

4-H Training Topics - *Bicycle Adventures*

Background:

4-H *Bicycle Adventures* has information to help children and youth of all skill levels learn safe cycling skills as well as understanding bicycle equipment, maintenance and repair, and planning and participating in activities and events. There are two **Youth Guides** and a **Helper's Guide**.

Resource:

Bicycle Adventures, Conducting a Pre-Ride Check, Helper's Guide, page 20; Getting to Know Your Bike, Bicycling for Fun, page 10.

Materials Needed:

2 bicycles, paper, pencils or pens

Preparation:

Make one copy for each participant of **Bicycling for Fun, page 10**. "Fix" each bicycle so it has a few problems (loose chain, low air in a tire, brakes not working right, etc.) If necessary, ask someone from the local bike shop or a local cyclist to help. Allow 45 minutes for preparation and set-up.

1 Opening Activity

What to Do	What to Say	Minutes
As participants enter the room, have them take the Getting to Know Your Bike handout and complete the activity.	While we are waiting to begin please complete the Getting to Know Your Bike handout. We'll discuss the handout a little later.	4

2 Curriculum

What to Do	What to Say	Minutes
Show the curriculum, point out the different guides and review the content.	Today we are going to learn a little bit about 4-H <i>Bicycle Adventures</i> . This project has information to help children and youth of all skill levels learn safe cycling skills as well as understanding bicycle equipment, maintenance and repair, and planning and participating in activities and events. There are two Youth Guides and a Helper's Guide . The material can be used alone or in conjunction with other programs such as <i>Outdoor Adventures, Health, or Fantastic Foods</i> .	2

3 Staff Introductions

What to Do	What to Say	Minutes
Introduce yourself and have the participants introduce themselves.	Welcome to 4-H <i>Bicycle Adventure</i> training. To be sure we all know each other, let's introduce ourselves and tell how you did with the handout. Were there any bicycle parts that were unfamiliar?	4



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4 Doing an Activity

What to Do	What to Say	Minutes
<p>Divide the participants into two groups using their birthday – January to June, and July to December. If needed, balance the groups using June or July birthdays. Provide each team with a bicycle, paper, and a pen or pencil.</p> <p>Have each team share their lists, one item at a time to see if the items are similar.</p> <p>Ask the following questions, making sure the group talks about air pressure, brakes, and chain.</p>	<p>Most people hop on their bikes and take off without checking to make sure everything is in working order. Today’s activity is a pre-ride checklist. This will help the group understand what should be carefully checked before biking.</p> <p>As a team, list everything on the bike that should be checked before beginning a long bike ride. Use the bike provided to help with the list.</p> <p>Let’s go around and have each team share one item on their list and tell why it was included. First the July to December group will share one item, and then the January to June group will share one item until we get through both of the lists.</p> <p>What parts are essential for the bike to operate properly? What parts cannot be fixed on the trail?</p> <p>Why is it important to go through a checklist before each ride and especially an accident?</p>	20



5 Sharing Ideas

What to Do	What to Say	Minutes
Have a short discussion about the experience.	Did you learn anything about bicycles and how to prepare for a ride? Do the children and youth at the center know to check their bicycles before rides? Is the checklist a helpful reminder of what to look for when thinking about safety? Are checklists used in other ways during the day?	4

6 Applying the Experience

What to Do	What to Say	Minutes
Apply this experience to other activities at the center.	Would this activity need to be changed to work with children or youth? Was this a useful experience? Was something learned from this activity that can be used this next week in the program?	3

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7 Making a Plan

What to Do	What to Say	Minutes
Make a plan for starting the bicycle project.	Now it's time to work as a group and set some dates for the bicycle project. When should meetings start with the children? Have they indicated an interest in a bicycle project? Who is the adult project leader? When should there be another meeting to continue planning?	7

8 Closing

What to Do	What to Say	Minutes
Summarize and close.	<p>This one short activity is something that can be easily duplicated in the program. It will take more time with children especially if the group is larger. Collect ideas from the youth and plan 6 to 10 activities for the project.</p> <p>Thank you for your interest and enthusiasm.</p>	2

