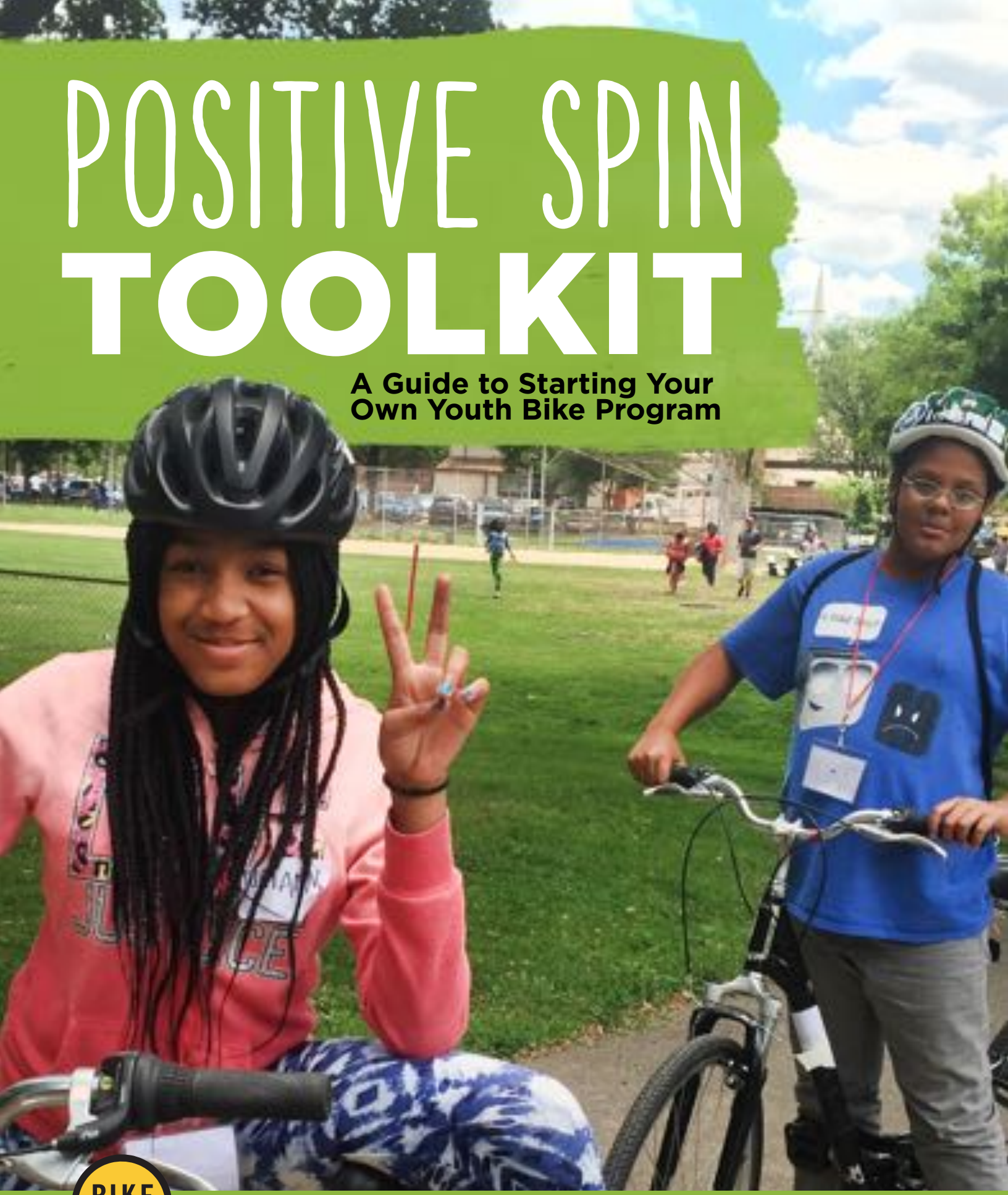
POSITIVE SPIN TOOLKIT

A Guide to Starting Your Own Youth Bike Program



BIKE PGH!

A BikePGH Publication

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IN YOUR HAND

is a copy of The Positive Spin Toolkit — a tried and tested guide which Bike Pittsburgh developed to bring innovative youth cycling programming to your community. Positive Spin is a youth cycling program that teaches youth the skills they need to safely explore their neighborhood on two wheels and become lifelong cyclists. It provides the opportunity for youth to experience the freedom granted by a bicycle, improves self-confidence, teaches self-reliance, and integrates healthy activity into everyday life. This toolkit is meant to help you — whether you're a Physical Education Instructor, Program Administrator, PTA Member or Community Leader, you can implement this transformative programming with youth in your community.

The Positive Spin program is engaging, fun, and powerful for youth. It provides key mentorship while onboarding the next generation of cyclists in a safe and accessible way. Participants learn how to utilize bikes for fun and transportation through regular practice rides alongside adult mentors. Students learn skills and practice habits that they will bring beyond the scope of the program including bike maintenance, exercising for leisure and stress-relief, short and long-term goal setting, selecting routes for safe navigation, and participating in civic life through community engagement and advocacy projects.

We know that youth are capable of achieving great feats. During the 2017 Positive Spin Program at Summer Dreamers Academy (Pittsburgh, PA) staff and riders collectively rode 6200 miles, which is the approximate distance from the Equator to the North Pole. In prior years, students completed daily rides of 8-16 miles per day; biked to neighborhood parks, libraries and museums; completed 30-90 mile culminating trail rides and camping trips; recorded their experiences through multimedia; wrote letters to the mayor and city council, and have met with city officials.

The real-world experiences and challenges students face while completing Positive Spin activities give practical experience while teaching problem-solving skills, perseverance and hands-on learning. Each year the program has continued to develop and refine itself. Help us continue the legacy of Positive Spin by adapting the program to fit the needs of the youth in your community!

Sincerely,
Julie Mallis

Education Program Manager
BikePGH

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Diamondback

POSITIVE SPIN TOOLKIT

This guide follows a chronological order of how to lead youth through the curriculum and get transformative bicycle programming integrated into your community or school. In the appendix you will also find sample activity templates as referenced below. Each student leaves the program a better and more confident cyclist.

WHERE TO BEGIN

We are so excited that you are starting your own youth cycling program. It warms our hearts that so many parents, teachers, school administrators and community leaders want to bring dynamic bike programming to youth in their schools and neighborhoods. We know that nobody is better suited to do this work than the very people in the community it is intended for. The tools in this kit provide safety guidelines, drills, activity sheets, and community building opportunities so that you do not have to reinvent the wheel. The Toolkit is set up and categorized into four primary modules. All of these modules can be adapted and modified to best fit the needs of your community. The Positive Spin Toolkit is a well-rounded approach to youth cycling education, considering not only the ways of teaching how to ride a bicycle, but allowing for team-building within the riding groups and ideas for how to push learning beyond the scope of the bike ride itself.

IDENTIFY YOUR AUDIENCE, COMMUNITY NEEDS, AND PARTNERS

In order to start the program you have to know who your target audience is and find your program champions. If you're unaffiliated with the local schools, you can find a partnership with a local community group to help support the program and provide you with a meeting place, administrative support, supply resources, and acquiring the necessary insurance. It is helpful to do a needs assessment with the entity or school with whom you want to start the program. It is also helpful to identify who your community partners are. Nobody should do this alone, and it is more effective and impactful when you can collaborate, partner and come together with others to make something like this happen. The more community support the better. Here is a quick list of items to cover to get your started.

Identify your target audience and program goals.

- Has your audience expressed a desire to bike, or desire for alternative transportation options?
- Are they part of the decision-making process?
- Have you created a logic model or thought about the long-term effect of starting and implementing a new program in your community?

Locate a space where you can store the bikes securely with decent loading /unloading access. For example, Bike Pittsburgh currently stores its bikes in a church basement.

Identify community leaders, champions, volunteers and instructors who can help.

- Work with your neighborhood school, advocacy organization, bike/ped committee, community council, PTA, student union, and more! Not only is it important to get buy-in from your local community in starting a new project, it could also help with finding volunteers, student recruitment, securing funding and receiving donations.

Try out a pilot program before you scale the group to the desired size

- Ask for student, parent and instructor feedback.
- Be sure to consider what you could do to make sure your program is accessible and equitable.

Volunteer and Instructor Recruitment.

- Clearances that are required to work with youth in your jurisdiction.
- Support your volunteers and instructors in acquiring the necessary clearances.
- Provide training for your program leaders, including time to have each person practice teaching the rest of the group the essential skills that you will train the youth with.

Staff Structure.

- We recommend a minimum 8:1 student to instructor ratio, if possible.

PREPARE FOR PROGRAMMING

IDENTIFY YOUR SURROUNDINGS

Before the program begins, map out and practice riding 3-5 biking routes the riders can take from the site location. Before your first day of on-bike training with the students, be sure to find a flat and car-free area near the site location. This should be an open parking lot, a field or other area where you can practice drills and teach basic bike safety and handling skills before heading out on the road.

SUPPLIES

Work with your local bike shop, co-op or bike share program to see if they can help you to obtain bikes at free or discounted rates. You will also need helmets and water bottles, plus locks for bikes if the students will take them home. Write down the serial number of each bike and create a numerical classification system to help you keep track of your inventory. Don't forget first aid kits and roadside repair tools. In module 2, we cover what is needed in more depth.

SET UP YOUR SPACE

You will need to set up a meeting location (ideally a classroom) and your storage area for the bikes. Put up posters around the room that reinforce class rules and lessons. Providing visual, kinesthetic and auditory opportunities for learning will help your students get more out of the program. Help improve the flow of traffic in the (often tight) bike storage area through clear signage and good communication with students. Establish clear spatial boundaries to guide students to what spaces they should occupy in the classroom or in the bike storage areas. Implementing rules like only one student allowed in the storage area at a time can be very helpful in reducing hazards.

GET YOURSELF INSURED

You will likely need to take out a policy to cover your bike club including the people, staff, and equipment. If you are a teacher be sure to check with your school's administration to ensure that the school has insurance to cover the program as well. While BikePGH cannot provide you with any legal advice, we can speak to our own experience of utilizing a mountain bike club insurance policy which covers each ride. We provide each participant with a mandatory guardian-signed waiver. Attached is a template Positive Spin waiver for your convenience in the appendix. Students are not permitted to ride a bike in Positive Spin until they return a parent or guardian signed waiver for the program.

START RIDING

BASIC SAFETY & HANDLING SKILLS MODULE 1

SHAPE America Standards addressed: S1.M22.6-8; S2.M1.6-8; S3.M7.6-8

The following module outlines the very basics of teaching your students how to operate their bikes safely and handle them when riding. With this module, all students will get a better understanding of safe cycling and in doing so become a generation of confident cyclists.

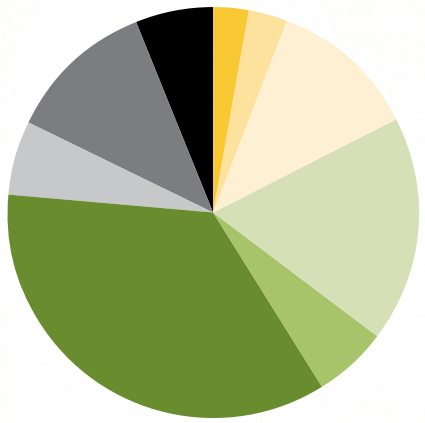
BASIC SAFETY

Objective: Students learn basic bike safety and the rules and structure of the program

Knowledge Gained: Students learn bike safety and operation and practice and demonstrate bike handling skills. As one of the most important parts of the curriculum, this module should be a main focus for both in classroom and on bike instruction. Students should be well versed in all topics in this module before the first road ride of your biking season.

Insights: Taking the time to go over and practice the topics explained in this module, will increase the chances of a crash-free season. Be sure to check with the students to make sure they understand. Host a debriefing session at the end of all rides. Before the next planned ride, review some observations and lessons learned from the previous ones. Doing this will increase understanding and build confidence in both students and instructors while out on bike rides. Bike Safety is one of the goals to reach on the achievement cards, so be sure to use them for goal setting and showing progress.

SAMPLE POSITIVE SPIN SCHEDULE



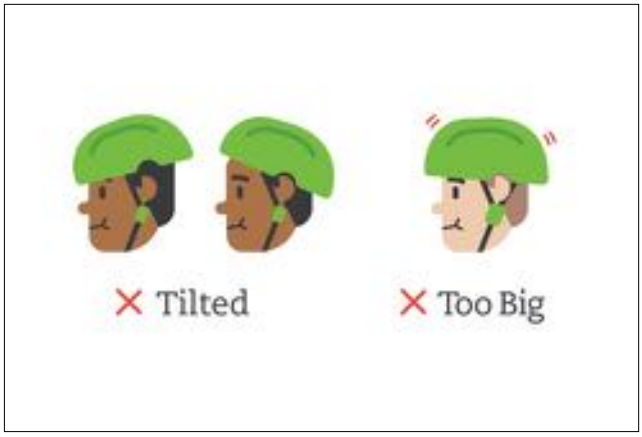
MINI WORKSHOP AND DISTANCE RIDE: 1:15 – 3:50

- **1:10-1:15** – Pick up students from lunch (5 mins)
- **1:15-1:20** – Students arrive: check in and sit down with their classrooms (5 mins)
- **1:20 – 1:40** – Warm up: lesson intro, rule review, team building activity (20 mins)
- **1:40- 2:10** – Activity: Tire Repair Demonstration and Practice in Small Groups (30 mins)
- **2:10 – 2:20** – Transition: Go to bikes, prepare to ride and conduct safety check (10 min)
- **2:20 – 3:20** – Bike Ride – Small groups (60 mins)
- **3:20- 3:30** – Transition: Return Bikes and go back to classroom (10 mins)
- **3:30 – 3:50** – Reflection: Cool down and writing reflections (20 mins)
- **3:50 – 4:00** – Wrap-up and Dismissal (10 mins)

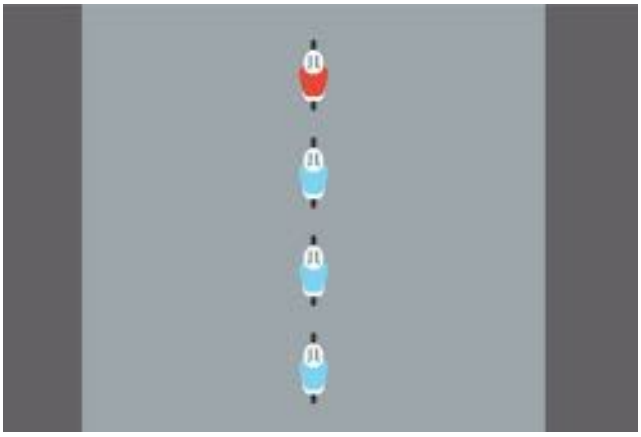
FOUR RIDING RULES & FOUR SAFETY SIGNALS:

This module comes first for a reason. Students should establish a strong understanding of the riding rules and safety signals before getting fit for a bike and practicing drills. Students should learn this initial structure and expect to follow it in order to begin riding a bike in the program.

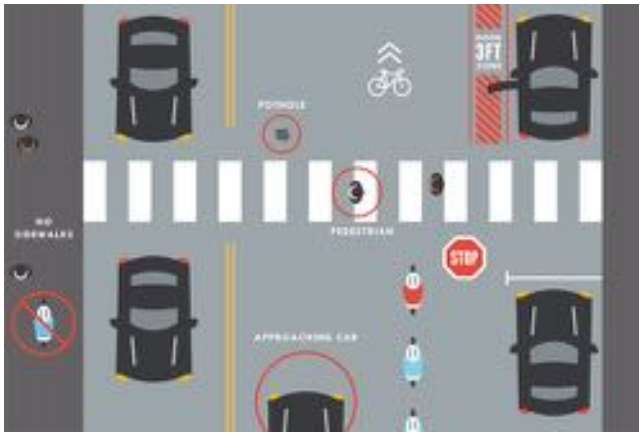
4 RIDING RULES



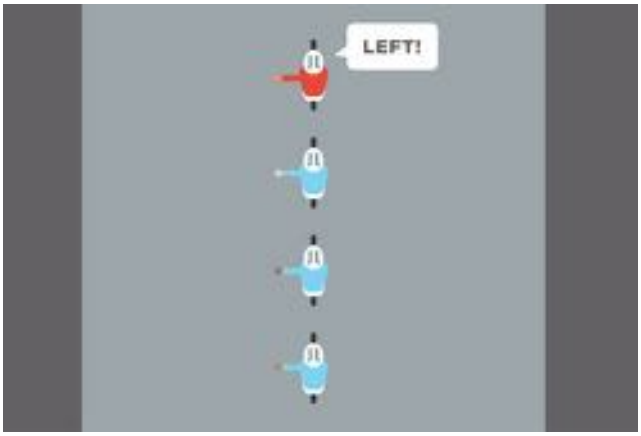
Helmet - Always wear a properly fitted helmet, buckled, when on a bike.



Ride Leader - There should always be a designated ride leader. Everyone should stay behind the ride leader (and in front of the sweeper/caboose). It is ok for students to ride two-abreast or single file.



Etiquette - Maintain good bike etiquette including: following all traffic laws, staying in a single file line to the right, passing on the left only when there is room, and maintaining a safe distance. Between riders in a group.



Communication - Use good and effective communication when on ride including the four safety signals to the right.

Pro Tip: Write the rules out and have all participants agree to follow them

4 SAFETY SIGNALS

Left Turn - Point left arm straight out from your body. Yell “Left!”

Right Turn - Point right arm straight out from your body. Yell “RIGHT!”

Slowing - Put arm out to the left and bend elbow down at 90 degrees. Yell “SLOWING!” between riders in a group.

Stopping - You can use the slowing signal or implement an extra signal for your group that increases visibility: Put your hand out flat with your arm raised up in the air. Yell “STOPPING!”

Pro Tip 1: Demonstrate and have all participants stand up and try the signals.

Pro Tip 2: Double-check and share with students the commonly accepted cyclist signals in your jurisdiction. We have found that it is easier for youth to point to the direction they are going, using their left arm to turn left and their right to turn right, rather than communicating everything with their left arm only.

ON THE ROAD:
ROLES AND EXPECTATIONS

Establishing roles and expectations are essential to an organized ride. It's best to do this before every ride to make sure everyone is on the same page. Here you will find the different roles played on group rides and expectations of each role. You will also find some strategies to gather everyone's attention when students get distracted.

Ride Leader: The Ride Leader leads the group in the front, knows the route, and stops frequently to ensure the last rider can catch up and knows where to go. They should check in with the caboose before starting again at every stopping point or turn. The Ride Leader should clearly communicate to the riders where the destination is and answer questions about the route. They should not allow anyone to pass them on the ride. When on routes that the group has experience with, the Ride Leader can designate a student to assist in leading the group for parts of the ride.

Caboose/Sweep: The caboose, or sometimes called the sweeper or sweep, stays at the back of the riding group at all times and does not let anyone fall behind them. The caboose should always be equipped with a first-aid kit, a roadside repair kit (a multi-tool, 2+ tire levers, a spare tube, a patch kit, a portable pump), an emergency student contact info sheet and a cell phone. The caboose can ride next to or in front of a student as a way to encourage them to continue or pick up the pace, but should always keep the last rider within close proximity. A sample emergency contact sheet which can be placed with the first-aid kit can be found in the appendix.

Intersection Helpers: Intersection Helpers are sometimes called the middle riders: Adults riding in the middle of the group should anticipate upcoming intersections and help direct traffic, especially at large intersections or when making left turns. If there are multiple middle riders, they should spread out equidistant between students. Groups may naturally break up into smaller pace groups. Middle Riders can assume new positions as the intermediate caboose of the front riders of the group, or as the intermediate leader of the last riders of the group. Middle riders should utilize their positioning to encourage students, enforce rules, and most importantly help with traffic when crossing all intersections, especially at left-turns.

Pro Tip: Create a hand signal to be known as the "attention signal". When the signal is raised, all students should become quiet and alert to the leader issuing the signal. Ask the students about some scenarios that you may use the signal in. The signal can be 3 fingers raised high in the air or another agreed upon hand sign. It should be used to help maintain control of the bike riding group, especially when visiting a busy or loud public space.

HELMET & BIKE FITTING

Each student must be comfortable and safe on their bike. Ensuring that helmets are snug and bikes fit properly to each student will bring youth one step closer to being independent safe cyclists. Here are some basic tips and strategies for bike and helmet fitting.

Helmet Fit

1. Fully loosen helmet's dial if it has one and place on head; then, tighten it on your head.
2. Gently shake head no, and shake head yes. Helmet should not shake around or move.

Next try out the "The 2 Finger Rule" which is an approximate "rule of thumb"

3. 2 fingers flat against the forehead should fit between the eyebrow line and the front rim of the helmet.
4. 2 fingers should fit between the strap and one's chin.
5. The side buckles should rest beneath the ears with 2 fingers of space.

Pro Tip: Demonstrate on your own head

Bike Fit

1. Logistics: Staff should pass out bikes one at a time, providing the smallest frames for the shortest students first and then moving up from there. Label each bike with the student's name. Remember to not adhere anything directly onto the bike that would not easily come off, such as duct tape. Try using zip ties instead or roll paper around the frame so that tape can be placed directly on the paper only.
2. Saddles should be adjusted to hip level when possible.

Handlebars can be adjusted forward to help with hand reach.

3. You can hold the handlebars of the bike while a student sits on the saddle. They should have a slight bend in the back of the knee when fully extending the pedal down.
4. No child should ever be left alone or unoccupied. As one adult may pass out the bikes, another adult may already be waiting outside with their own bike, able to give attention to students coming out with their new bikes. Extra adults can help with saddle height adjustment, labeling names on bikes, and helping students get used to their bike before the drills portion of the day begins.

Pro Tip: Students can line up in height-size order

HANDLING SKILLS

SHAPE America Outcome: Outdoor Pursuits: Students demonstrate correct technique for basic skills in at least two self-selected outdoor activities (SHAPE America Standard - S1.M22.6-8)

Objective: Students practice bike handling skills and staff check for comprehension through drill completion.

A student is not road or even trail ready until they can safely steer and handle the bicycle. This module focuses on basic handling skills through practicing drills that will help build the students' confidence on all terrain. It is best to run these drills in a controlled area like a local park, or nearest open and clean field. Help students build skills toward starting, braking, shifting, signaling, riding in a group, riding on the road and careful handling of equipment like helmets and bikes.

BRAKES & BALANCE

Knowledge Gained: Students should learn about how brakes work and connect to their bikes. Students should practice pulling each brake equally, like a dimmer switch. 50% of the brake pull should come from the right/rear brake and 50% should come from the left/front, which will help to avoid flipping over front handlebars (endos) and help to maintain tire wear. No skidding or endos in Positive Spin, please!

Note: *70% of braking power comes from the front brake.*

SHAPE America Outcome: Games and Sports: Invasion games - Creating space with movement (SHAPE America Standard - S2.M1.6-8)

Drill 1: Slow Race
Skills: Braking, Balancing, Steering Control

Set up cones to indicate a starting line and a finish line across a field or parking lot. All students can compete in this slow race and this is the only type of "racing" we will do in Positive Spin. Slow Race Rules: Students cannot put their foot on the ground or go backwards, or they are placed out of the game. Students must go forward, but should practice their balance and control along the way. You can do multiple rounds of the game to determine a winner, depending on student interest.

Drill 2: Zig-Zag Cones
Skills: Turning, Braking, Balancing

Set up cones in a "zig-zag" fashion that allows for weaving in and out of cones. This allows the students to practice using their brakes and handlebar steering control, as well as adjusting body weight movement. Students can direct their handlebars and body weight to make finely controlled movements around the cones. Students repeat the exercise multiple times until they are confident about moving on.

GEARS

Knowledge Gained: Students will count how many gears they have and know where to locate them. Students should demonstrate gear shifting ability while pedaling from point A to B. Students should understand how using the different gears can reduce physical exertion and help prevent injuries. Learning about the functions of gears also helps students to gain a deeper understanding of the mechanics behind it.

SHAPE America Outcome: Games and Sports: Invasion games - Creating space with movement (SHAPE America Standard - S2.M1.6-8)

Drill 3: Gear-shifting in single-file formation
Skills: Shifting, group ride etiquette

Practice shifting into uphill, flat, and downhill gears.

SIGNALING & BIKE ETIQUETTE:

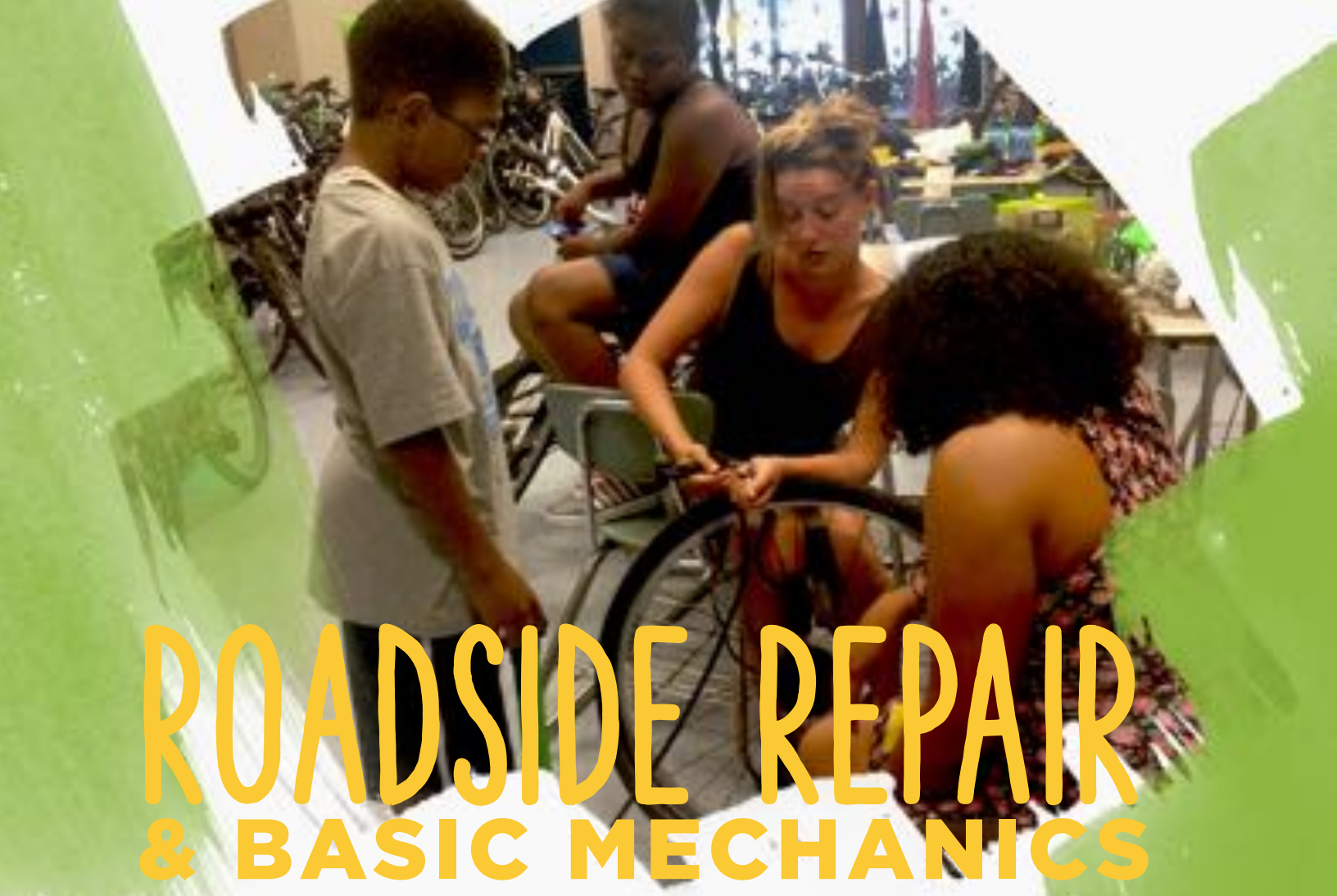
Being able to communicate with other vehicles on the road or other bikes and pedestrians on the trails is a must. This module will highlight what it means to utilize bike etiquette and good communication across terrain. It will also cover good handling of the bikes for storage and resting them to help students reduce mechanical issues that could occur from mistreatment of the equipment.

Knowledge Gained: Students will learn proper signaling both verbally and physically. Students will also learn how to properly take care of their bike both on and off the saddle. Students must demonstrate that they understand how and when to use the bike signals and exhibit proper usage. Complete a cone obstacle course and use signals. Demonstrate how you expect students to complete the course before they go through it.

Drill 4: Perimeter Ride
Skills: Signaling, Group Ride Etiquette, Following Rules

Once the students have practiced all of the bike handling drills, they should form a single-file line and practice group etiquette and riding rules. Start by completing loops around the practice field's perimeter. Bike in single file, pass on left and announce, follow rules and use all signals, leave a bike's worth of space between riders (and even more on hills). Make sure students are following all of the rules and correct them if needed. Once they perfect the field, bring them to the perimeter of the school where they may be riding on the sidewalk or on the street. Once they get comfortable riding with the group and in this formation, they are road ready. Now let's put all of these drills and skills to work to get our group riding to the local park and other destinations!

CONGRATS! You and your students have completed the first module and demonstrated safe riding skills. Now you can safely navigate in Positive Spin and begin your journey off site! Continue to review the concepts and skills in Module 1 as understanding and skill acquisition will occur at different times for each student. In the appendix is a Personal Achievement Card which can be issued to students as they complete each module.



ROADSIDE REPAIR & BASIC MECHANICS

MODULE 2 - DO IT YOURSELF

Like all good things, bikes are going to break down, sometimes in the middle of the ride. Everyone involved in the program should know how to calmly asses the situation and take necessary steps towards a solution. This module covers the basic mechanics of the bike and how to perform simple roadside repair. These are essential components to promoting safe riding and an independent, confident mindset for youth. Each student should learn about the ABC Quick Check and perform this basic safety check on their bike before every single ride. This safety check provides insight for students to know what to look for before each ride to better reinforce a safe bike ride both in and out of the program.

Knowledge Gained: Positive Spin aims to demystify the machine by showing how the components of the bike connect and teaching basic maintenance starting with the ABC Quick Check. Each participant should perform an ABC Quick Check before every ride. It's a very simple way to ensure that the bike and its rider are ready for the day's ride. Participants should understand how to control the bikes available in the fleet.

The right hand controls the rear of the bike including rear wheel brakes and rear shifters, and the handy alliteration of "right - rear" makes this easier to remember. The left hand controls the front of the bike including the front wheel brakes and front shifter. The alliteration "left - look" can help students remember that your left hand controls what you can look at and see in front of you. Participants should note how derailleurs are controlled by hand shifters that physically move the chain further and closer to the bike frame making it "easier" and "harder" to shift. Demonstrate to students how the cables and housing connect the components of the bike allowing the derailleur and brakes to work. Count the gears with the students, showing them how to figure out on their own how many speeds the bike has.

SKILL PRACTICE:
ABC QUICK CHECK

A - is for Air

Check that your tires have the proper amount of air in them. This can be done by simply taking your palm and giving each tire a squeeze to check to see how inflated your tires are. We also take the time to show the students where to find the PSI of each tire (should be located on the tire itself). All youth should know what PSI is, why it is important, and how it varies between bike types and tire sizes. When time permits (especially on a bad weather day) use that opportunity to teach patching a flat tire or changing a tube. Inflate tires to rated pressure as listed on the tire's sidewall. Use a pressure gauge to ensure proper pressure. Check for damage to tire tread and sidewall, replace if damaged.

B - is for Brakes

Each youth should know which brake stops which tire, how the front brake has 70% of stopping power and the rear only 30%, and that you should use both brakes with even control (like a dimmer switch!). Explain what happens when only using the front or rear brake alone. Participants should learn about using the barrel adjuster and tightening brake cables. Inspect pads for wear, replace if there is less than 1⁄4" of pad left. Check brake pad adjustments. Make sure they do not rub tires or wheels.

C - is for Chain, Cranks, Cogs, Cassette

Participants should know how to put a popped chain back on track and should be able to recognize an issue. This is also the time to go over how to properly shift the gears, how to count how many speeds their bike has, and how to properly use each gear ratio to their advantage. Make sure that your crank bolts are tight, lube only the threads. Check your chain for wear with a chain checker. 12 links should measure no more than 12 1⁄8". If your chain skips on the cassette, then you might need to adjust or replace it. Chains should be lubricated regulary.

QUICK

Is For Quick Release.

A quick release is a quick and easy locking lever mechanism located on most wheels and saddles. All quick releases should be locked tightly, with the lever direction lining up with the frame as much as possible. Quick releases make it easy to adjust saddle height and repair flat tires, but also make it easier to steal bike parts. Participants should learn the benefits and setbacks of the quick release in addition to learning best use. Hubs need to be tight in the frame and your quick release should engage at 90°. The hub quick release should point back towards the frame, to ensure that nothing catches on it. Inspect brake quick releases to ensure that they have been re-engaged.

CHECK

Is For Overall Safety Check

Ensure that both the rider and the bike are ready for departure. Simply give yourself and the bike one final look-over while asking yourself questions like: Are my shoes tied? Is my water bottle in the cage? Is it full of fresh water? Is my helmet on and properly adjusted? Who is my ride leader, caboose, and intersection helper? Is there anything obstructing my use of safely riding this bike? Take a quick ride to check if derailleurs and brakes are working properly. Inspect the bike for loose or broken parts. Tighten, replace, or fix them. Pay extra attention to your bike during the first few miles of the ride.

URBAN NAVIGATION & GROUP DISTANCE RIDING

MODULE 3 - HOW TO GO FARTHER TOGETHER

The best part about Positive Spin is actually getting out for long rides! Positive Spin utilizes bike lanes, trails, and roads in the city. Youth practice mapping skills and riding in groups on different infrastructure under the guidance of trained instructors. This module will outline in further detail what is necessary for successful urban navigation and mid-distance group bike riding.

Knowledge Gained: Before departing for longer distance bike rides, the class learns how to read and use a paper map, use digital mapping tools, and select the safest routes. The BikePGH Pittsburgh Bike Map is a great tool for youth to plan safer routes and know when to expect things like hills or bridges. The group ride leader, instructors and all of the students should know exactly what to expect for every ride. Pointing out roads with less traffic and planning routes that utilize bike lanes, shared roads, and trails help riders feel confident and knowledgeable when out on the road. Good urban navigation also includes being prepared with basic first aid supplies and roadside repair tools. All of these items, including the map, can be packed in a drawstring bag for the caboose or multiple riders to carry.

WHAT TO CARRY: ROADSIDE REPAIR TOOLS & FIRST AID SUPPLIES

- **Mini-pump** (portable pump gives air on the go and is necessary for flat tires)
- **Tire levers** (helps to pull the tire off wheel when fixing a flat)
- **Multitools** (tighten brakes, adjust headset, attach water bottle cages, and more!)
- **Patch kit** (includes sanding paper, glue and a patches to fix a flat / great to demo with when a flat arises)
- **Extra tubes** (various sizes/styles - in case there is no time to patch a flat tube)
- **Zip ties and rubber bands** (handy for DIY fixes and adhering items back together)
- **Standard first aid kit supplies** (include extra plastic bags to put used items in & sanitary gloves)
- **Depending on the forecast and the distance, bring ponchos for every student to stay dry when possible**
- **Emergency contact info sheet for all riders**
- **Extra fruit snacks** (no peanuts) **and granola bars**
- **Miscellaneous supplies specific for your group**
- **Extra water**
- **Drawstring bag for the caboose or multiple riders to carry**

CIVIC ENGAGEMENT

MODULE 4 - CONTEXTUALIZE THE EXPERIENCE AND BUILD COMMUNITY

SHAPE America Standards addressed: S3.M1.6-8;
The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Students engaged in their health and community are set up for success. This module teaches students how they can affect change in their community. BikePGH's theory of change is that bikes can transform lives and communities into people-powered and people-centric places. This module focuses on building a platform in which to speak, addressing/identifying who they should be speaking to depending on the topic, and how to think about solutions to the problems the youth face in their communities.

Objective: The end goal with this module is to help the youth identify barriers they face in cycling and seek solutions thus becoming active voices in their community.

SHAPE America Outcome: S3.M1.6-8 Is able to identify three influences on physical activity (e.g. school, family and peers; community and built environment; policy); Identifies barriers related to maintain a physically active lifestyle and seeks solutions for eliminating those barriers; Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle.

Knowledge Gained: Civic engagement is very important to the Positive Spin program, as it works toward a larger mission of advocating for safer streets for pedestrians and bicyclists. It encourages youth to speak up about their experiences. It lets youth know that they have a valuable role in informing stakeholders, affecting policy, and getting engaged in the civic process well before legal voting age. Leading students in weekly writing prompts are a good way to try that out. Each day of the program, youth should log data about their ride or experience in their notebook. It can include mileage, destination, weather conditions, and any observations significant to them. In addition to personal recording, youth can participate in activities that explore cycling history and activities that ask them to imagine and design their own dream bike ride, dream bicycle, and dream city. All of these activities can be catered to best serve the group of youth in your program. Activities should build on one another and lead to a culminating activity, such as campaigning a person of authority in your neighborhood for a specific ask. Once students understand civic engagement you should lead a series of collaborative brainstorming activities with the students. Ask them to list out the pros/cons about their experiences riding in their neighborhoods. Use their brainstorm list to form statements. The statements should make specific suggestions that could meet a need or make bicycling more accessible for youth. List out who the stakeholders and elected leaders are in the community that you could reach out to with these statements. Come up with a few examples from your own neighborhood that have happened, or you would like to see happen.

See appendix for additional writing and creative activity lessons that will help student focus their voices and opinions and to help them engage in community building activities. This will help them work together to bring their ideas to light collectively. You will also find ideas and activities which can be utilized for indoor learning during inclement weather or in between rides.

HOW TO KEEP THE PROGRAM GOING

SUSTAINABILITY AND LONGEVITY OF THE PROGRAM

One of the toughest pieces of continuing youth bicycle education programs comes in the long-term planning, the maintenance of the bikes and equipment, and finding sources for funding. There are endless ways that you can ensure continued success of your program. Here are some suggestions to get the wheels turning.

- Survey students, staff, and program site administrators to gain feedback about the program and areas for improvement.
- Complete a logic model to determine short-term & long-term strategies.
- Create a budget for the semester ahead and next year, and plan out the calendar of rides with students ahead of time.
- Maintain bikes in between, and sometimes throughout, the seasons. Determine a strategy for repair and the possible retirement of bikes.
- Determine the leaders in the program who can help to continue the work and keep it going.
- Set up a way to receive donations and ask people to contribute monthly or annually.
- Work with a local community non-profit to provide fiscal sponsorship for your program and help you to receive charitable grants.
- Research your local, regional and national foundations to apply for grants.
- Talk to school administrators.
- Host a fundraiser.
- Send your story and images to BikePGH so we can help tell your story.

Create a plan with your team that includes multiple ways of ensuring that the program can continue. Plan cycles of success within the program that will ensure its ability to thrive beyond years 1 and 2.

- Build out a multi-year plan which considers the maintenance of and replacement of fleet bikes after wear and tear.
- Encourage participants to stay involved year after year and to come back as mentors or leaders in the program once they age out.
- Build a support network and do not be afraid to reach out to share successes and challenges.
- Reach out to your local community and others doing youth programming to ask for advice and help.
- Stay in touch with BikePGH and let the organization know where you have found successes and challenges in implementing the Toolkit.
- Find consultants who can help you in program areas with the highest need of support.
- Work with a consultant to help you manage the bikes and plan for their lifespan.
- Work with students to develop routes in detail that other youth would like to try.
- Work with a food enthusiast or nutritionist to help plan snacks and meals for the group.
- Value the input of the youth and be sure to ask for and incorporate their feedback. Afterall, this program is for them.

APPENDIX

AP 1a-c

- Sample 6 Week Curriculum & First Week Lesson Plans - Module 1
- Indoor Learning and Group Ride Lesson Plan Template
- Group Ride Lesson Template

AP 2

- Template Positive Spin Waiver - Module 1

  This waiver is very important to the program as it outlines the liability of doing the program. Students can not ride with the group without turning in a properly filled out form of this level.

AP 3

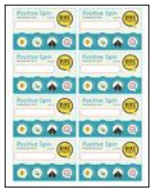
- Emergency Contact Sheet Sample - Module 1

  This is a simple spreadsheet that should help create an easily read emergency contact sheet. Ride instructors should have a copy of this sheet just in case the group gets split up due to accident or injury.

AP 4

- What To Do In Case of Emergency - Module 1

  This form provides a general guideline for how to handle an emergency situation. As a ride leader or group instructor you should know how to properly handle an emergency situation. Please stay calm and read this information. One should also keep this with them attached to the emergency contact sheet for reference.



AP 5

- Personal Achievement Cards - Module 1

  The Personal Achievement Cards are used as a tool for goal tracking throughout the program. The cards highlight the four main focuses of the program and give the students a visual of their progress and knowledge gained through the programming. Once each module is learned you can mark it off on the card, and when all fields are checked off you can laminate it and give to students to keep as tangible proof that they have learned something from your program.

AP 6a-b

- ABC Quick Check cover page - Module 2

  This is the cover page to the ABC Quick Check pre ride assessment. This and the rest of the inside pages can be used help to illustrate the ABC Quick Check, decorating your classroom, tabling activities, or more.

- ABC Quick Check Continued - Module 2

  These are the inside pages of the ABC Quick Check . Each page illustrates each part of the pre ride assessment.

AP 7

- Multitool Paper Doll activity pages and example image - Module 2

  This paper doll is not only a great tool for showing the different functions of a multitool but a great rainy day or tabeling project.

AP 8

- Mileage Tracker Template - Module 3

This Mileage Tracker Template is a very useful way to track miles that the group completes each day. Tracking the group's mileage is a great and positive way to show progress within the group. Tracking the time and miles ridden on every ride gives the youth the ability to see their progress in real time thus building that confidence needed to push further and go faster on each ride. It is also a huge goal setting tool and an opportunity to give students' more responsibilities in the program. Making it one of the students jobs to record the information and changing who you give the task to every week gives students more reasons to be engaged in the "in classroom" part of the program.

AP 9

- Five connected writing activity sheets - Module 4

Writing prompts can include asking for changes youth want to see in their community and/or changes that are already happening and whether or not they feel they may benefit from them. Youth should understand that it is their community and they do have a say in how it should be run and what it should look like. Giving them the tools to implement their voice and the platform to share it is a big part of the overall goal of Positive Spin.

AP 10

- Additional writing and creative activity lessons - Module 4

Here is a list of additional activities and lessons that you can utilize depending on your program. These can help you to meet a writing requirement goal or provide plenty of things to do on rainy days. Bonus: SHAPE America Standards Addressed: S3.M16.6-8

AP 11

- Design your own bike share bike featuring Healthy Ride - Module 4

This activity sheet can be used for rainy day or tabling exercises. It is also a tool that can be used to raise awareness of your local bike share program.

AP 12

- Positive Spin Shout Out Slips - Module 4

The Positive Spin Shout Out Slips give both students and staff the ability to acknowledge one another and share a shout out of the positive things about each other. It could be anything from growth and skill to saying something nice. It wouldn't be Positive Spin if you did not promote or glorify positivity amongst the students and staff. Use this as part of your everyday routine in either the beginning of the day as a icebreaker or at the end as a debrief/ reflection exercise.

GET THESE HELPFUL TOOLS!

Download all of the items featured in this appendix and more helpful tools by visiting the link below:

goo.gl/JtcVth

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The Positive Spin Toolkit was written by Julie Mallis and DeVaughn Rodgers, designed by Drew Thorla, illustrations by Lizzy Nolin, with support from Laura Davidson, Scott Bricker, Alex Shewczyk and special thanks to all staff and students who have ever been involved with Positive Spin.