child or another family member). Allow time after each lesson for students to discuss and clarify each concept with each other in language. For example: after covering the benefits of bicycling, ask the groups to discuss which benefits are most interested important to them.
- **Consider modifying the content.** If more time is spent clarifying communication there will be less time for content. Focus on the key messages and activities that are visual or kinesthetic. For example: spend less time on non-essential points that are entirely audio-based.

3.1.2 Modifying Content

Use these guidelines to improve the lessons or to change the content depending on the skill, age, and time available for the activities.

- “+” symbols throughout the lessons indicate skills to consider adding or removing.
- Don’t encourage students to try a skill they are not ready for, but modify the activity by removing the obstacle so that they can still participate. For example, if a student cannot safely ride in the street, have them practice crossing the street on foot.
- Consider bringing a few balance bikes (no pedals, feet flat on ground) so that young children can practice balancing without worrying about pedaling.
- Give the advanced riders a role. Have advanced riders help (or at least encourage) the other riders or help run the activity.
- Allow parents to continue practicing the skills they or their child need to practice. At the end of the activities allow time for families to revisit stations on their own.

3.1.3 Urban or Suburban On-Street Setting

The second half of the Family Bicycling Workshop Series includes riding on public streets. Depending on the meeting location, the riding may take place in an urban or suburban setting with high or low traffic flows. Ideally low traffic flows are best for practice, but if there aren’t nearby locations available, consider using a bike path if possible. If a high traffic street is the only option, modify the lesson to emphasize intersection negotiation while walking the bicycles and participate in on-street riding in places where the instructor feels bicycles can be successfully accommodated.

3.2 Introduction to Family Bicycling



This combined presentation and introduction to bicycling is a way of talking to families about why bicycling is important and fun, and to alleviate parents' concerns. Students learn basic bicycle handling skills and participants can practice riding in a straight line, turning, and merging into traffic.

FORMAT: Two-hour session, including an indoor presentation and outside basic bike drills

VENUE: Indoor space with paved traffic-free area nearby (weather permitting), such as an elementary school or a community center

DAY/TIME: Weekend morning or midday

AUDIENCE: Elementary age youth and their parents

SKILL LEVEL: Basic handling; students can operate the bicycle in isolation, initially without sufficient control to operate around others

MATERIALS: Presentation: computer, PowerPoint, projector, screen, soft ball, benefit cards, skill cards

Bicycle drills: open space, course markers (e.g., tennis ball halves, chalk, cones, tape), basic bike tool, Family Bicycling handout

Bicycles and helmets for adults and children

OBJECTIVES: Following the workshop, parents and children will be able to:

- Identify that bicycling has many health benefits and relatively low risk compared to driving
- Recognize that bicycling requires various levels of skills and that development should be systematic
- Set clear rules, goals, and communication regarding bicycling together and individually
- Utilize community cycling resources

ON-BIKE SKILLS:

- Check and fit a helmet
- Check and fit a bicycle
- Assess saddle height
- Start and mount the bicycle using “pedal position”
- Ride a straight line while looking ahead
- Stop the bicycle using proper brake force and body positioning
- Dismount by waiting until the bike is stopped
- Stay in a lane while turning
- Ride straight with one hand
- Ride straight while briefly scanning behind before turning
- Look ahead and behind
- Ride straight while making turn-signals
- Combine riding straight, rear scanning, hand-signals, and turning into one smooth series of actions

OFF-BIKE SKILLS:

- Move rapidly in close proximity to other people without bumping or making contact with them
- Work with a group in an organized movement
- Yield and merge appropriately with lines of moving people

EXAMPLES:

- San Francisco Bicycle Coalition (SFBC) On-Road With Your Children
- East Bay Bicycling Coalition (EBBC) Family Bicycling Clinic
- Sunnyvale (Santa Clara County TSCN) Family Fun Ride
- Marin County Bicycle Coalition (MCBC) Riding With Youth

Table 8: Introduction to Family Bicycling Activities

Activity	Activity Description	Parent role
In-Class Presentation (PowerPoint presentation with activities)		
Introduction 3 min	Instructor welcomes the participants, introduces him/herself, and introduces the Family Bicycling program.	Listen
Ice-breaker and K-W-L (Know, Want to learn, and Learned) chart 5-8 min	Instructor tosses the soft ball to a family who states their names, anything they know about bicycling, and something they want to know. The family throws the ball to a group who has not spoken. Instructor creates a K-W-L chart based on responses.	Participate
Benefit/risk card sort 5-8 min	Instructor passes out a set of cards with the benefits of bicycling and a risk card for both bicycling and driving. Families review the cards and sort them into four categories: risk for bicycling, risk for driving, benefits for bicycling, benefits for driving. Using two depictions of a scale in front of the class, families take turns placing a benefit or risk card until all the cards are on the board and the balance is tipped in favor of bicycling.	Participate
Bicycle skills sort Development card sort 5-8 min	Instructor passes a set of skill cards to each family. Children sort cards from easy skills (bottom) to complex skills (top) while parents sort development cards. Families place one card at a time to recreate the stacks in front of the class while the instructor discusses the steps of systematic skill development to the parents (identify needed skill, isolate and practice skill, re-evaluate skill level).	Sort skill development cards
+ Bike benefit board game 5-10 min	This quick board game can occupy restless participants during the presentation. Players take turns rolling a die to advance along a path for each transportation mode. Squares on the path indicate risk and benefit of different modes of transportation (players move forward or back).	Watch presentation

Activity	Activity Description	Parent role
On-Bike Skills Practice		
Helmet check and fit 8-10 min	<p>Instructor checks that participants' helmets have no cracks or dents and that all straps and buckles are present.</p> <p>Instructor shows participants how to adjust the fit of the helmet using either the "two-finger" or "eyes, ears, mouth" method: place the helmet level on the head, place ear strap-sliders directly below the ear, and snug the chin strap. Instruct participants to check their helmets by shaking their heads, and making sure it does not move.</p> <p>Students give a thumbs-up when their helmet is ready</p>	Participate
Bike check and fit 8-10 min	<p>Participants stand over their bicycle frame to check that they have at least an inch of clearance or more, then verify that the handlebars are easy to reach from seated.</p> <p>ABC Quick Check: Check that the bike is safe to ride by squeezing the tires and the brakes, looking at the chain, checking the quick-release or bolts at the wheel hub, and then doing a final check for loose or noisy parts and decide if the bike is safe to ride.</p> <p>Students give a thumbs-up if the bike is ready.</p>	Participate
Saddle height 5 min	<p>Without bicycles, families role-play a low and proper seat height by walking/running the length of a basketball court with legs bent (squatting) and returning with legs straightened.</p> <p>Instructor tells participants that at the proper saddle height on most bikes, feet cannot easily touch the ground while seated. Raising a seat should be done incrementally and only after the rider has mastered balancing the bike.</p>	Participate
"Pedal power position" start/mount 5-8 min	<p>Instructor lines bicyclists up side-by-side a few feet apart, facing a large open space and demonstrates improper and proper start/mounting of the bicycle.</p> <p>Riders straddle the bicycle (not seated) and place one foot in "pedal power position." When everyone is set, riders stand on that pedal to gain forward momentum and step-up onto the seat. Repeat the drill at least once.</p>	Participate
Brake & dismount 5-8 min	<p>Instructor lines bicyclists up side-by-side a few feet apart, facing a large open space.</p> <p>Instructor demonstrates improper and proper braking and dismount (including front brake flips).</p> <p>Participants ride a short distance and shift their body weight before applying appropriate braking force. When the bike is stopped, they dismount by standing on a pedal and placing the opposite foot on the ground.</p> <p>Repeat the drill at least once.</p>	Participate

Activity	Activity Description	Parent role
Straight line + One handed + Rear scan 5-8 min	<p>Riders form single file lines behind a few marked narrow straight-aways.</p> <p>Participants enter the course one at a time and ride straight while looking ahead.</p> <p>Instructor may stand ahead of the rider and hold up a number of fingers to be called out by the rider. When the rider is ready, he or she can practice riding straight one handed or while rear scanning (not at the same time).</p>	Participate
Turning +Hand signals 5-8 min	<p>Riders form single file lines behind a few marked narrow straight-aways.</p> <p>Participants enter the course one-at-a-time and ride straight, then scan their surroundings and make broad sweeping turns to the left and right.</p> <p>Instructor may stand in front or behind the riders (the latter requiring proficient rear scan ability) to signal which way to turn. For proficient riders, try smoothly combining riding straight with a rear scan, appropriate turn signal, and proper turn.</p>	Participate
+ Off-bike chaos box 5 min	<p>Without bicycles, parents and children freely move around a small space without bumping anyone else.</p> <p>Instructor “freezes” the activity and requires participants to move in a single direction.</p> <p>This traffic awareness lesson shows how organizing traffic makes moving safer, easier, and faster.</p>	Participate
+ Off-bike figure eight 5 min	<p>Instructor lines up families on one or several large Figure Eights.</p> <p>Participants walk forward and “zipper” merge at the center of the Eight by alternating turns.</p> <p>For more advanced groups, every two people can merge instead of every other person.</p>	Participate
Conclusion 3 min	<p>Instructor thanks the families for attending and reviews the key points of the lesson.</p> <p>Instructor reminds participants of the dates and locations for the next Family Bicycling event and distributes informational handout.</p>	Listen and ask questions

3.3 Bike Rodeo



This lesson is similar to a standard bike rodeo, but parents also complete a “report card” for each child. The back of the report card lists different topics to discuss at each station.

This rodeo is designed to have a rolling start (groups form as they arrive). If a large number of participants show up simultaneously, consider grouping riders by ability or neighborhood so that parents can network with riders at similar ability levels or other parents from their community.

FORMAT: Two-hour session, with one hour to complete all stations, as well as 45 minutes to setup

VENUE: Large traffic-free area of pavement (weather permitting), such as an elementary school or community center parking lot

DAY/TIME: Weekend morning or midday

AUDIENCE: Elementary age youth and their parents

SKILL LEVEL: Basic handling/intermediate

MATERIALS: Basic bike tool kit (hexes and adjustable crescent wrench, pump, chain-lube and rag), course markers (chalk and cones)

Low “bump” obstacles: three buckets and a dozen small squishy balls

Traffic signs for “stop” and “yield” or chalk stencils

Bikes and helmets for children and participating adults

Family Bicycling handout

OBJECTIVES: Following the workshop, parents and children will be able to:

- Recognize that cycling is a healthy activity
- Properly fit a helmet
- Check a bicycle for safe operating condition
- Identify which skills their child possess and which skills they still need to develop
- Teach their child individual bike skills by isolating them into fun activities
- Set clear rules, goals, and communication regarding bicycling together and individually
- Utilize community bicycling resources

ON-BIKE SKILLS:

- Check and fit a helmet
- Check and fit a bicycle
- Assess saddle height
- Start and mount the bike using “pedal position”
- Ride a straight line while looking ahead “heads-up”
- Leave a space or “bubble” around their bike while riding
- Stop the bike using proper brake force and body positioning
- Dismount by waiting until the bike is stopped, then stepping down from a pedal
- + Ride straight with one hand
- Ride straight while briefly scanning behind
- Before turning, look ahead, “heads-up”
- + Ride straight while making a hand turn-signal
- Stop at stop signs and wait for their turn
- Yield to traffic at yield signs
- Check left-right-left before entering the road
- + Brace for a small bump such as a curb or rail-road track
- Avoid obstacles by scanning ahead and changing paths
- Move in close proximity to other people without bumping or making contact with them
- Work with a group in an organized movement
- Yield and merge appropriately with lines of moving people
- Ride with courtesy to other people

EXAMPLES:

- Marin County Bicycle Coalition (MCBC) “Bike Rodeo”
- YBike Safe Routes Fourth Grade Rodeo Course
- Cycles of Change “Skills Drillz” Bike Rodeo

Table 9: Bike Rodeo Lesson Plan

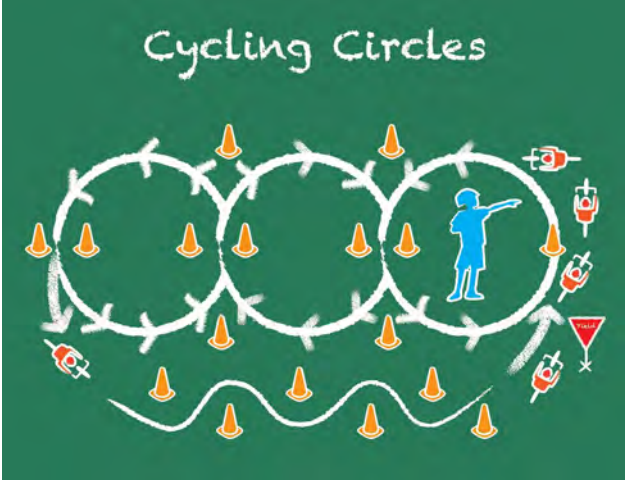
Item	Description	Parent Role
Station 1:	Families form group of 8-12 participants.	Help adjust helmet and check bike
Check-in / Start	Instructor welcomes participants and gives an overview of the rodeo stations.	
Introduction	Parents receive a pen and a report card per child. The instructor summarizes the skills and how parents should evaluate them (i.e., look for a pattern in the child’s performance, as a single instance of the behavior may be a mistake).	
Bike/helmet check	Instructor helps parents check their family’s helmets and bicycles.	
Bike skills report card	Instructor tells participants that the most important rule for the rodeo is to ride safely: pay attention (heads-up), leave a space (bubble), and ride at a reasonable speed. Each station has different skills to practice and participants should listen to the instructions and focus on the skill at each station.	
Rules	At the end of the day, children should practice the skills parents have marked on the report card by isolating them in a controlled environment. Set many short and easy goals with rewards to keep it fun!	
10-15 min		

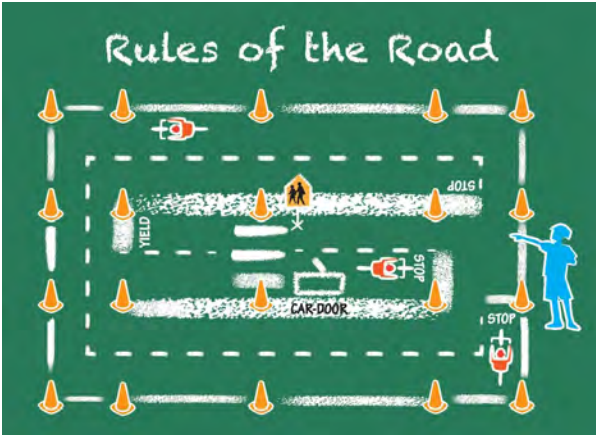
Activity	Activity Description	Parent role
<p>Station 2:</p> <p>Red-Light Green-Light</p> <p>Starting</p> <p>Stopping, Straight line</p> <p>Riding slowly</p> <p>8-10 min</p>	<div data-bbox="548 283 1097 737" data-label="Image"> </div> <p>Set-Up and Introduction</p> <p>Students line up handlebar-to-handlebar with a few feet between each bicyclist.</p> <p>Parents who are not riding stand to the side of the course.</p> <p>Instructor welcomes the group and highlights skills for the station: start with Pedal Power Position, stop with proper brake force, and balance while riding slowly.</p> <p>Instructor demonstrates that, at the ideal saddle height, feet do not easily touch the ground when seated (although children may keep the saddle low until they are comfortable with balancing, starting, and stopping).</p> <p>Pedal Power Position and Braking</p> <p>Instructor demonstrates the “Pedal Power Position” and asks students to demonstrate it. Children shouldn’t start the bicycle from a seated position, which is a bad habit, but they should stand over the frame if possible.</p> <p>Instructor demonstrates braking and discusses that bicycle brakes come in different strengths. When riding, don’t slam on the brakes, especially the left (front) because a powerful front brake may flip the bike.</p> <p>Students resume Pedal Power Position and instructor checks each student’s form. When group is ready, students start with Pedal Power Position and stop on the opposite end of the station by using their brakes. Students turn around, line up again, and establish Pedal Power Position. Repeat the exercise.</p>	<p>Evaluate their child(ren)</p> <p>Discuss with other parents, “Where are good places to ride with children nearby?”</p>

Activity	Activity Description	Parent role
<p>Station 2:</p> <p>Red-Light Green-Light</p> <p>Starting</p> <p>Stopping, Straight line</p> <p>Riding slowly</p> <p>8-10 min</p>	<p>Red Light-Green Light Activity</p> <p>Students turn in place to re-establish the line for Red-Light, Green-Light. The bicyclists move forward on green, stop on red, and move slowly during yellow. Instructor calls out colors as students bicycle towards the opposite end of the course. Before every "green," leave time for the students to establish Pedal Power Position. Play the game until all participants reach the opposite side and repeat until station rotation.</p> <p>At the end of the allotted time, instructor directs students to walk to the next station.</p>	<p>Evaluate their child(ren)</p> <p>Discuss with other parents, "Where are good places to ride with children nearby?"</p>

Activity	Activity Description	Parent role
<p>Station 3:</p> <p>Obstacle Course</p> <p>Avoiding obstacles</p> <p>+ Bracing for bumps</p> <p>8-10 min</p>	<div data-bbox="509 268 1114 739" data-label="Image"> </div> <p>Set-Up and Introduction</p> <p>Students form a line along the side of the course from start to finish, while parents who are not riding gather to the side.</p> <p>Instructor welcomes the group and provides an overview of the course and the skills covered. The obstacle course has some obstacles that students can go around and others that they must ride over (“bumps”). Instructor remind students to :</p> <ol style="list-style-type: none"> 1. Hold on firmly to the handlebars and hit the bump “straight on, like a T” (show the “T” motion with your hands) 2. Look ahead to avoid the obstacles at the turn and on the way back 3. Wait until the person in front of them is turning to come back before they start. <p>Students who do not wish to go over the bumps can go around them.</p> <p>Obstacle Course</p> <p>Students can begin riding the course.</p> <p>Instructor monitors the entire course, with an eye to spacing between riders entering the course. Instructor may have to remind students to wait until the person ahead of them is turning back before beginning the course.</p> <p>At the end of the allotted time, instructor directs students to walk to the next station.</p>	<p>Evaluate their child(ren) and discuss with other parents, “Is it important that my child(ren) can eventually ride by themselves on the road</p>

Activity	Activity Description	Parent role
<p>Station 4:</p> <p>Bicysketball</p> <p>Riding with one hand</p> <p>8-10 min</p>	<div data-bbox="509 264 1118 726" data-label="Image"> </div> <p>Set-Up and Introduction</p> <p>Students form a line to the side of the course, with parents off to the side. Instructor welcomes the group and provides an overview of the course and objectives. Bicyclists need to be able to ride with one hand to perform turn signals by hand (instructor demonstrates turn signals).</p> <p>Instructor highlights the course start and where students will take an object from the instructor (either while in motion or while stopped, depending on the students' ability). Instructor reminds students to keep the hand on the handlebar firm. With the object in their other hand, students try to drop it into one of three buckets while keeping their bicycle in the marked lane. If they feel unsteady, instruct students to drop the object and hold the handlebars with both hands.</p> <p>Students should only enter the course when the person in front of them is turning to come back.</p> <p>Bicysketball</p> <p>Students begin entering the course and instructor reminds those waiting in line to only enter when the person in front is turning to come back.</p> <p>Instructor monitors the activity and line movement.</p> <p>Instructor should call a "Time-Out" periodically to retrieve objects from the course/buckets.</p> <p>At the end of the allotted time, instructor directs students to walk to the next station.</p>	<p>Evaluate their child(ren) and discuss with other parents, "Am I willing to continue to working with my child(ren) to improve their bicycle skills, or to attend more training sessions?"</p>

Activity	Activity Description	Parent role
<p>Station 5:</p> <p>Cycling Circles</p> <p>Head up</p> <p>Leaving a space between bikes</p> <p>Yielding and merging</p> <p>8-10 min</p>	 <p>Set-Up and Introduction</p> <p>Students form a line to the side of the course, while parents who are not riding stand to the side.</p> <p>Instructor welcomes the group and presents an overview of the course and skills. Instructor reminds students that when they are bicycling on the road, they should keep their head up to watch for people around them. This includes not riding too close to anything they could crash into (including people), leaving a bubble of space.</p> <p>The course has three big loops with arrows to show students which way to ride. The loops overlap to form two intersections (instructor can make a big “X” with his or her arms when saying “intersection”).</p> <p>Instructor asks a volunteer to walk to an intersection while approaching from the other side to demonstrate how one person will need to stop to let the other person go. Instructor explains that bicyclists must take turns at intersections.</p> <p>Instructor tells students that they must leave the space of an imaginary bike between them and the person in front of them (demonstrate by following a volunteer to the start line).</p> <p>Students may enter the course when the person in front of them reaches the middle circle.</p> <p>Cycling Circles</p> <p>Instructor begins sending students into the course and monitors for appropriate turn-taking at intersections, space between moving bikes, and line movement.</p> <p>At the end of the allotted time, instructor directs students to walk to the next station.</p>	<p>Evaluate their child(ren) and discuss with other parents, “Is anyone interested in bike-pooling (where parents take turns escorting their kids on bikes to school)?”</p> <p>or</p> <p>“Do I feel confident in my own ability to ride on the road?”</p>

Activity	Activity Description	Parent role
<p>Station 6:</p> <p>Rules of the Road</p> <p>Ride-out</p> <p>Stay on the right side of the street</p> <p>Stop and yield signs</p> <p>Turn-signals</p> <p>8-10 min</p>	 <p>Introduction and Set-Up</p> <p>Students form a line by the marked driveway where they will enter the course, while parents who are not riding gather to either side.</p> <p>Instructor welcomes the group and provides an overview of the course and objectives. This station simulates riding on the road. Instructor asks if anyone can describe the rules that bicyclists must follow when riding on the road. Instructor highlights the following rules:</p> <ul style="list-style-type: none"> • Stop signs require a full stop, then riders can take turns with other stopped traffic • Turn signals should be used when stopped at an intersection (point to where the bicyclist wants to go) • Yield signs mean that the rider goes last, only when the way is clear • The dashed centerline means that the bicycle must stay to the right <p>Rules of the Road</p> <p>Students enter the course from the driveway. They all ride at the same time, but everyone must follow the rules. Students continue riding until the allotted time is over.</p> <p>Instructor reminds students that they should always stop and look left-right-left for traffic before entering the street, even if they know that the street is empty.</p> <p>Instructor guides the first students to stop and check before entering the course, then he or she moves to the stop sign to monitor stopping, while watching the yield area.</p>	<p>Evaluate their child(ren) and discuss with other parents, "My child(ren) is/are ready to ride by themselves at..."</p> <p>A. a park or off-street location without other people</p> <p>B. a park or off-street location with other people</p> <p>C. a street with a little traffic</p> <p>D. a street with regular traffic."</p>
<p>Conclusion</p> <p>3 min</p>	<p>All participants gather for the conclusion. Instructor reviews the benefits of bicycling and encourages participants to continue building bicycle skills. Instructor leads a cheer such as: "three cheers for bicycling!" "hip-hip: hooray!" or "bike: ride!" Instructor reminds parents of the next Family Bicycling event and to bring the report card they completed today.</p>	<p>Return pens but keep the report card</p>

3.4 Riding as a Family



The second workshop starts as an accelerated version of the first lesson. The ice-breaker gathers information from the audience before students assemble the risk/benefit and bike skills cards. The review of bike skills leads into a parent/child mini-meeting that reviews the report card and/or establishes family bicycling rules and goals.

The second half of the PowerPoint includes information on riding as a family and solo youth riding. A simulated group riding activity has parents and children practice using consistent language when communicating as a moving group. The presentation wraps up with tips for solo riding, a listing of community resources, and review of the “Learned” in the K-W-L chart.

Once outside, the bikes and helmets are checked. Before heading out onto an open street, basic bike drills are quickly practiced to ensure all students are prepared for road riding and to practice riding as a group. Families practice entering and exiting the street and negotiating a full-scale intersection with vehicular traffic mixing. Families who are not ready to negotiate the intersection practice walking their bikes through crosswalks.

FORMAT: One- to two-hour presentation, blacktop riding, and riding on a nearby street

VENUE: Indoor space and large traffic-free area of pavement (weather permitting), such as an elementary school or community center parking lot

DAY/TIME: Weekend morning or midday

AUDIENCE: Elementary age youth and their parents

SKILL LEVEL: Intermediate/advanced

MATERIALS: Presentation: soft ball, computer and projector, PowerPoint, benefit cards, skill cards
 Blacktop portion: course markers (chalk or small cones), standard traffic cones,
 basic bike tool kit (hexes and adjustable crescent wrench, pump, chain-lube and rag)
 Bikes and helmets for children and participating adults
 Family Bicycling handout

OBJECTIVES: Following the workshop, parents and children will be able to:

- Identify that bicycling has a large health benefit, especially when compared to risk
- Recognize that bicycling requires various skill levels and that development should be systematic
- Set clear rules, goals, and communication regarding bicycling as a family and individually
- Utilize community bicycling resources

ON-BIKE ON-STREET SKILLS:

- Check and fit a helmet
- Check and fit a bicycle
- Assess saddle height
- Start and mount the bicycle using “pedal position”
- Ride a straight line while looking ahead “heads up”
- Stop the bicycle using proper brake force and body positioning
- Dismount by waiting until the bicycle is stopped, then stepping down from a pedal
- As a group, ride straight while briefly scanning behind
- Before turning, look ahead/behind, “heads up”
- As a group, ride straight while making a hand turn-signal
- As a group, combine riding straight, rear scanning, hand-signals, stopping, and turning into one smooth series of actions

OFF-BIKE SKILLS:

- Move in close proximity to other people without bumping or making contact with them
- Work with a group in an organized movement
- Use descriptive and consistent language when communicating actions within your family as it is moving

EXAMPLES:

- San Francisco Bicycling Coalition (SFBC) On-Road With Your Children
- East Bay Bicycle Coalition (EBBC) Family Bicycling Clinic
- Sunnyvale (Santa Clara County Traffic Safe Communities Network) Family Fun Ride
- Marin County Bicycle Coalition (MCBC) Riding With Youth

Table 10: Riding as a Family Activities

Activity	Activity Description	Parent role
In-Class Presentation (PowerPoint presentation with activities)		
Introduction 3 min	Instructor welcomes the participants, introduces him/herself, and introduces the Family Bicycling program.	Listen
Ice-breaker and K-W-L chart 5 min	Instructor tosses the soft ball to a family who states their names, anything they know about bicycling, and something they want to know. The family throws the ball to a group who has not spoken. Instructor creates a K-W-L (Know, Want to learn, and Learned) chart based on responses.	Participate
Benefit/risk card sort 5–8 min	Instructor passes out a set of cards with the benefits of bicycling and a risk card for both bicycling and driving. Families review the cards and sort them into four categories: risk for bicycling, risk for driving, benefits for bicycling, benefits for driving. Using two depictions of a scale in front of the class, families take turns placing a benefit or risk card until all the cards are on the board and the balance is tipped in favor of bicycling.	Participate
Bicycle skills sort Development card sort 5–8 min	Instructor passes a set of skill cards to each family. Children sort cards from easy skills (bottom) to complex skills (top), and parents sort development cards. Families place one card at a time to recreate the stacks in front of the class while the instructor discusses the steps of systematic skill development to the parents (identify needed skill, isolate and practice skill, re-evaluate skill level).	Sort skill development cards
+ Bicycle benefit board game 5-10 min	This quick board game can occupy restless participants during the presentation. Players take turns rolling a die to advance along a path for each transportation mode. Squares on the path indicate risk and benefit of different modes of transportation (players move forward or back).	Watch presentation
Rodeo report card review Set goals 5–8 min	Instructor distributes copies of the Bike Report Card to parents, or they can use the one from the Rodeo. Instructor briefly discusses the card and notes how the skills progress from off-street to guided on-street and end with independent on-street riding skills. To help encourage students to learn to bicycle properly, parents can set goals. Numerous short and long term goals help mark students' progress, and success encourages further participation. Instructor asks families, "Based upon your shared perception, which skills are the next to be obtained and what would reasonable short and long term goals be for your child and your family?"	Participate, discuss which skills are next for their children, and set a short and long term goal

Activity	Activity Description	Parent role
On-Bike Skills Practice (Off-Road)		
<p>Off-bike group riding</p> <p>5 min</p>	<p>Instructor explains that riding as a family is a form of group riding, which requires more space and cooperation among the riders.</p> <p>Instructor asks families to consider the different shapes their family can take (parent front or back, single-file, “sandwich,” etc.), and when to use each shape.</p> <p>Instructor explains that the key to good family communication is clear and consistent vocabulary. Families should develop a regular set of words with associated actions (“car back” = stay right, “right turn” = look ahead and prepare to turn right, etc.). Families should avoid saying directions such as “left” or “right,” or non-specific instructions, such as “watch out.” Families can consider a call-and-response technique (children repeat the action back to the parents) and practice having children lead the communication when they are comfortable on their bike.</p> <p>Families pretend to bicycle as a group. The person in the back calls out the turns, stops, and movements. Everyone else must be quiet and listen to the instructions. Parents start in the back, then children practice calling the instructions. Instructor hands each family a slip of paper with a number, and families retrieve and then return the cone with the corresponding number.</p> <p>Instructor reminds families to use consistent and clear language to describe the actions when they are the back of the line.</p>	<p>Participate, develop consistent language</p>
<p>Break</p> <p>5–8 min</p>	<p>This short break provides time for the group to pack up and transition to outside.</p>	
<p>Bike check and fit</p> <p>5–8 min</p>	<p>Riders stand over the frame and check that there is at least one inch or more of clearance and that the handlebars are easy to reach when seated.</p> <p>ABC Quick Check: Check that the bike is safe to ride by squeezing the tires and the brakes, looking at the chain, checking the quick-release or bolts at the wheel hub, and then doing a final check for loose or noisy parts and decide if the bike is safe to ride (indicate with a thumbs-up).</p>	<p>Help check their family’s bikes</p>
<p>Saddle height</p> <p>3 min</p>	<p>Without bicycles, families role-play a low and proper seat height by walking/running the length of a basketball court with legs bent (squatting) and returning with legs straightened.</p> <p>Instructor tells participants that at the proper saddle height on most bikes, feet cannot easily touch the ground while seated. Raising a seat should be done incrementally and only after the rider has mastered balancing the bike.</p>	<p>Evaluate their family’s saddle height</p>
<p>“Pedal power position” start/ mount</p> <p>3 min</p>	<p>Instructor lines bicyclists up side by side a few feet apart, facing a large open space.</p> <p>Instructor demonstrates improper and proper start/mounting of the bicycle.</p> <p>Riders straddle the bicycle (not seated) and place one foot in “pedal power position.” When everyone is set, riders stand on that pedal to gain forward momentum and step-up onto the seat.</p> <p>Repeat the drill at least once.</p>	<p>Participate</p>

Activity	Activity Description	Parent role
Brake & dismount 3 min	<p>Instructor lines bicyclists up side by side a few feet apart, facing a large open space.</p> <p>Instructor demonstrates improper and proper braking and dismount (including front brake flips).</p> <p>Participants ride a short distance and shift their body weight before applying appropriate braking force. When the bike is stopped, they dismount by standing on a pedal and placing the opposite foot on the ground. Repeat the drill once.</p>	Participate
Straight line + One handed + Rear scan 3 min	<p>Riders form single file lines behind a few marked narrow straightaways.</p> <p>Participants enter the course one at a time and ride straight while looking ahead.</p> <p>Instructor may stand ahead of the rider and hold up a number of fingers to be called out by the rider to have the participant practice looking ahead while riding straight forward. When the rider is ready, he or she can practice riding straight one handed or while rear scanning (not at the same time).</p>	Participate
Group riding 5-8 min	<p>Families practice riding freely on the blacktop as a group for a few minutes.</p> <p>Instructor has families ride as a group in a straight lane, stop, and make a left or right turn. Parents and proficient children perform a rear scan halfway to the end to see the instructor's indication of which way they should turn. Participants signal the turn, stop, and execute the turn before returning to the end of the line.</p>	Participate
On-street: enter and exit the street 5-10 min	<p>Families gather on the sidewalk of a nearby street, ideally away from nearby intersections.</p> <p>Instructor places few cones mid-street and notes to participants that the cones only alert drivers, but it is an open public street.</p> <p>Instructor explains that families will first practice entering and exiting the street. Families should choose the best location for visibility. At the edge of the road, everyone (especially the leader) should stop, look (left-right-left), and listen.</p> <p>The group rides down the road. After about a block, the instructor finds a safe place to pull over on the right with enough room to fully exit the flow of traffic. Participants walk bicycles on the sidewalk back to the start location.</p>	Participate

Activity	Activity Description	Parent role
<p>On-street: intersection</p> <p>5-10 min</p>	<p>Instructor places cones mid-street leading into the intersection, starting about 30 feet away.</p> <p>Families practice turning at an intersection, then turn back at the cone. To make a U-turn participants either rear-scan, move left, signal, scan ahead, and turn or they pull over to the right out of traffic and stop, look (left-right-left), and listen before crossing the street. Instructor should tell participants that if they ever feel uncomfortable, they can pull over at the next safe place. If parents feel that their child is not ready for the intersection, consider having the family walk their bicycles through the crosswalk.</p> <p>After a few minutes, the instructor can suggest that children who are riding proficiently try leading their family by calling out directions. Monitor the families to ensure that they are following traffic laws, making prudent decisions, and communicating effectively.</p>	<p>Participate</p>
<p>Conclusion</p> <p>3 min</p>	<p>Instructor gathers the group back at the off-street riding location. Instructor thanks the participants and reviews the key topics of the lesson. Instructor reminds families of the date and location for the next event, the “Family Fun Ride,” and asks for any questions.</p>	<p>Listen and ask questions</p>

3.5 Family Fun Ride



The Family Fun Ride begins with a brief review of the information from the previous three lessons including risk/benefit, bike skills, riding as a family, solo youth riding, and community resources (handout).

Prior to riding, the instructor establishes rules and goals for the ride, checks helmets and bicycles, and has participants practice a start-straight-and-stop. Participants who cannot safely start and stop their bike in a straight line are advised not to ride on the road yet.

Keep the stopping points to allow the group to gather and highlight street features. At the destination, participants can have a snack and play a game before riding back. At the end of the ride, the instructor congratulates the riders and can present certificates for families that attended multiple Family Bicycling lessons.

FORMAT: Group on-street ride from school to a fun destination and back (about two hours)

VENUE: Indoor space and large traffic-free area of pavement (weather permitting), such as an elementary school or community center parking lot

DAY/TIME: Weekend morning or midday

AUDIENCE: Elementary age youth and their parents

SKILL LEVEL: Advanced

MATERIALS: Bike tool kit (hexes and adjustable crescent wrench, pump, chain-lube and rag)
Ride waivers
Bikes and helmets for children and adults
Family Bicycling handout

OBJECTIVES: Following the workshop, parents and children will be able to:

- Identify that bicycling has a large health benefit, especially when compared to risk
- Recognize that bicycling requires various skill levels and that development should be systematic
- Set clear rules, goals, and communication regarding bicycling as a family and individually
- Utilize community bicycling resources

ON-BIKE SKILLS:

- Check and fit a helmet
- Check and fit a bicycle
- Assess saddle height
- Start and mount the bike using “pedal power position”
- Ride a straight line while looking ahead, “heads up”
- Stop the bike using proper brake force and body positioning
- Maintain desired formation while riding as a family
- Communicate clearly amongst the family while riding

EXAMPLES:

- San Francisco Bicycling Coalition (SFBC) On-Road With Your Children
- East Bay Bicycle Coalition (EBBC) Family Bicycling Clinic
- Sunnyvale (Santa Clara County Traffic Safe Communities Network) Family Fun Ride
- Marin County Bicycle Coalition (MCBC) Riding With Youth

Table 11: Family Fun Ride Activities

Activity	Activity Description	Parent role
Introduction 5 min	Instructor welcomes families and introduces the Family Bicycling program. Instructor briefly covers the benefits of bicycling and the principles of skill progression and riding together as a family, and then gives an overview of the rest of the lesson. All participants should sign the ride waiver.	Sign ride waiver, listen
Bike & helmet check 8-10 min	Before riding, instructor leads parents in checking their families' bicycles and helmets. Helmet must be bicycle-specific and in good condition. Helmets must fit level on the head, have a snug chin strap, and have ear-straps that meet directly below the ear. The bicycle must be of a reasonable size. Parents check that they and their family can stand over the frame of their bicycles and easily reach the handlebars while seated. Seat height should be low for novice riders. ABC Quick Check: Squeeze tires to check for air, squeeze brakes to ensure they work, check the chain for rust, check that wheels are secure, and check the overall condition of the bicycle.	Help check helmets and bikes
Pre-ride test 5-8 min	Participants must pass a basic skills test before riding on the road. Instructor gathers the participants with bicycles and helmets in a large open area without other traffic. Riders start by using pedal power position, ride a straight line, and stop using appropriate braking force.	Participate
Ride rules and overview 5 min	Instructor sets ride rules before going out on the road: Children must listen to their parents and instructors 1. Ride where the lead instructor rides 2. Follow all traffic laws Instructor reminds the group that sometimes they may split up (such as at a traffic light), but don't worry; the riders in front will pull over at the first safe place. Instructor provides an overview of the route to the destination and places where participants will regroup. Instructor reminds participants to communicate clearly with their family, pay attention, and leave an invisible bike space between each bike. Instructor prompts for questions before the ride.	Listen and ask questions
Ride 30-40 minutes round-trip	During the group ride, the instructor should monitor participants to check for problems and to accommodate their pace. The group should stop early and every 10 minutes to check in with the families and wait for a convenient place to stop.	Participate and monitor children
Break/game 5-10 min	At the destination, break for a game with all participants. Numerous games are available; examples include: bike tire toss, chain reaction game, freeze tag, etc.	Participate
Conclusion 3 min	At the end of the trip, instructor thanks participants. He or she reminds participants of the benefits of bicycling and tells them about community bicycling resources. Consider printing certificates for families who attended multiple events.	Listen

CHAPTER 4: MARKETING

This chapter describes formal and informal ways to promote family and youth bicycling classes and activities. Using any channel effectively requires a clear and concise message, adequate preparation time, print design and production (if applicable), and possible coordination with contacts at media organizations or other outlets.

FREE BICYCLE EDUCATION

Gain confidence riding on Marin's roads & paths




Advance registration is required.

RIDING with YOUTH

- Want to teach your children how to ride safely on the road?
- Want to learn how to ride together safely?
- Want to give your children independence, health and freedom?

Riding with Youth is a workshop that teaches adults and their children how to safely navigate streets and learn about proper equipment, communications and appropriate behavior.

Students in grades 2 through 8 and their parents learn to navigate streets and about proper equipment, communications and appropriate behavior.

SATURDAYS, 9:30 a.m. – 12:00

- April 24, Terra Linda Community Center, San Rafael
- May 8, Novato Youth Center, Novato
- May 15, Brookside Lower School, San Anselmo
- May 22, Community Center for the Tamalpais Community Services District, Mill Valley

This class is NOT designed for:

1. Children riding with training wheels.
2. Children riding on a trailer bike attached to an adult bike.
3. Children riding on sidewalks.

**To register, learn of additional 2010 dates, times, and locations:
www.marinbike.org • streetskills@marinbike.org • 415-456-3469, 8#**



www.walkbikemarin.org



These workshops are implemented by the Marin County Bicycle Coalition in their ongoing effort to improve bicycle safety in Marin County. Funding is provided by the Non-motorized Transportation Pilot Program, administered by WalkBikeMarin (www.walkbikemarin.org).

American sign language interpreters and assistive listening devices may be requested by calling 415-499-6172 (TDD) or 415-499-6528 (voice) at least 72 hours in advance. Paratransit is available by calling Whistlestop Wheels 415-454-0904. For bicycle and bus routes please contact 511.org or 415-817-1717.

APRIL 2010

Table 12: Potential Marketing Channels

Channel	Reaches	Notes
ATTENDEES OF RELATED EVENTS		
Verbal announcement at session, lunch, or other opportunity	Those present ; lets them know about upcoming workshops	Attendees are a captive, pre-qualified audience that is likely to be interested in related events and resources.
Flyer included in attendee packet	All registrants who read the packet	
PUBLIC MEETINGS		
“Public Comment” period at start of City Council, Traffic/Transportation Committee, Bicycle/Pedestrian Advisory Committee, or other suitable board or commission	Meeting attendees, and listeners/viewers on public access radio, TV or webcast	Typically members of the public may speak at the beginning of a public meeting. This announcement can reach involved citizens and members of the city council. Flyers or other material can be handed to the clerk, who will pass them to city councilmembers and include them in the public record.
MEDIA (PRINT AND ONLINE)		
Press Release	Readers of the media that publishes the release	A formal press release from a Safe Routes to School program or from your city can lend authority to the program and increase the draw.
Feature articles	Readers of the media	Print media can be very effective, whether it is an article, a notice, or a calendar listing
Patch.com local web “newspaper”	Patch subscribers	Online publications are easy to gain access to but often bury information. Request that your event get highlighted, if possible. Example: albany.patch.com .
RADIO & TELEVISION		
Community Calendar	Listeners / viewers	This is a good way of announcing the workshops within your community.
News feature item	Listeners / viewers	Radio and television is a good way of publicizing the benefits of bicycling while publicizing the workshop.
BICYCLE SHOP OR BICYCLING DEPARTMENT OF SPORTING GOODS STORE		
Literature rack	Customers who know of the literature rack Customers informed by shop staff, if staff knows of the item	Shops typically have an area of their literature rack suitable for flyers describing classes and events. When preparing a flyer for insertion into such a rack, be sure that the top has the title, key point, and ideally happy faces, which can attract attention to your flyer.

Channel	Reaches	Notes
SCHOOL		
School Newsletters, eblasts, word of mouth	Parents and students	This is a great way to reach parents, especially through an established Safe Routes to Schools program. The volunteer team leader can help promote the class(es).
Flyer distributed to schools, to send home with students	Students and parents	Flyers can be available during the school year, and possibly at certain times during the summer for materials related to the upcoming school year.
Flyer specific to incoming middle school students	Incoming middle school students and parents	Some school districts send out orientation packets to incoming middle school students during the preceding summer. This is an opportunity to promote summer activities that prepare such students for independent riding to their new school.
Parent Teacher Association (PTA)	Parents active with PTA, or who receive its materials	The PTA generally has a good means of communicating with other members to get the word out about your events.
ONLINE (Web channels also web searchers who find the page in their search results)		
Website specific to program	Site visitors	Several Safe Routes to Schools or other organizations have websites that people use to find out about upcoming classes.
E-newsletter of program	Subscribers interested in updates	Similarly, an e-newsletter can reach a broad audience who is interested in learning about bicycling.
Facebook page of program	Facebook users who Like or know of the page	This may help generate interest in your event as people indicate that they are attending.
Facebook Wall of organizer	Facebook Friends of organizer	This may have limited reach, but is a fast way of making the information available.
Twitter feed of program	Twitter "Followers" of feed	This may have limited reach, but is a fast way of making the information available.
Bay Area regional bicycling resources; bicycling.511.org	Site visitors	Regional bicycling resource website; this is less focused on community members.
LAB website course calendar	Adults using the LAB website's FindIt feature to search for Traffic Skills 101 or Bicycling 123 classes	LCIs are requested to list their upcoming classes. Listed classes can be found through the LAB website's "FindIt" feature, which lists classes, instructors, clubs, shops and other resources by city, state, and zipcode.
City website	Site visitors	Some city websites feature community items on the home page.

Channel	Reaches	Notes
Bicycle advocacy group website	Site visitors	Several groups have Education or Safety pages that could be available for posting information about the event.
Bicycle advocacy group e-news	Members/E-news subscribers	Advocacy groups often encourage members to opt into a weekly (or less frequent) email newsletter. For example, see the San Francisco Bicycle Coalition (SFBC).
Class directory websites	Site users, web searchers	Examples: Yelp.com (businesses) ClassMonkey.com (classes and lessons) FindSportsNow.com (classes and lessons) Betterfly.com (service providers including teachers)
PERSONAL /INFORMAL		
Email	Recipients	This requires having a specific list of potential attendees. Where applicable, link to website or Facebook page.

4.1 Flyer

The flyer on the following page can be modified with the date and location of your event to promote it.

Free*

Family Biking Workshop Series

- Learn to ride with your children
- Give your children freedom and healthy habits
- Learn the rules of the road

DATE

This series of two-hour workshops will teach your family how to safely navigate streets with proper equipment and behavior. The workshops can be taken individually or as a series:

Intro to Family Bicycling – Test your skills with a few simple drills

Family Bike Rodeo – Practice riding off-street

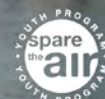
Riding as a Family – Learn and practice more advanced skills

Family Fun Ride – Enjoy a fun ride for the whole family

LOCATION



*Advance registration is required.
To register, contact Peggy@marinbike.org.



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APPENDIX A. SKILLS CARDS

Print out these skills cards to use with your presentations.



Control the Bike



Practice Road Skills



Ride on the Road Together



Independent Biking

APPENDIX B. INTRODUCTION TO FAMILY BICYCLING PRESENTATION

Use the slides on the following pages for the first event in the workshop series.



Family Biking Workshop Series

Intro to Family Bicycling



YOUR
LOGO
HERE



Introduction: *your family & your questions*

K.W.L. Chart

Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

Family Biking Workshop Series

Today's Class

Indoor

- ◆ Introduction
- ◆ benefits of biking
- ◆ bike skills
- ◆ riding as a group
- ◆ preview upcoming classes
- ◆ review / break

Outdoor

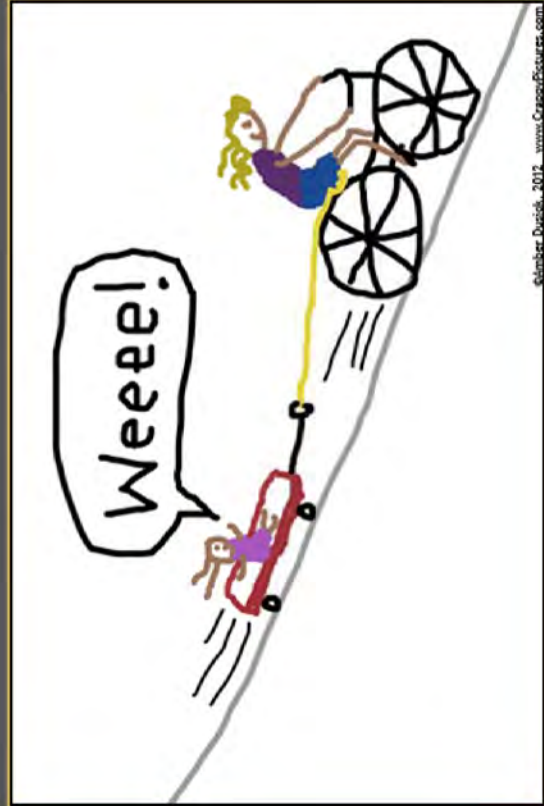
- ◆ bike & helmet check
- ◆ bike fit
- ◆ start / stop
- ◆ straight
- ◆ turning
- ◆ group riding
- ◆ *fun games!*



Benefits of Biking

What is good about riding a bike???

Write or draw a picture!





What if
everyone
biked?



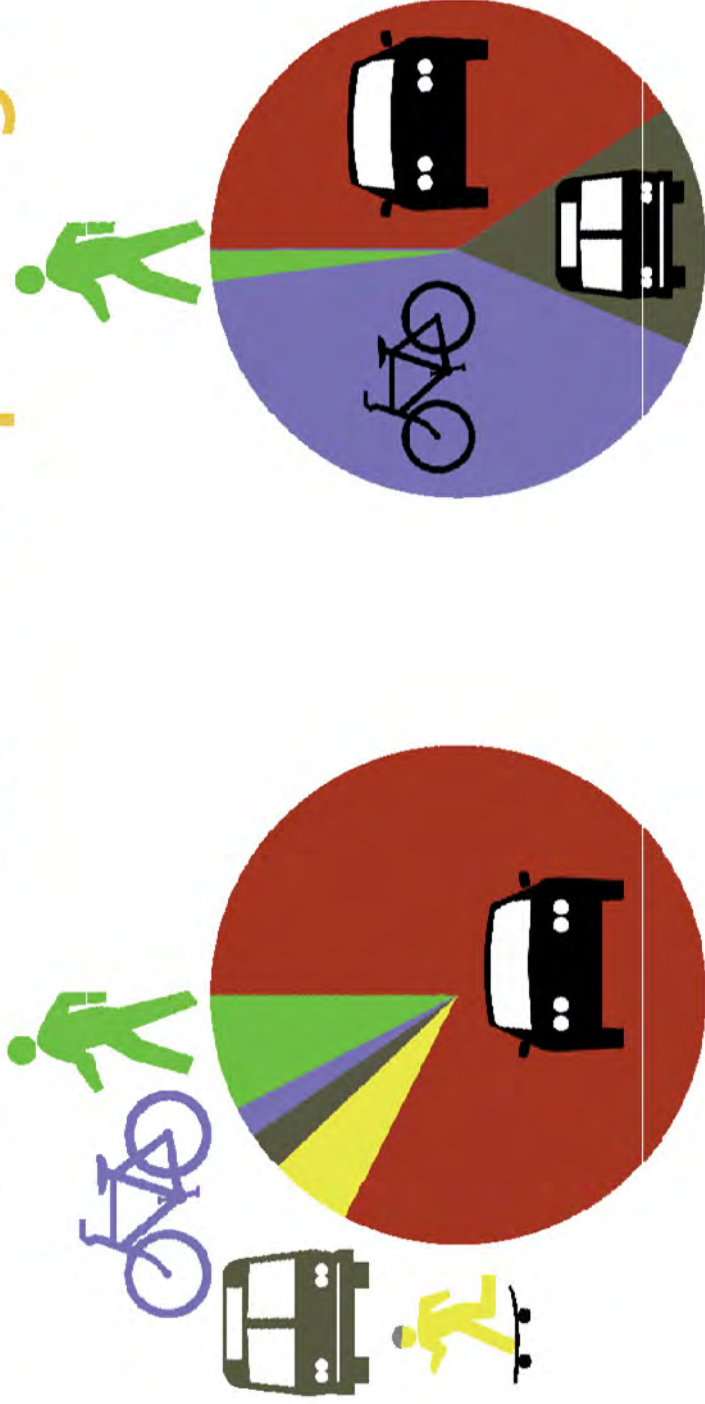


Copenhagen, Denmark

**Amsterdam, Netherlands
(Holland, Dutch)**

Trips by Mode of Transport

United States Copenhagen



Data source: Alliance for Biking and Walking 2012 Benchmarking Report, data from NHTS 2009 and ACS

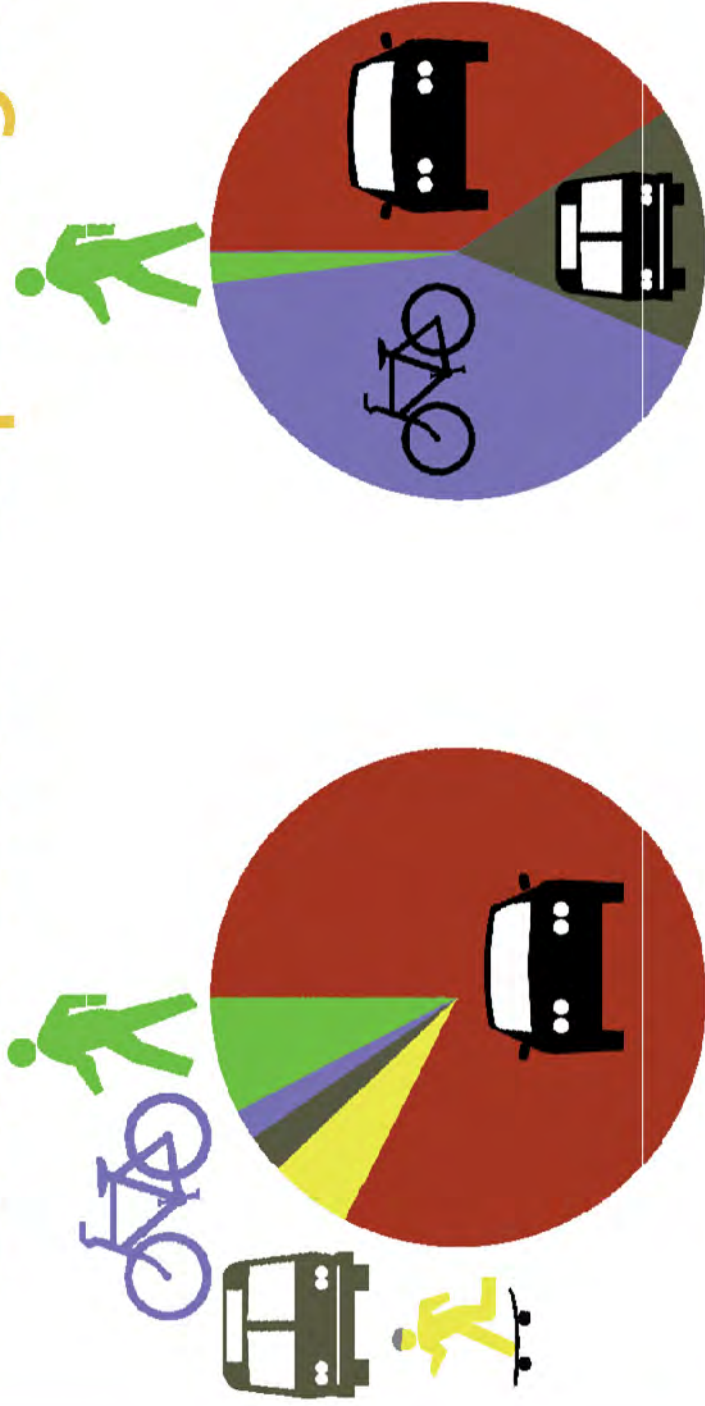


Copenhagen, Denmark

**Amsterdam, Netherlands
(Holland, Dutch)**

Trips by Mode of Transport

United States Copenhagen



Data source: Alliance for Biking and Walking 2012 Benchmarking Report, data from NHTS 2009 and ACS

Building Bike Skills



Building Biking Skills

1. Control Skills

- ◆ balance
- ◆ start & stop
- ◆ straight line
- ◆ turning
- ◆ look ahead

2. Traffic Skills

- ◆ traffic awareness
- ◆ entering traffic
- ◆ look all directions
- ◆ communicate
(vocal, hand-signal,
wave)
- ◆ lane positioning

- ## 3. Independent Skills
- ◆ follows rules/routes
 - ◆ know when/where to
walk



Is your child ready to ride in the road with you?

Basic bike skills

- ◆ ride straight
- ◆ stop & start

Traffic awareness

- ◆ yield to traffic
- Stop – Look – Listen
- Look Left-Right-Left
- ◆ scan ahead

!! Most Important !!

- ◆ Following directions
- ◆ Paying attention



Group Riding



Group Riding

Use consistent language

- ◆ “Stopping”, “car back”, “right-turn”, “heads-up”
- ◆ Announce all hazards and movements

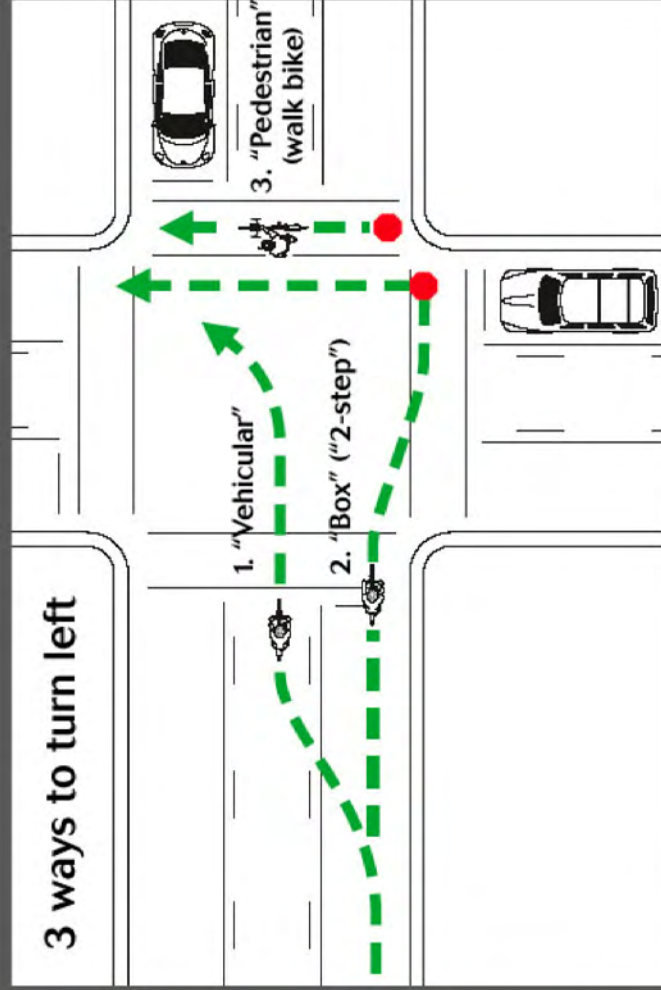
Create consistent rules:

- ◆ Stop before entering the flow of traffic
- ◆ Where to ride (or walk) on which roads

Same Road, Same Rules



Develop Strategies



Upcoming Workshops

◆ Next Saturday: Bike Rodeo!



Free!



◆ Riding as a Family: Oct. 27

◆ Family Fun Ride: Nov. 3

Bike ABC Check



Air



Chain



Brakes



Check
Tighten loose parts
Listen for noises

Easy Steps For A Perfectly Fitted Helmet

It may take some time to ensure a proper fit. It is easier if you have someone help you adjust the straps.

step 1



Measure your head for approximate size. Try the helmet on to ensure it fits your head comfortably without rocking side to side. Pads can be used to adjust the fit to different head sizes. Mix or match sizing pads for the best fit.

step 2



Position: The helmet should sit level on the head so that the forehead is covered within two finger widths of the eyebrow.



step 3

Buckle: Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.

step 4



Side straps: Adjust the slider on both straps to form a "V" shape under, and slightly in front of, the ears.

step 5



Chin strap: Roll the rubber band towards the slider. Buckle up! Starting loose, while holding the buckle, pull the strap tight. No more than one or two fingers should fit under the strap.

step 6



This is an important step!

Does your helmet fit right? Open mouth wide. Big Yawn! Helmet should pull down on the head. If not, tighten the chin strap. **your helmet rock back more than two fingers above the eyebrows?** If so, unbuckle, shorten the front strap by moving the slider forward, tighten the chin strap, and test again! **helmet rock forward into your eyes?** If so, unbuckle, tighten the back strap by moving the slider back toward the ear, unbuckle, realign the chin strap, and test again!

step 7



Roll the rubber band down to the buckle. **All four straps must go through the rubber band** and be close to the buckle to prevent the buckle from slipping!

rubber band need to the right buckle

Now, you are ready to go with a properly fitted helmet!




Let helmets protect your brains!

APPENDIX C. BICYCLE SAFETY REVIEW SHEET

Hand out copies of this handy review sheet on the following page to participants at all events in the Family Bicycling Workshop series.

YOUR
LOGO
HERE





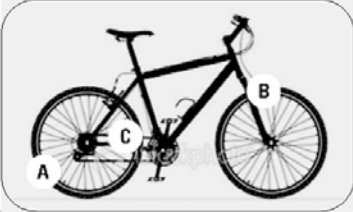
METROPOLITAN
TRANSPORTATION
COMMISSION

Bike Review 1-2-3!

1. Check your bike and helmet before each ride.

Two-Finger Helmet Check: level and snug.







ABC Bike Check: **A**ir in tires, **B**rakes work, **C**heck for loose parts/wheels.

2. "Heads-up" & "Bubble"


Always pay attention and leave space around your bike.




2. "Heads-up" & "Bubble"

Always pay attention and leave space around your bike.

3. Same Road, Same Rules.



- Bikes are allowed to use the road.
 - Ride with the flow of traffic.
 - Obey traffic signs and lights.
 - Use hand signals when turning.



www.saferoutestoschools.org

YOUR
LOGO
HERE

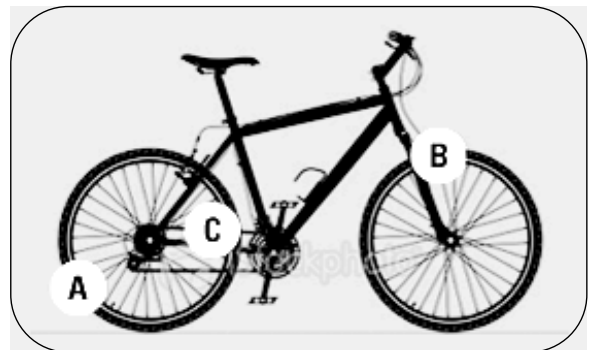


METROPOLITAN
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COMMISSION

Bike Review 1-2-3!

1. Check your bike and helmet before each ride.

Two-Finger Helmet Check: level and snug.



ABC Bike Check: **A**ir in tires, **B**rakes work, **C**heck for loose parts/wheels.



2. "Heads-up" & "Bubble"

*Always pay attention and
leave space around your bike.*

3. Same Road, Same Rules.



- Bikes are allowed to use the road.
- Ride with the flow of traffic.
- Obey traffic signs and lights.
- Use hand signals when turning.



APPENDIX D. CERTIFICATE OF COMPLETION

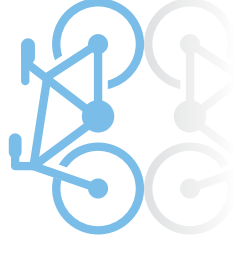
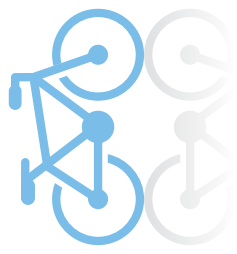
Print the certificate on the following page to reward participants who attended multiple Family Bicycling Workshop events.

Modify the template with your program or event name and logo.



FAMILY BIKING WORKSHOP

Certificate of Completion



to _____

From:



& Spare the Air Youth

