Outdoors for All

Learn to Ride Volunteer Manual

19/20

Welcome!

Thank you for volunteering for the Outdoors for All Learn to Ride program! Learn to Ride was created to offer an introduction to riding and bike safety, primarily geared towards kids with intellectual disabilities. Over the years, Learn to Ride has evolved to support both youth and young adults with the interest and desire to learn to ride a bike. Why is riding a bike important? How does this program help Outdoors for All achieve its mission? Biking enriches quality of life by improving physical and mental health, promoting new social connections, and creates new mobility options; not to mention… it is FUN!

Learn to Ride is a goal-based, inclusive program. Our first step is asking the participant or family what they want to achieve throughout their time in the program and structuring our lesson based on that knowledge. Who knows, biking might be the catalyst to something bigger! Beginning lessons will focus on the hard skills of balance, steering, braking and awareness. Advanced topics can also include shifting gears, riding safely with others, and traffic laws/rules of the road. Learn to Ride is an inclusive program; although it is unlikely we will be using adaptive equipment, we can provide the necessary equipment needed to help the student succeed.

Thank you for helping to carry out the Outdoors for All Foundation mission to enrich the quality of life for children and adults with disabilities through outdoor recreation! Without you, our programs would not be possible!

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Your student

You will be paired with a student on lesson day 1. There will be a participant information file (PIF) available that will give you information on past lesson experience, medical information, and strategies for managing behavior (if provided).

Materials – equipment and teaching aids

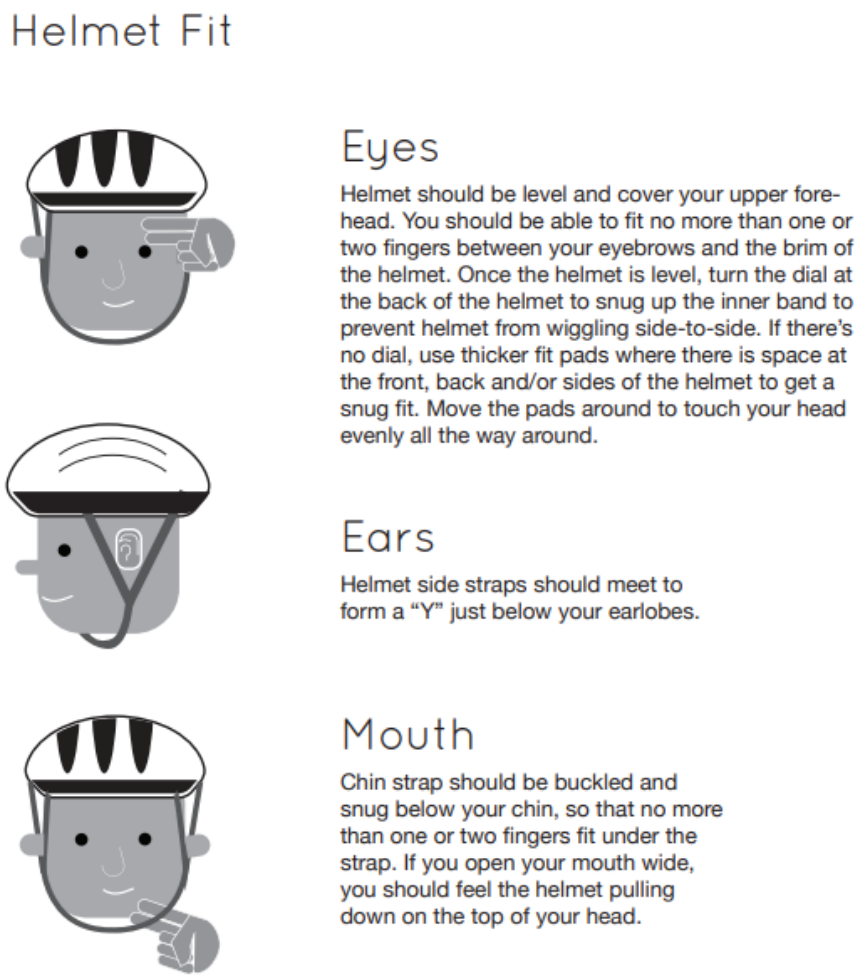
- Strider bikes
- Helmets
- Pedal bikes
- Chalk
- Colored floor dots
- Yellow tape reel
- "Flat" cones
- Traffic cones
- Traffic cone sign toppers
- Traffic signs (Stop/Go, Pedestrian signals, ped. crossing)
- Animal step signs
- Feet-up signs (1 foot, 2 feet)
- Directional arrows
- Carpet square
- Rumble strip
- Strider pegs/pedals

Bike set-up

- Determine appropriate bike size depending on height (can vary depending on the student)
    - 12" - 2'6" or less (Yellow)
    - 14" - 2'6" to 3' (Blue)
    - 16" - 3' to 4'8" (Red)
    - 20" - 4'8" and up (Green)
- Seat height
    - Feet flat on the ground with a slight bend in the knee
    - Can go lower if the rider is more comfortable being lower
        - Lowers center of gravity, less distance to fall
- Handlebar/brake
    - Handlebar angled slightly toward the rider
    - Able to turn handlebar comfortably, with a slight bend in the elbow at rest
    - Student can reach and pull brake lever without stretching or moving elbow

Progression of skills

1. Wearing helmet
    - No biking without helmet
    - Let student practice clasp and adjustment off-head
    - Countdown 3-2-1 when putting on helmet and buckling (for sensory sensitive)
    - 2,2,2 check (below); head shake check; knock-knock check



2. Introduction to bike
    - Let your student get to know the parts of their bike – experiment with the brakes, spin the wheels, flip the kickstand in and out
    - ABC Quick Check – Safety before every ride

AS SIMPLE AS ABC

THE ABC QUICK CHECK WILL ENSURE YOUR BIKE IS IN GOOD WORKING ORDER AND MAKE YOUR RIDE SAFER.

A: AIR
If your tires give a bit when you press with your thumb, they need some air.

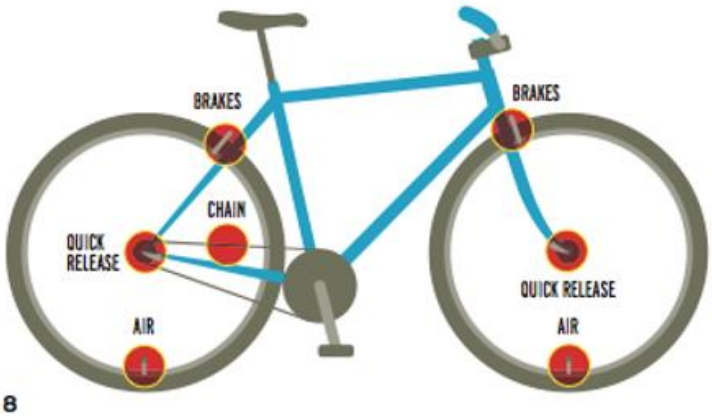
B: BRAKES
When you squeeze your brakes hard, you should still be able to fit your thumb between the brake levers and the handlebars. Check that your brake pads aren't worn out – if they are, replace them.

C: CHAIN, CRANK, CASSETTE
Make sure your chain is running smoothly – lightly oiled and free of rust and gunk – by spinning it backwards a few revolutions.

QUICK RELEASE
If your bike has quick release wheels, make sure the release levers are securely closed.

CHECK
As you start to ride, listen for any rubbing, grinding or clicking noises that might indicate something isn't working correctly.

If something isn't working properly, fix what you can and take any additional adjustments to your local bike shop. Schedule a regular tune-up for your bike.



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3. Mounting
    - Lifting leg over – may need help first few times
        - Leaning bike over or laying on its side can help
    - If not ready, just walk next to the bike
4. Standing and holding bars
    - Both hands on top
    - Bar twists – get a sense for how it feels to turn
    - Walking independently with bike
5. Sitting and holding bars
    - Bar twists
    - Sitting, walking, holding bars – first steps!
6. Seated striding
    - Making consecutive steps in a smooth motion
    - Both feet may leave ground briefly at the same time
7. Braking
    - "Squeeze" lever as tight as you can
    - Practice squeezing on command – use "squeeze" "brake" or "stop" directives
    - Integrate into stopping portions of course
8. Seated gliding
    - Practice: Picking both feet up while sitting still on the saddle
    - Striding leading to picking both feet up; totally reliant on the saddle
9. Installing pegs
    - One foot up
    - Practice: Moving one foot up to peg and back while sitting still
    - Start moving with 1 foot up on pegs (like riding a scooter)
10. Two feet up
    - Putting both feet up on pegs while sitting still
    - Start moving with 1 foot up, then 2
11. Gliding with assistance
    - 2 feet on pegs from start
    - Support handlebar end and riders middle back
    - Push to get rolling, slowly release handlebar, continue supporting back
    - Push free
12. Pedaling
    - Introduce new bike when the rider is ready
    - Remove pedals and glide on the new bike
13. Install pedals
    - One-foot gliding with the pedal at the bottom
    - 2 feet on pedals with support/push

Supporting your rider

Avoid the urge to physically hold the bike up by the seat or the handlebars – let your rider learn what it feels like to support the weight of the bike independently. A single hand gently guiding the bars or on the rider's back for comfort (ask before touching) is best

Advanced Topics – can be introduced at anytime based on your student's progress

- Signaling
- Road/traffic safety
- Braking with front and rear brakes (if applicable)
- Changing gears (if applicable)

Obstacle course set-up

- Start/finish line
- Slalom – large and small turns, both directions
- Strait line
- Downhill practice area
- Free space
- Connect the dots
- Signs
- Animal steps

Game/Activity Suggestions

- Animal steps – provides differing opportunities for feet to leave the ground
    - Elephant
        - Large, slow, heavy steps
        - Feet spend more time off ground independently
        - Side-to-side balance w/ support on one side
    - Mouse
        - Small, quiet, light steps
        - Feet are in close contact with the ground
        - More confidence/stability
    - Kangaroo
        - 2 feet hops
        - Both feet spend more time off the ground
        - Steering/leaning to correct side-to-side balance
    - Rabbit
        - Fast (running)
        - Feet are running instead of walking - faster movement
        - More gliding, more balance, steering at speed
    - Turtle
        - Slow (walking)
        - Feet spend some time off-ground independently
        - Low-speed balance
    - Bigfoot
        - Big, walking pace steps
        - Feet spend more time off ground independently
        - Side-to-side balance
- Bike dancing
    - Getting comfortable with bike, twisting and movement, balance

    - Find student's favorite song on YouTube
- Follow the leader
    - Steering
    - Looking ahead
- Connect the dots
    - Steering
    - Aiming for targets
    - Try both feet up while rolling over dots, or stopping on dots
- Tennis balls
    - Object avoidance
    - Aiming for targets
- Backing-up
    - Spatial awareness
    - Steering
- Alphabet/Numbers/Shapes in chalk
    - Aiming for targets
    - Practicing alphabet, counting, etc...
- 3..2..1 Blast-off
    - 2 feet up
    - Starting
    - Glide distance
- Red light/green light
    - Looking ahead
    - Starting and stopping
    - Spatial awareness
- Carpet
    - Blue carpet = water; "Don't get your feet wet!"
    - Textural differences
- How many laps?
- Simon Says...
- Decorate your parking space/bike
- Name the bike parts quiz

Have an idea for new materials? Came up with a fun game or activity with your student? We are always open to suggestions and feedback. Please feel free to share!

Progress Reports

Reporting on the progress that is evaluated each lesson not only helps you as the volunteer structure your plans for the following lesson, it also helps other volunteers who may step in if you are out. It also helps the participant and their family gauge the next steps in biking progression and it helps Outdoors for All as we move forward in program planning. Please help us achieve all these goals by completing your progress reports post-lesson.

Using the Participant Progress Report:

To report accurately we must understand every item on this list of biking milestones. The first two items 'putting on helmet', 'mounting/dismounting bike' speak for themselves.

BIKING Milestones
Putting on helmet
Mounting/Dismounting Bike
Walks bike in a straight line
Proper placement of hands on handlebars
Sits on seat while in motion
Initiates glides while seated
Controlled stopping with feet and/or hand break
Initiates controlled turns
Confident and controlled use of the ramp obstacle
Balances with one foot on peg
Balances with two feet on pegs
Glides for 15+ feet independently

- '**Walks bike in a straight line'** refers to the rider's ability to move the bike in a straight controlled line. The rider can be mounted or dismounted.
- **'Proper placement of hands-on handlebars'** refers to the hands being about a shoulder-width apart, tightly grasping the rubber grips.
- '**Sits on the seat while in motion'** refers to the rider's full body weight resting on the seat of the bike.
- '**Initiates glides while seated'** refers to the rider propelling the bike with their full body weight resting on the seat.
- '**Controlled stopping with feet and/or hand brake'** refers to the rider's ability to stop the motion of the bike with or without command
- '**Initiates controlled turns'** refers to the rider's ability to direct the bike accordingly while shifting body weight and angle of the front tire.
- '**Confident and controlled use of the ramp obstacle'** whether walking or riding the participant ascends and descends the ramp with appropriate control and ability to come to a controlled stop.

At this point, the milestones become more advanced. If they are not relevant to your participant mark the items as N/A

- '**Transitions to the placement of pegs on bike'** happens when the rider exhibits the control, understanding, and confidence to start gliding with no feet.
- '**Balances with one foot on peg'** refers to the rider's ability to transition weight, balance and propel the bike with one foot while the other is resting on a peg.
- '**Balances with two feet on pegs'** refers to the rider's ability to transition weight, balance and propel the bike with enough speed and control to lift both feet to the pegs.
- '**Glides for 15+ feet independently'** refers to the rider's ability to transition weight, balance and propel the bike with enough speed and control to lift both feet to the pegs and maintain for 15+ feet or the equivalent of 10 to 15 seconds.

Immediately right of each item are columns that designate what levels of support are needed for a participant to succeed in the milestone. A checked box signifies support that is needed. Multiple boxes can be checked for the same item. For example, a participant could need 'Partial Phys. Assist,' 'Verbal Prompt,' and 'Visual Cue' to put on their helmet. The only exception to this is a participant **cannot** need both 'Full Phys. Assist' as well as 'Partial Phys. Assist.' If a participant needs no support on an item check 'Independent'.

Level of Support				
Full Phys Assist	Part Phys Assist	Verbal Prompt	Visual Cue	Independent

<u>Examples of each level of support applied to 'Mount/Dismounting Bike':</u>

Full physical assist: Appropriately lifting the participant's leg over the bike and/or transferring their full weight over and on-to or off the bike. If mounting, this would be followed by proper physical placement of hands on the handlebars.

Partial physical assist: Directing the participant's leg over the top tube of the bike

Verbal Prompt: Asking the participants to properly get on or off the bike.

Visual Cue: Point towards or at the bike and mime or demonstrate getting on or off the bike.

EXAMPLE PROGRESS REPORT BELOW

LEARN TO RIDE PROGRESS REPORT **Student:**

Date 9/20/2020 **Today's Goal:** Glide with no feet for 10 seconds.

Instructor(s): Chad **Goal accomplished?** NO seldom sometimes (almost) YES

Comments: Brad was a little nervous today.

Equipment Modifications

Collective Bike Time: 35 Minutes

BIKING Milestones	Full Phys Assist	Part Phys Assist	Verbal Prompt	Visual Cue	Independent	Biking Progress	Tried it!	Working On It!!	Mastered It!!!
Putting on helmet					✖	Correctly puts on helmet			✖
Mounting/Dismounting Bike				✖		Engages/Initiates controlled stop		✖	
Walks bike in a straight line					✖	Placement of Pegs onto Strider			✖
Proper placement of hands on handlebars					✖	Propels with one foot			✖
Sits on seat while in motion					✖	Glides with two feet up		✖	
Initiates glides while seated					✖	Identifies and obeys course signs		✖	
Controlled stopping with feet and/or hand break			✖			Confident and ready to pedal	N/A		
Initiates controlled turns		✖				Identifies Power Pedal Position	N/A		
Confident and controlled use of the ramp obstacle		✖				Initiates Revolution of Pedal	N/A		
Balances with one foot on peg		✖				Initates controlled stop with coaster break	N/A		
Balances with two feet on pegs		✖	✖			**Tips/Tricks for Success:**			
Glides for 15+ feet independently						Brad enjoys listening to music during break time.			
						You can use this as a motivator while biking.			

Participant's comments/perceptions of the day? Instructor's comments?

Brad did a great job today. We almost achieved our goal of gliding for 10 seconds. Brad told me he was a little tired because he didn't sleep well the night before lessons.

Plans/suggestions/goals for next lesson?

Continue to work on gliding with both feet up and minimal to little assisitance.