A Guide to Biking in LA
Instructor Manual
Guide to Biking in Los Angeles
Instructor Manual
# Table of Contents

**CHAPTER 1: HOW TO USE THIS MANUAL** ................................................................. 7  
1.1 | Introduction........................................................................................................... 7  
1.2 | How to Use This Manual....................................................................................... 7  
1.3 | Elements of this Guidebook.................................................................................. 8  

**CHAPTER 2: BEST PROGRAM OVERVIEW** .......................................................... 9  
2.1 | Program Background............................................................................................. 9  
2.1.1 | Bicycling 101 (Off-Bike Instruction)..................................................................... 10  
2.1.2 | Bike 1 – Back to Basics......................................................................................... 10  
2.1.3 | Bike 2 – Rules of the Road.................................................................................... 10  
2.1.4 | Bike 3 – Street Skills........................................................................................... 10  
2.1.5 | BEST Safe Routes to School Events..................................................................... 10  
2.2 | Instructor Training Process.................................................................................. 11  
2.2.1 | Regular Training Program.................................................................................. 11  
2.2.2 | Accelerated Training Program............................................................................. 11  

**CHAPTER 3: GENERAL INSTRUCTOR RESOURCES** ............................................. 12  
3.1 | Class Logistics and Setup...................................................................................... 12  
3.1.1 | Class Request Process.......................................................................................... 12  
3.1.2 | Required Documentation....................................................................................... 12  
3.1.3 | Space Requirements............................................................................................. 13  
3.1.4 | Equipment Procedure........................................................................................... 13  
3.1.5 | Class Registration Process.................................................................................. 14  
3.1.6 | Late Arrivals and Walk-ins................................................................................... 14  
3.2 | Instructor Roles and Responsibilities................................................................... 15  
3.2.1 | Lead Instructor.................................................................................................... 15  
3.2.2 | Additional Instructor............................................................................................ 16  
3.2.3 | Working with Minors........................................................................................... 16  
3.2.4 | Evaluation Surveys............................................................................................... 16  
3.2.5 | Instructor Pay Rate.............................................................................................. 17  
3.2.6 | Invoicing and Reimbursement.............................................................................. 17  
3.3 | Metro Bike Fleet Procedures................................................................................ 18
<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Introductions</td>
</tr>
<tr>
<td>7.2.1</td>
<td>Why Ride</td>
</tr>
<tr>
<td>7.3</td>
<td>Things to Know Before Hitting the Streets</td>
</tr>
<tr>
<td>7.3.1</td>
<td>Rules of the Road</td>
</tr>
<tr>
<td>7.4</td>
<td>Staying Safe</td>
</tr>
<tr>
<td>7.4.1</td>
<td>Top 3 Mistakes Bike Riders Make on the Road</td>
</tr>
<tr>
<td>7.4.2</td>
<td>Navigating Common Hazards</td>
</tr>
<tr>
<td>7.4.3</td>
<td>Hazard Types</td>
</tr>
<tr>
<td>7.4.4</td>
<td>Avoiding Collisions</td>
</tr>
<tr>
<td>7.5</td>
<td>On-Bike Instruction - Planning the Ride</td>
</tr>
<tr>
<td>7.5.1</td>
<td>Instruction Tips</td>
</tr>
<tr>
<td>7.5.2</td>
<td>Group Ride Etiquette</td>
</tr>
<tr>
<td>7.5.3</td>
<td>Route Checklist</td>
</tr>
<tr>
<td>7.5.4</td>
<td>Pre-Ride Checklist</td>
</tr>
<tr>
<td>7.5.5</td>
<td>ABC Quick Check - Practice</td>
</tr>
<tr>
<td>7.5.6</td>
<td>Helmet Fit</td>
</tr>
<tr>
<td>7.6</td>
<td>Conclusion</td>
</tr>
<tr>
<td>7.6.1</td>
<td>Info Distribution</td>
</tr>
<tr>
<td>7.6.2</td>
<td>Surveys</td>
</tr>
<tr>
<td>Chapter 8: Parking Lot Drills</td>
<td>129</td>
</tr>
<tr>
<td>8.1</td>
<td>Starting/Stopping</td>
</tr>
<tr>
<td>8.2</td>
<td>Scan Drill</td>
</tr>
<tr>
<td>8.3</td>
<td>Signaling</td>
</tr>
<tr>
<td>8.4</td>
<td>Straight Line/Shifting</td>
</tr>
</tbody>
</table>
These chapters provide an overview on how to use this Instructor Manual, summarize class offerings, and outline class logistics and administration. You can navigate to sections of the manual that will be most helpful to your instruction and flip to those chapters directly.
CHAPTER 1: HOW TO USE THIS MANUAL

1.1 | Introduction

The Los Angeles County Metropolitan Transportation Authority (Metro) and the Bicycle Education Safety Training (BEST) program team conduct free classes to teach basic bike handling skills and give beginning riders the tips, tools, and techniques they need to navigate city streets safely. The classes are fun and interactive and take place throughout Los Angeles County.

Metro’s overall vision is to shift mode share, integrate public transit and active transportation, and provide more transportation options for residents throughout Los Angeles County. The target audience for these classes is people who are interested in biking for everyday travel but concerned about the potential safety hazards. The classes also encourage people who are already biking, especially those in low-income or vulnerable communities, to choose a class that best fits their needs.

The curriculum modules equip these audiences with the knowledge they need to bike safely in urban and suburban environments. Instructors will help participants identify potential hazards, navigate real-life situations, and dispel common fears and misconceptions about biking.

1.2 | How to Use This Manual

The BEST Instructor Guidebook serves as a teaching guide for each of the BEST class offerings. It identifies what participants should learn from each lesson as well as the broader learning outcomes for each class.

- **Chapter 2: Program Overview**
  The Guidebook starts off with general description of the program and summarizes each class offering. This will help you navigate which sections of the guidebook will be most helpful to your instruction.

- **Chapter 3: General Instructor Resources**
  This chapter provides instructors with an overview of class logistics and administration, instructor roles and responsibilities, and a set of tips and tricks for effective instruction.

- **Curriculum Modules**
  - Chapter 4: Bicycling 101
  - Chapter 5: Bike 1 – Back to Basics
  - Chapter 6: Bike 2 – Rules of the Road
  - Chapter 7: Bike 3 – Street Skills
  - Chapter 8: Parking Lot Drills

This Instructor Guidebook outlines the lessons all instructors should cover and provides tips that new and beginning riders will understand. Your instruction should follow this outline while also responding to the individual needs of the riders.
### 1.3 | Elements of this Guidebook

| Administrative Information | - On/off bike instruction  
|                           | - Length of section  
|                           | - Lead instructor tasks  
|                           | - Additional instructor tasks  
|                           | - Corresponding Student Guidebook chapter |
| Instructor Notes          | - Learning Outcomes  
|                           | - Talking Points |
| Instructor Script         | - Script that covers all necessary materials |
| Student Guidebook Excepts | - Images of Student Guidebook so Instructors can refer to specific images or diagrams to elaborate on script. |
CHAPTER 2: BEST PROGRAM OVERVIEW

2.1 | Program Background

The BEST program partners include Metro, Estolano LeSar Advisors (ELA), Bike San Gabriel Valley (BikeSGV), Cyclists Inciting Change through Live Exchange (C.I.C.L.E.), Los Angeles County Bicycle Coalition (LACBC), and People for Mobility Justice (PMJ).

The goals of the BEST Program are to:

1. Focus on less experienced riders who are interested in biking but concerned about riding on city streets.
2. Increase riders’ comfort level riding bikes in urban and suburban settings and encourage biking as a mode of transportation.
3. Deliver a tailored curriculum (adapted from the League of American Bicyclists *Smart Cycling Guide*) with a specific LA County context.
4. Broaden geographic reach across LA County to include diverse and underrepresented populations.

BEST Classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Target Audience</th>
<th>Skills participants should have before class</th>
<th>Skills participants will gain from class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycling 101</td>
<td>People who know how to ride a bike, but want a quick overview of bicycle basics and rules of the road.</td>
<td>Basic bike knowledge</td>
<td>- How to select a bike that fits their needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- How to prepare for a bike ride on city streets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Tips and tricks to commute safely by bike.</td>
</tr>
<tr>
<td>Bike 1 – Back To Basics</td>
<td>People who already know how to ride a bike but are not very comfortable riding.</td>
<td>Basic bike handling skills, like mount, dismount, and balance.</td>
<td>- How to select a bike that fits their needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- How to prepare for a bike ride on city streets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Basic skills for street riding</td>
</tr>
<tr>
<td>Bike 2 – Rules of the Road</td>
<td>People who are comfortable on a bike but may be nervous riding on neighborhood streets.</td>
<td>Basic bike handling skills and basic skills for street riding.</td>
<td>- Basic understanding of the rules of the road.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Techniques for avoiding hazards.</td>
</tr>
<tr>
<td>Bike 3 – Street Skills</td>
<td>People who want more experience biking on city streets.</td>
<td>Skills learned in the Bike 1 and 2 classes, including:</td>
<td>- Applied skills for safe riding on city streets, both alone and in a group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Basic bike handling skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rules of the road</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Techniques for avoiding hazards</td>
<td></td>
</tr>
</tbody>
</table>
2.1.1 | Bicycling 101 (Off-Bike Instruction)

This classroom-only option is geared towards employers, organizations, and groups who are interested in a quick overview of bicycle basics, rules of the road, and things to know to start commuting safely by bike. Participants should know how to ride a bike, but they may be uncomfortable using a bicycle for everyday travel or recreation. This option is ideal for a lunchtime or post-work session.

Since it’s designed to be a quick, off-bike refresher of key concepts, Bicycling 101 is not part of the Bike 1-3 sequence.

2.1.2 | Bike 1 – Back to Basics

This option is for people who are not very comfortable getting on a bike. Participants should know how to ride a bike, but they may be uncomfortable using a bicycle for everyday travel or recreation. To build rider confidence, this class covers biking basics and shows participants how to improve their bike control skills.

2.1.3 | Bike 2 – Rules of the Road

This option is for people who are comfortable on a bike but may be nervous navigating neighborhood streets. The class will help participants understand the rules of the road and provide practical skills so that riders are able to navigate city streets safely and use their bikes for everyday travel.

2.1.4 | Bike 3 - Street Skills

This option is for people who want to experience biking on city streets. The beginner community rides are typically evening or weekend group rides where participants can apply the skills they learned in the bike handling and bike commuting classes.

2.1.5 | BEST Safe Routes to School Events

Metro and BEST are also partnering with local schools (elementary through high school) and youth-focused organizations to promote bicycle education and safety by hosting a series of Safe Routes to Schools (SRTS) events. These rides, classes, and activities help parents, staff, and students safely incorporate biking into their daily travel routine. Metro’s goal is to encourage more students to walk, bike, and take public transit to get to and from school.

THE FOLLOWING EVENT OPTIONS ARE AVAILABLE

BIKE 101 (OFF-BIKE INSTRUCTION)

This off-bike option is geared towards students who are interested a quick overview of bicycle basics and learning more about the rules of the road and highlighting safe routes around their school. Participants should know how to ride a bike and may be interested in commuting to school by bike. This option is ideal for a homeroom, free period, or an afterschool session.

TRAIN-THE-TRAINER CLASS (OFF-BIKE INSTRUCTION)
Chapter 2: BEST Program Overview

This off-bike option is for school staff, teachers, parents, and local community members to learn safe walking and biking skills. The class also enables participants to carry out SRTS activities such as coordinating a walking school bus and/or bike rodeo.

PARENT AND STAFF BIKE RIDES

This option is for school staff, teachers, and parents who want to participate in a beginner community ride. The ride will visit the school(s) of interest, designating routes that may safely accommodate people on bikes and highlighting areas where there may be challenges. These rides are intended to help parents and staff plan routes and inform future SRTS activities.

BIKE RODEOS

This option is intended for elementary school students (4th and 5th grades). Rodeos consist of small stations and spaces for kids to practice bike handling skills in a safe, fun, and enclosed obstacle course.

STUDENT BIKE RIDES

This option is intended for middle and high school students (6-12 grades). These short bike rides take students to different locations in the neighborhood(s) around their school, giving students a chance to apply practical bike riding skills on neighborhood streets in a supervised setting.

2.2 | Instructor Training Process

Anyone interested in being an instructor should sign-up for an instructor training session with a BEST partner. New sign-ups should indicate their prior experience conducting bicycle education safety classes or events and any relevant certifications.

2.2.1 | Regular Training Program

The Regular Training Program is open to individuals who do not have extensive bicycle education and safety training experience. This is an intensive training program that introduces participants to the BEST curriculum. It includes a detailed review of the class topics and covers techniques to deliver effective on- and off-bike instruction.

2.2.2 | Accelerated Training Program

The Accelerated Training Program is geared towards League Certified Instructors (LCIs) and individuals with well-documented experience conducting bicycle education and safety classes. BEST partners will screen participants to ensure that they have the requisite knowledge and expertise to participate in the accelerated program. This program is less intensive than the LCI Certification Seminar. It reviews key concepts, talking points, and administrative requirements as they pertain to BEST. The program highlights unique elements of the BEST classes and identifies ways in which the curriculum deviates from the standard League class format. It assumes that participants are already well-versed in each of the topic areas covered in the three classes. This training includes the BEST Instructor Orientation Slideshow, Menu of Services, and Class Outlines.
CHAPTER 3: GENERAL INSTRUCTOR RESOURCES

Instructors for BEST classes help participants build confidence and encourage them to use their bikes for every day travel and recreation. By following the modules outlined in this Instructor Guidebook, instructors will cover a lot of material in a brief time. The classes are designed to be thoughtful and intuitive to instruct, with both on-bike and off-bike instruction.\(^1\) This Guidebook provides key learning objectives that identify what participants should learn during each class, ride, or event.

BEST instructors help make better bicyclists out of people who might feel uncomfortable riding or those who may think that biking is not for them. Each class is co-instructed by a Lead Instructor and at least one additional instructor. The classes should be engaging, encouraging, and fun for both participants and instructors. Participants should feel comfortable sharing their experience with biking, including their fears, preconceptions, and apprehensions. In addition to building solidarity and trust among participants, this information can also help instructors modify their instruction to suit their audience.

3.1 | Class Logistics and Setup

3.1.1 | Class Request Process

Instructors who are interested in proposing a class series must first coordinate with one of the BEST Partner organizations (BikeSGV, CICLE, LACBC, or PMJ). Then class requests must be submitted through the BEST Event Request Form for review by ELA and Metro at least 4 weeks before the proposed class date. ELA and Metro review class requests on a biweekly basis, so planning well in advance is essential.

3.1.2 | Required Documentation

Lead instructors should upload the following class documentation to the BEST Class Material Upload Form after a class so ELA can complete monthly invoicing as soon as possible.

1. **Waivers** – each participant is required to **complete and provide a signature** on the waiver before the class begins. The instructors are responsible for ensuring that each participant fills out a waiver and that their printed name and signature are legible. ELA will prepare waivers with pre-printed names to capture those that have registered for the class in advance, so participants will only need to verify their information and provide a signature.

   Metro will use waivers as the primary source of documentation to verify class attendance, so **all participants must sign a waiver** to participate in the class.

2. **Class Sign-in List** – list of registered attendees helps to verify attendance when cross-referenced with completed waivers.

\(^1\) With the exception of Bicycling 101 classes, which offers only off-bike instruction.
3. **Photos** – at least 9-12 photos that show the class took place, including instructors, class participants, on and off-bike instruction, and/or a group picture. Photos should try to capture as many participants as possible. If a participant asks not to be photographed, please respect their request to not have their photo taken. Metro requires that photos are high quality (at least 2-3MB).

3.1.3 | Space Requirements

All classes require an indoor or outdoor space that can accommodate up to 18 students and their bikes comfortably, without obstructing vehicular traffic, pedestrians, or business access. The space should also have access to adequate seating for all participants. Classes that include on-bike instruction also require a flat, paved surface (e.g. parking lot, athletic court, enclosed driveway, etc.) for bike demos and drills. For classes that incorporate a short ride, partner organizations and instructors will work to plan a ride route (approximately 3 miles) that helps participants practice and demonstrate bike skills in a real-world setting.

Additional space considerations:

1. A/V Setup
2. Chairs / Seating
3. Rain / Shine
4. Access to drinkable water
5. Access to restroom

3.1.4 | Equipment Procedure

Each of the BEST class options is accompanied by presentation slides and talking points that can be displayed through a laptop and projector or with a set of enlarged, laminated poster cards. Each participant will receive a free helmet and pair of bike lights along with a Student Guidebook during the class.

At least 5 days prior to a planned class, the Lead Instructor should send a completed BEST Materials Order Form to Estolano LeSar Advisors. The equipment listed on this form includes bike equipment (e.g. foldable bikes, helmets, lights, etc.) and presentation equipment (e.g. projector, screen, laminated presentation poster cards, easels, etc.) for use during class instruction. Equipment pick-up will be coordinated between BEST Partners, instructors, and Estolano LeSar Advisors.

**CLASS MATERIALS CHECK LIST**

- Presentation Slides and/or Laminated Cards
- Talking Points
- Class Outline
- Student Guidebooks
- Helmets
- Bike Lights
- Loaner Bikes (optional)
- Projector (optional)
Projector Screen (optional)
Easel (optional)

LOANER BIKES

Metro also has a fleet of aluminum frame Dahon MU-D9 collapsible bikes available to loan for classes. Loaner bikes can be reserved by participants when they register for the class. More information about the check-out procedure is in Section 3.3.

3.1.5 | Class Registration Process

Participants are required to register in advance through the related Eventbrite page or through the class organizer. BEST Partners and ELA will manage the registration and wait lists and reconfirm attendees before each class.

3.1.6 | Late Arrivals and Walk-ins

Attendees who registered in advance and confirmed their attendance will get priority when signing in for the class. Only confirmed attendees will receive the exact class location to better manage the number of walk-in registrations. Classes are generally capped at 18 participants, but the Lead Instructor may decide to allow additional participants if the additional participants’ attendance will not disrupt the class or affect the safety of others. If an additional participant cannot be accommodated during the scheduled class, instructors may direct them to future class opportunities.

In the case of late arrivals, we will permit attendees to join the class up to 15 minutes after the start of instruction (i.e. welcome and intros). After that time, there is too much important material to cover to allow late arrivals to participate safely during on-bike instruction. One of the additional instructors can be designated to handle the check-in and waiver signing process so that the Lead Instructor can begin on-time.
3.2 | Instructor Roles and Responsibilities

3.2.1 | Lead Instructor

The Lead Instructor is the primary class organizer and facilitator. This individual leads the class through most of the material covered in each class module. As Lead Instructors, they bring previous experience teaching these concepts. They serve as the primary point of contact for BEST partners, who provide information regarding class location, enrollment numbers, and equipment. They are responsible for administering and collecting feedback and evaluation materials completed by class participants.

Lead Instructors are very experienced bicyclists and instructors, and they may be trained LCIs, although it is not a requirement.

RESPONSIBILITIES

Before Class

- Class promotion through networks
- Submit a completed Materials Order Form for class materials
- Coordinate equipment pick-up with Estolano LeSar Advisors staff*
- Coordinate with class site coordinator
  - Confirm room/location will be open before class time
- Coordinate with additional instructors
  - Review specific roles
- Review class presentation materials
  - Write-in real time approximations on Talking Points

During Class

- Ensure all participants check-in and sign waiver forms legibly* before class starts
  - Pre-Registered Waivers – verify pre-printed information and provide signature
  - Blank Waivers – provide legible printed name and signature
  - Minors – names of minors should be included with their parent/guardian name and signature
- Ensure there are 9-12 photos of the class, including one group picture*
- Ensure that feedback surveys are administered and collected before the class ends*
- Ensure that instructors complete feedback forms*

After Class

- Upload all required documentation into form provided by ELA
- Complete Lead Instructor Invoice and Mileage Reimbursement forms and submit to BEST Partner
- Track inventory of remaining helmets, lights, and other equipment
- Coordinate drop-off of bikes and equipment to DTLA**

* Completed with the assistance of additional instructor

**Mileage covered only for lead instructor to pick-up and drop-off equipment.
3.2.2 | Additional Instructor

Each class will also be instructed by at least one additional instructor who provides overall support to the Lead Instructor. They are experienced riders, but may be less experienced in overall instruction. They assist with on- and off-bike instruction and will often engage one-on-one with class participants to help them with concepts they might need extra help to understand. Additional instructors may be relied on to offer hands-on assistance to participants while the Lead Instructor focuses on leading the class module. For example, the additional instructor may help participants during the helmet fit and ABC Quick Check modules, while the Lead Instructor focuses on providing verbal instructions. During on-bike instruction, one of the additional instructors can stay in the classroom to clean and breakdown the presentation setup. Additional Instructors should coordinate with Lead Instructors on equipment prep and class setup.

RESPONSIBILITIES

☐ Assist with class promotion through networks
☐ Coordinate with lead instructor on the following:
  o Assist participants check-in and sign waiver forms legibly
  o Take photos of the class
  o Administer and collect feedback surveys before the class ends
  o Complete instructor feedback forms
  o Track inventory of remaining helmets, lights, and other equipment
☐ Conduct bike safety checks before class start
☐ Coordinate and assemble visors to helmets
☐ Break down equipment and clean up instruction area before on-bike instruction and/or class rides.
☐ Assist participants one-on-one during instruction
☐ Complete Additional Instructor Invoice and submit to BEST Partner Org

3.2.3 | Working with Minors

Participants under the age of 18 must be accompanied by a parent or legal guardian who will sign a liability waiver on their behalf. For Safe Routes to School (SRTS) events, the BEST Partner team will work with schools and organizations to identify certified and qualified staff to supervise partners and minors during the event or develop a plan to address background check and liability requirements.

3.2.4 | Evaluation Surveys

To monitor and evaluate classes, student feedback surveys (available in both hardcopy and online versions) will be distributed to all participants after each class. Instructors are especially encouraged to provide feedback (available in both hardcopy and online versions) on how the classes have progressed and if there were any challenges with following the curriculum modules. The data from these surveys will be consolidated with third-party observations and attendance records to improve the program for future instructors and participants.
3.2.6 | Instructor Pay Rate

All BEST Instructors are paid at a rate of $50.00 per hour. The total payment depends on instructor role, class level, and total hours. See chart below for pay rate breakdown by class level.

### Metro BEST Instructor Pay Rate

<table>
<thead>
<tr>
<th>Class</th>
<th>Instructor Pay Rate</th>
<th>Prep Time</th>
<th>Travel / Equipment Pick-Up Time</th>
<th>Class Time</th>
<th>Total Time</th>
<th>Lead Instructor Amount (Prep + Equip/Travel + Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycling 101 (Classroom-Only)</td>
<td>$50.00</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>$200.00</td>
</tr>
<tr>
<td>Bike 1 - Back to Basics</td>
<td>$50.00</td>
<td>1</td>
<td>2</td>
<td>1.25</td>
<td>3.25</td>
<td>$262.50</td>
</tr>
<tr>
<td>Bike 2 - Rates of the Road</td>
<td>$50.00</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>$300.00</td>
</tr>
<tr>
<td>Bike 3 - Street Skills</td>
<td>$50.00</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>$325.00</td>
</tr>
</tbody>
</table>

### Additional Instructor Pay Rate

<table>
<thead>
<tr>
<th>Class</th>
<th>Instructor Pay Rate</th>
<th>Travel / Prep Time</th>
<th>Class Time</th>
<th>Total Time</th>
<th>Additional Instructor Amount (Equip/Travel + Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycling 101 (Classroom-Only)</td>
<td>$50.00</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>$150.00</td>
</tr>
<tr>
<td>Bike 1 - Back to Basics</td>
<td>$50.00</td>
<td>2</td>
<td>1.25</td>
<td>3.25</td>
<td>$182.50</td>
</tr>
<tr>
<td>Bike 2 - Rates of the Road</td>
<td>$50.00</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>$200.00</td>
</tr>
<tr>
<td>Bike 3 - Street Skills</td>
<td>$50.00</td>
<td>2</td>
<td>2.5</td>
<td>4.5</td>
<td>$225.00</td>
</tr>
</tbody>
</table>

3.2.7 | Invoicing and Reimbursement

Once all class documentation (e.g. waivers, class list, photos) have been submitted and received by ELA, Lead Instructors and Additional Instructors can submit their completed invoice templates to the relevant BEST Partner organizer. Please refer to the Instructor Pay Rate section to calculate your payment amount (see above).

Lead instructors may request mileage reimbursement (up to $25) per class. Instructors should complete the BEST Mileage Log and Reimbursement Form in addition to submitting their invoice to the BEST Partner organizer.
3.3 | Metro Bike Fleet Procedures

Metro has a fleet of 30 Dahon MU-D9 collapsible bikes available to loan to BEST participants during classes. Instructors are responsible for picking up and dropping off bikes at LOCATION TBD.

The maximum number of loaner bikes made available for a class will be determined when the Eventbrite registration opens. Estolano LeSar Advisors specifies how many bikes have been requested in the BEST Class Google Spreadsheet.

**PICK UP**

Pick up will be done at LOCATION TBD.

At pick up, instructor should ensure that each bike is in good working order by following the BEST Loaner Bike Safety Checklist. If a bike requires repairs, inform Estolano LeSar Advisors so repairs can be arranged. Do not attempt any major repairs yourself.

**IN USE**

If the bike is damaged while in use, record the damage in the BEST Loaner Bike Incident Report (included on the following page).

**DROP OFF**

Sign in each bike upon drop off.

**REPAIRS**

Should a loaner bike require repairs, Estolano LeSar Advisors will arrange to have the bike repaired at the Union Station Metro Bike Hub.
BEST Loaner Bike  
Safety Checklist

As an instructor one of your primary roles is performing bike safety checks. If a loaner bike is found to be unsafe, it should not be used for a BEST class. Do not perform any major repairs yourself.

<table>
<thead>
<tr>
<th>Required:</th>
<th>Optional:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Perform ABC Quick Check</td>
<td>□ Adjust grips to appropriate handling position</td>
</tr>
<tr>
<td>□ Inflate Tires</td>
<td>□ Lubricate the chain</td>
</tr>
<tr>
<td>□ Tighten Brakes with barrel adjuster</td>
<td>□ Only one drop per link</td>
</tr>
<tr>
<td>□ Spin wheels</td>
<td>□ Go across chain links (perpendicular)</td>
</tr>
<tr>
<td>□ Is the tire hitting the fender?</td>
<td>□ Check drivetrain, Pedal (hand is ok!)</td>
</tr>
<tr>
<td>□ Are the brakes hitting the rim or tire?</td>
<td>□ Check for smoothness</td>
</tr>
<tr>
<td>□ Are the wheels running smoothly?</td>
<td>□ Run through all gears</td>
</tr>
<tr>
<td>□ Check all six quick releases on the brakes</td>
<td>□ Ensure that chain doesn’t sit in between gears</td>
</tr>
<tr>
<td>□ Two on stem</td>
<td></td>
</tr>
<tr>
<td>□ One on frame</td>
<td></td>
</tr>
<tr>
<td>□ One on seat post</td>
<td></td>
</tr>
<tr>
<td>□ Two on wheels</td>
<td></td>
</tr>
</tbody>
</table>
BEST Loaner Bike
Bike Incident Report

Name: ____________________________________________________________

Date: ____________________________________________________________

City/Region: ___________________________ Class: ___________________________

Bike # ____________________________

Part Needing Repair: ____________________________
(circle below)

Notes: ____________________________________________________________
3.4 | Tips and Tricks for Effective Instruction

3.4.1 | Elements of a BEST Class

BEST classes are intended to give participants enough information so they can make critical decisions while biking. Each class has two parts: off-bike instruction and on-bike instruction (with the exception of Bike 101). Each part requires distinct teaching strategies to engage participants. Throughout each BEST Class, instructors should rely on their experience and education as a bicycle instructor to engage participants. Instructors are also encouraged to provide a few examples of when they used critical thinking when biking.

INFORMATION TRANSMISSION

Off-bike instruction transmits information, which means that the curriculum gives participants knowledge that they had not known before. With the support of the class workbook, instructors have knowledge that they must transmit to students’ heads. The BEST class curriculum covers a lot of material participants may not know – such as the laws in the California Vehicle Code (CVC) that govern bicycles and the ABC Quick Check – so they feel empowered with more information by the end of the class.

In the off-bike instruction portion of the BEST classes, there’s a lot of material to cover, so it’s important to move quickly and provide high-level context. While personal anecdotes provide interesting information, they should be kept to a minimum.

LEARNING THROUGH DOING

On-bike instruction prioritizes experiential learning, or learning through doing. In a safe, controlled environment, participants can take the information they just acquired and apply it in a bike ride. The on-bike portion of Bike 1 and Bike 2 takes place on an enclosed bicycle course, and Bike 3 takes place on a pre-determined bike route in an area of Los Angeles County. Instructors guide the participants’ experience and answer questions that come up through the duration of the class. The bulk of the learning is done individually, but an instructor should take any opportunity to use a single participant’s question or experience to instruct the class.

Additionally for the on-bike portion, instructors should incorporate breaks so the class can review what was covered.

INSTRUCTOR ENGAGEMENT

Throughout each course, instructors should rely on their own experience and education as a bicycle instructor to illustrate the material of the course. Instructors can share what to anticipate while biking on city streets, or any specific information about the surrounding community.

Most important, instructors should be positive and upbeat. Participants may be out of their comfort zone on a bike, and a supportive instructor can help encourage them.
3.4.3 | Types of Teaching

BEST instructors should be sensitive to the participants in the room. They come from many different kinds of backgrounds and have varying levels of bicycling experience. Some participants may have a harder time than others, but remember that they all chose to participate. Be encouraging!

The learning experience is enhanced when the style of instruction matches the content. The Center for Teaching at Vanderbilt University suggests designing the curriculum toward the content of the instruction.² There are many different styles of teaching – what makes sense for any given subject?

BEST classes use two styles of teaching. In the first, instructors transmit information to participants. This information can be found in the later chapters of this guidebook – including bicycle handling techniques, California state law that governs bicycle use, and some shared experiences about riding on city streets. Here, participants gain additional specialized knowledge that can prepare them to think critically when they’re biking on city streets.

In the second style, participants learn by actually riding a bike, applying the information they have just learned. In this part of the class, instructors guide participants through their experiences. Instructors should budget time to discuss the exercises completed in the on-bike portion. They should point out what was done right, what could be done better, and how participants should change their behavior to improve on the bike.

The Center for Teaching also describes ways for students to assess their own learning by planning, monitoring, and evaluating.³ The following table can be used to prepare participants as they complete the on-bike portion:⁴

<table>
<thead>
<tr>
<th>Planning</th>
<th>Monitoring</th>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I need to do during this exercise?</td>
<td>Was there any segment of the on-bike exercise where I struggled?</td>
<td>What worked well during the exercise? What didn’t work well, and is there anything I can do to improve that?</td>
</tr>
</tbody>
</table>

When they facilitate the class, instructors should help participants to plan, monitor, and evaluate their learning.

3.4.2 | Off-bike and On-bike Breakdown

The on-bike portion of Bike 1 and Bike 2 takes place on an enclosed bicycle course, and Bike 3 takes place on a pre-determined bike route in an area of Los Angeles County. Each class allocates time to each portion differently, which you can see in the graphic below.

---

² [https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/](https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/)
³ [https://cft.vanderbilt.edu/2013/01/thinking-about-metacognition/](https://cft.vanderbilt.edu/2013/01/thinking-about-metacognition/)
3.4.3 | Tips

**FOLLOW THE SCRIPT**

The Instructor Scripts included in this workbook include all the material that needs to be covered for any given section and are appropriately timed. If you are unfamiliar with the BEST curriculum, you can read directly from the script during your instruction. Instructors who are more familiar with the material still should not stray away from the material of the script.

**SHARE YOUR EXPERIENCE**

Instructors bring a lot of knowledge and experience to BEST classes, so they should draw from their background during their instruction, especially for community-specific stories. For instance, when is riding on the sidewalk permitted in the surrounding community? Where are good bike lanes for beginners?

**RELY ON YOUR PARTNER INSTRUCTOR**

Lead instructors determine the pace of the class, but some participants might need additional time to review some concepts. The whole class should not slow down because of one person. Rather, the additional instructor should provide some one-on-one assistance.

**IF THE CLASS IS TOO ADVANCED FOR A PARTICIPANT’S SKILL LEVEL**

If the class is too advanced, one of the instructors should pull the participant aside so the rest of the class can continue through the material. The instructor should adjust the material to the participants’ skill level. If a participant can’t ride a bike and still wants to continue with the class, they should go through “scooting” exercises to get accustomed to biking (source 1 and source 2).
### 3.3.4 | Dos and Don’ts

<table>
<thead>
<tr>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer real life examples from your experience that illustrate the concepts of the class and demonstrate good strategies for street riding.</td>
<td>Don’t share too many stories or experiences that don’t tie back to the course material.</td>
</tr>
<tr>
<td>Engage one-on-one with participants.</td>
<td>Don’t spend too much time on one participant at the expense of the full class.</td>
</tr>
<tr>
<td>Encourage questions and active participation</td>
<td>Don’t focus too much time on questions early in the instruction. Saving questions until the end of class is always an option.</td>
</tr>
<tr>
<td>Demonstrate and practice hands-on skills as much as possible</td>
<td>Don’t spend too much time on any one slide and have one of the additional instructors provide demonstration as necessary.</td>
</tr>
<tr>
<td>Be positive and encouraging!</td>
<td>Don’t forget that many participants are relatively new to biking and can use positive reinforcement.</td>
</tr>
</tbody>
</table>
This class is a quick off-bike overview of bike basics, rules of the road, and things to know to bike safely. This offering helps participants expand their overall bike knowledge and is geared towards employers, organizations, and groups. Participants should know how to ride a bike, but they may be uncomfortable using a bicycle for everyday travel or recreation.
CHAPTER 4: BICYCLING 101

Bicycling 101 is a classroom-only bike safety course geared towards employers, organizations, and groups who are interested in a quick overview of bicycle basics, rules of the road, and things to know to start commuting safely by bike. Participants should know how to ride a bike, but they may be uncomfortable using a bicycle for everyday travel or recreation. This option is ideal for a lunchtime or post-work session.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Off-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
|             | • Admin – 15 min  
|             | • Off-Bike Presentation – 45 min |
| Learning Objectives |  |
|             | - Participants will know how to select a bike that fits their needs.  
|             | - Participants will know how to prepare for a bike ride on city streets, focusing specifically on commuting. |

4.1 | Curriculum Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
<th>General Tips / Talking Points</th>
<th>Don’t Forget!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admin – Intros</strong> (10 mins)</td>
<td>Intros</td>
<td></td>
<td>Make sure everyone marks their attendance on the Registration List</td>
</tr>
<tr>
<td></td>
<td>Registration List</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Why Ride** (2 mins)          | Benefits of biking          | Top 5 Reasons to Bike: 1. It’s convenient  
|                                |                             | 2. It’s a money-saver  
|                                |                             | 3. It’s enjoyable  
|                                |                             | 4. It’s healthy  
<p>|                                |                             | 5. It’s green |
| <strong>What I Need to Bike</strong> (3 mins) | Choosing a Bike             | The California Vehicle Code requires a front-facing white light, a red rear reflector (or a red light with a built-in reflector), reflectors on both pedals, and reflectors on both wheels. |
|                                | Helmet                      |                               |                                |
|                                | What to Wear                |                               |                                |
|                                | Lights                      |                               |                                |
|                                | Locks                       |                               |                                |
| <strong>Things to Know Before Hitting the Streets</strong> (10 mins) | ABC Quick Check Route Planning Bike Parking Bike Infrastructure |                                |                                |</p>
<table>
<thead>
<tr>
<th><strong>Bike Share</strong></th>
</tr>
</thead>
</table>
| **Biking on City Streets** (<15 mins) | Rules of the Road  
Bikes and Transit  
Biking Around Transit  
Navigating Common Hazards |
| **Admin – Surveys + Announcements** (<5 mins) | Surveys  
Upcoming Classes + Events |
| | Collect feedback surveys  
Share additional classes and local events |
4.2 | Introduction

Instructors should welcome participants as they arrive to the class and thank them for coming. Every participant needs to check in before the class starts. Since this is a classroom-only class, there is not much setup required. At the start of the class, the instructors and participants should introduce themselves. The instructors can ask participants to share what level of experience they have with biking.

**Instructor Script**

Hi, everyone, and welcome to the Bicycling 101 class! My name is [SAY YOUR NAME]. [If desired, share your preferred pronouns.] [Additional instructor/s name] and I are your instructors today. Let’s start by introducing yourselves. Share your name, preferred pronoun, city. [If time, also ask the whole group about experience level and how often they ride a bike].

[EVERYONE INTRODUCES THEMSELVES]

We’re here today because we want to learn about tips and tricks for safe biking to build confidence on the road. Biking can be a safe and effective mode of transportation, and it can even replace some car trips. Biking is convenient for short trips where you can avoid rush hour traffic and circling for parking. You can avoid a lot of stress that way! Biking can save you money and benefits both your health and the environment.
4.3 | Why Ride

**Section Learning Outcomes**
- Participants will understand five reasons to use a bike for some everyday transportation needs.

**Section Talking Points**
- Biking is a convenient option for short trips where you can avoid rush hour traffic and circling for parking.
- Biking can save you money and reduce stress.
- Biking is good for your health and for the environment.

**Admin / On-bike / Off-bike**
- Off Bike

**Length**
- 2 minutes

**Student Guidebook Chapter**
- Chapter 1

The Lead Instructor should ask the participants why they want to ride a bicycle. Participants might respond that they want to be more active, or they want to get to places more quickly, etc. The lead instructor can then synthesize those responses with the Top 5 Reasons to Ride:

1. It’s convenient
2. It’s a money-saver
3. It’s enjoyable
4. It’s healthy
5. It’s green

**Instructor Script**

What are some of the reasons why you all want to ride a bicycle?

[Instructor should synthesize responses into one of the Top 5 reasons to ride]

<table>
<thead>
<tr>
<th>Possible responses from participants</th>
<th>&quot;I get to park right in front of the places where I want to go.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;Sometimes you get to move faster&quot;</td>
</tr>
<tr>
<td>&quot;I don’t have to pay for parking.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I don’t have to worry about getting a&quot;</td>
<td></td>
</tr>
</tbody>
</table>

| "I like to bike with my kids."       |
| "I love to be outside when the"      |
| "It’s a good way to get exercise in." |
| "I don’t like to be sitting down so"  |

"A bike doesn’t have exhaust."
"I’m not using gas when I use my bike."
| Synthesis from instructor | than traffic during rush hour.” | parking ticket.” | weather is good.” | much in traffic." | “It’s convenient” | “It’s a money-saver” | “It’s enjoyable” | “It’s healthy” | “It’s green / environmentally friendly” |
4.4 | What You Need To Bike

**Section Learning Outcomes**
- Participants will know basic bicycle types and understand the importance of bicycle fit.
- Participants will learn what equipment they need to ride and what equipment is required by law.

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>8 minutes</td>
</tr>
</tbody>
</table>

4.4.1 | Choosing a Bike

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
</tbody>
</table>

| Student Guidebook Chapter | Chapter 2 |

| Learning Outcomes          | - Participants will know how to select a bike that first their needs and size. |

| Talking Points             | - **Types of Bikes**: There are many different types of bikes available for different uses - find what works best for you and your needs!  
                          | - **Bike Fit**: a bike fits you properly if you can stand above the bike and have a couple inches clearance between you and the top bar. |

**Instructor Script**

There are many different types of bikes available for different uses. It’s important to find what works best for you and your needs. The slides show you some common types. Each is a good option for the paved, relatively flat streets of Los Angeles. It’s important that the bike fits
you properly – if you stand above the bike and have a couple inches of clearance between you and the top bar, the bike fits you.

4.4.1 | Helmet Fit

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will know how to select a helmet with the correct fit.

Talking Points
- Helmets are required for people under 18. For adults, helmets are optional, but strongly encouraged.
- For a good fit, follow these guidelines:
  - Find the smallest helmet that fits you comfortably.
  - Make sure that it sits level on your head and covers your forehead.
  - The side straps should come to a V under your ears.
  - There should be less than half-an-inch between your chin and the strap.

Instructor Script

In California, people under the age of 18 must wear a helmet when biking; helmets are optional, but highly encouraged, for adults. So that your helmet can protect you properly, follow these guidelines for a good fit:

- Find the smallest helmet that fits you comfortably.
- Make sure that it sits level on your head and covers your forehead.
- The side straps should come to a “V” under your ears.
- There should be less than half-an-inch between your chin and the strap.
Learning Outcomes
- Participants will know how to select attire appropriate for their commute and for the weather.

Talking Points
- No special clothing is needed to ride a bicycle. Whether you’re riding to work, school, or to run errands, you can ride in the clothes that you wear regularly.
- Dress for comfort and be mindful of the weather.
- To increase your own safety and visibility, consider wearing white or bright colors, and wear reflective accessories.

Instructor Script
You don’t need special clothing to ride a bike. You can ride in the clothes that you wear regularly if they’re comfortable.

It’s best to base your clothing choices on the weather. Dress in layers if the weather is cool. If you’re riding at night, wear white and bright clothing to increase visibility. Also, consider bringing a change of clothes if your ride is particularly strenuous.

4.4.1 | Lights and Reflectors
Talking Points - CVC requires that all bike riders have the following on their bikes when riding at night or in low-light conditions:
  o Front-facing white light
  o Red rear reflector or light
  o Reflectors on both pedals
  o Reflectors on both wheels visible from the sides
- The use of lights during the daytime has also shown to be effective for preventing collisions and increasing visibility.

Instructor Script
Lights and reflectors increase your visibility when riding under low-light conditions or at night. They make your ride safer, and they’re required by law. The following are required by the California Vehicle Code (CVC) for bike riding at night:

  • A front-facing white light (this can be on the bike or your helmet).
  • A red rear reflector or a red light with a built in red reflector.
  • Reflectors on both pedals (ankle straps are okay to substitute).
  • Reflectors on both wheels visible from the sides (reflective striping on the tire sidewalls are okay to substitute).

4.4.1 | Locks

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

Learning Outcomes - Participants will know that investing in a quality bike lock is cheaper than buying a new bike.

Talking Points - Lock it or lose it - a quality bike lock is an investment, but will always be cheaper than buying a new bike.
- A sturdy U-Lock is generally secure enough for everyday use. Cable and non-hardened chain locks are easy to cut through and not recommended except as secondary locks.
Instructor Script

A good lock is the most important bicycle accessory. There are different kinds of locks, but the best type you can have is a U-lock. These locks are well-suited for daily use. Be sure to park in a well-lit, visible location with steady pedestrian traffic.

When locking up your bike, make sure the “U” fits snugly around the wheel, frame, and a bike rack or other fixed object.

For an added layer of protection, you can detach your front wheel and lock it to the back wheel and frame. To detach the front wheel, open the brake pads, loosen the quick release, and pull out the wheel.

While no lock is completely secure, bike locks provide a good deal of protection. Although locks are expensive, a good and sturdy lock is almost always cheaper than buying a new bike.
4.5 | Things to Know Before Hitting the Streets

**Learning Outcomes**
- Participants will learn the "ABC Quick Check" mnemonic as it pertains to evaluating the bike for readiness before riding.
- Participants will know how to plan for their rides on city streets.

**Admin / On-bike / Off-bike**
- Off Bike

**Length**
- 15 minutes

4.5.1 | ABC Quick Check

**Admin / On-bike / Off-bike**
- Off Bike

**Length**
- 4 minutes

**Student Guidebook Chapter**
- Chapter 3

**Learning Outcomes**
- Participants will know the “ABC Quick Check” mnemonic as it pertains to evaluating the bike for readiness before riding.

**Talking Points**
- Review the ABC Quick Check as a tool for riders to utilize before riding their bikes.
  - Air
  - Brake
  - Crank/Cassette
  - Quick Release
  - Check

In this section, instructors should provide an intro and brief overview of how the ABC Quick Check process can ensure that these components are in working order. Since Bicycling 101 classes are done off-bike, instructors should rely on the presentation slides to illustrate the concept.

**Instructor Script**
Checking your bike before each ride ensures that your bike is in good condition, and reduces the possibility of crashes. Use the ABC Quick Check to do a full review of your bike. ABC Quick Check stands for: Air; Brakes; Chain, Cranks, Cassette; Quick Release; and the final Check.

Air. The bike tires should feel as firm as a basketball to ensure a smooth, safe ride. Inspect the tires for damage or sharp objects that can cause a flat.

Brakes. Check brake pads for wear and tear. They should be responsive once the brake levers are squeezed.

Chain, Cranks, Cassette. Turn the bike pedals backwards to inspect the chain. Make sure it is clean and oiled. Wiggle the crank arms to make sure there is no side-to-side movement. Inspect the cassette for cleanliness.

QUICK Release. Quick release levers on the wheel and seat must be securely closed.

CHECK. Do a final visual inspection before your ride, and during the first few minutes of your ride, pay attention to anything that feels or sounds wrong.

4.5.2 | Maintenance and Repairs

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3 &amp; 7</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will know the resources available for bike maintenance, adjustments, and repairs.

Talking Points
- It is a good idea to learn how to make minor adjustments if you find something is wrong after doing the ABC Quick check.
- Consider carrying a portable repair kit (usually comes with air pump, various patches, and adjustment tools) to make quick adjustment/repairs until you can get to a bike shop for maintenance.
- If you don't know how, you can take your bike to a local bike shop for a tune up or to a local co-op where they can show you how to make the adjustments.
- Metro Bike Hub and BEST Partners also offer clinics/classes on bike maintenance and fixing flat tires.
It’s important to equip participants with the skills to perform basic maintenance and emergency repairs to their bike. Instructors shouldn’t cover how to perform those repairs in this class. Rather, they should identify common skills that participants should know as they become more active bicyclists.

**Instructor Script**

As you incorporate biking into your travel routine, it’s a good idea to learn a few maintenance and repair techniques. Consider carrying a portable repair kit. These kits usually come with an air pump, patches, and other adjustment tools, and this can help you perform quick repairs before you can get to a bike shop. It’s a good idea to know how to patch a tire, how to replace a bike tube, and how to fix a chain that jumps off the gears. A quick fix can ensure you can get where you need to go, and Metro and BEST partners offer clinics on bike maintenance and fixing flat tires. After making a temporary repair, you can get professional maintenance service at a bike shop or a Metro Bike Hub to make sure your bike is in full working order.
4.6 | Bike Parking, Bike Infrastructure, Bike Share

**Section Learning Outcomes**
- Participants will know how they can integrate bikes with their everyday surroundings and travel environments.

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

4.6.1 | Bike Parking

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3 &amp; 5</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know how to use different kinds of bike parking
- Participants will know the various kinds of bike facilities available in LA County.

**Talking Points**
- If parking on the street, you want to make sure that all parts of your bike are locked to a fixed object like a bike rack in a publicly visible location.
- More secure bike parking facilities are available such as:
  - Bike Lockers
  - Bike Hubs and Stations

It's important to emphasize the proper ways of locking a bike in order to ensure the bike is safe and secure.

**Instructor Script**

While bike racks are usually located in convenient locations, they may not always be available. Whether or not there’s a bike rack, you should be sure that you lock your bike to a secure, fixed object in an area that’s highly visible. The best technique for locking up your bike is to make sure that all parts of your bike are locked to a secure object, but this may not
always be feasible. At a minimum, you want to secure your frame and at least one tire to a secure object.

There are more secure parking options available at various bike facilities across the County, such as bike lockers, Bike Hubs, and Bike Stations.

If you are traveling with your own bike, you can see if there’s a **Metro Bike Hub** near your destination. Metro Bike Hubs offer secure short-term bike parking with on-call mechanics. Metro offers 7-day, 30-day, and 1-year memberships with discounts for seniors 62+, Disabled, Medicare, and K-12 students.

Metro Bike Hubs are currently located at Hollywood and Vine, El Monte, and Union Station, with openings due in Culver City in early 2019 and Willowbrook/Rosa Parks in 2020.

### 4.6.2 | Route Planning

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

| Student Guidebook Chapter | Chapter 3 |

#### Learning Outcomes
- Participants will know how to plan their route before riding and what navigation resources are available.

#### Talking Points
- Google Maps (and similar map apps) show different types of bike infrastructure available to help plan you route.
- Consider taking streets with low traffic congestion.
- Avoid construction zones and damaged roads.
- Do a little research to learn about local rules about sidewalk riding.

#### Instructor Script

Choosing a good bike route can greatly improve the comfort level and safety of your ride. When planning your route, follow these basic guidelines:

- Choose streets with bike infrastructure
- Consider roads with low traffic volumes, such as neighborhood streets, instead of major roads
- If you need to cross major roads, look for intersections with traffic signals
- Avoid construction zones and damaged roads
Learn about the local rules about biking on sidewalks
Ask your fellow riders what routes they prefer
Use extra caution and ride at lower speeds when exploring new areas or unfamiliar routes

You can use online resources like Google Maps’ bicycle trip planning feature. For the majority of LA County, Google Maps can display trails, dedicated lanes, and other bicycle-friendly roads. It can also tell you what the elevation gain (i.e., how far you’ll have to travel uphill) will be for your trip. If available, use Street View and aerial images to help you navigate busy intersections and identify potential obstacles ahead of time.

Becoming familiar with your planned route ahead of time is essential. You can take a test ride during the weekend, when traffic is typically lighter.

4.6.3 | Bike Infrastructure

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will know the different kinds of bike infrastructure features throughout LA County.

Talking Points
- There are many different types of bike infrastructure, bike lanes, and other features throughout LA County meant to increase safety and security for bike riders.
- With a little research, you can better understand the different types available and what kind of route works best for your needs.

LIST OF BIKE INFRASTRUCTURE TYPES:

---

5 You should exercise caution when riding on unfamiliar routes, even if you’ve planned your trip using Google Maps. The trip planning tool may have incomplete, out-of-date, or inaccurate data.
- **Bike Paths** (Class I Bikeway): These include bike or multi-use trails that are completely separated from vehicular traffic. Bike Paths typically offer the most secure and comfortable riding experience, but they are less common in urban settings.

- **Standard Bike Lanes** (Class II Bikeway): This is one of the most common types of bikeways you'll find in LA County. Just like a vehicle travel lane, bike lanes use road striping to designate an exclusive space for bikes. An enhanced version is a **buffered bike lane**, which typically includes additional striping that creates a buffered space between people on bikes and automobile traffic.

- **Bike Routes** (Class III Bikeway): Bike routes are roadways shared by bikes and automobiles. They use signage (sharrows and street signs) to make drivers aware that bike riders may be present on the roadway. These routes are comfortable to ride when traffic levels are low and vehicle speeds are 25 mph or less. **Bike Boulevards** are a type of enhanced bike route that incorporate features to calm traffic speeds, such as speed humps and curb extensions.

- **Separated/Protected Bike Lanes** (Cycle Tracks or Class IV Bikeway): these on-street bike lanes offer additional protection for people biking by using physical barriers to separate people on bikes from vehicle traffic. They offer a higher level of security and comfort than standard or buffered bike lanes.

- **Bike boxes**: Bike boxes are positioned near the front of a travel lane at an intersection to give bike riders greater visibility and to allow riders to position themselves ahead of traffic.

- **Two-Stage Left Turn Boxes** indicate where riders should wait to properly position themselves when making a two-stage left turn; this relatively new feature is typically being installed with protected bike lanes.

- **Bike-Specific Traffic Signals**: This signal features bicycle shapes in traffic lights to communicate intersection movements to people on bicycles. This is a relatively new piece of equipment to the region, but it exists in some locations with enhanced bicycle accommodations like Downtown Los Angeles and Long Beach.

---

**Instructor Script**

There are many features throughout LA County that are meant to increase safety and security for bike riders. Bike paths are separate from city streets. Traditional bike lanes designate space for bicycles on roadways, and some bike lanes have buffer zones or physical barriers to offer more protection for people on bikes. Bike routes and bike sharrows use signage and painted road markings to indicate where it's appropriate for people on bikes to share the road with vehicle traffic.

---

Please note that the I-IV classifications for bicycle infrastructure are unique to California.
4.6.4 | Bike Share

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

- Participants will understand how bike share can be used and the different bike share systems in LA County.

**Talking Points**

- Metro Bike Share is on TAP so you can add passes to your TAP Wallet account.
- Metro Bike Share - Downtown LA, Port of LA, and Venice
- Other Systems
  - Beverly Hills
  - UCLA Bike Share
  - Long Beach Bike Share
  - Santa Monica Breeze
  - West Hollywood Pedals
- Dockless Bikes - private companies have launched pilot programs across LA County for dockless bike share. These bikes do not need to be returned to a dock or bikeshare station and provide more flexibility and convenience.

**Instructor Script**

Metro offers programs to integrate biking as an everyday travel option in Los Angeles County.

If you are traveling without your own bike, **Metro Bike Share** is a way of covering short trips between transit stops and your destination. You can use your TAP card to use Metro Bike Share if you register online for an account and buy a monthly or flex pass. You can also use a credit card to buy a single trip.

Santa Monica, West Hollywood, Beverly Hills, UCLA, and Long Beach also operate bike share programs.
4.7 | Biking on City Streets

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

4.7.1 | Rules of the Road

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

| **Student Guidebook Chapter** | Chapter 4 |

| **Learning Outcomes** | - Participants will understand that on a bike they have the same rights and duties as drivers; they will need to ride with traffic and obey traffic signals and stop signs.  
- Participants will know to always ride predictably by signaling and scanning. |

| **Talking Points** | - Think Like a Driver - you have the same rights and responsibilities as a driver while on a bike; you must ride with the flow of traffic and obey all traffic signals and stop signs.  
- Ride Predictably - be as predictable as possible to other road users by correctly signaling and scanning before making turns and changing lanes. |

| **Instructor Script** | While biking, you have the same rights and duties as drivers. Think like a driver – you must ride with the flow of traffic, and you must obey all traffic signals and stop signs. |
Since a bike is smaller than a car, you have to make certain that you are visible and are riding predictably. Ride predictably – make sure you scan and signal before making turns and changing lanes, and make sure you use lane positioning to increase your visibility.

4.7.2 | Bikes and Transit

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know how to bring their bikes on transit.

**Talking Points**
- Integrating bicycling with public transit can greatly expand your travel range and allow you to get to more and further places.
- Bikes can be brought onto Metro buses and trains at all times, if space is available. Keep these key takeaways in mind:
  - Metro Buses - All Metro buses have at least two bike racks on the front and all Orange Line buses have three.
  - Metro Trains - All Metro trains have designated open area to accommodate bicycles. Look for the yellow sticker indicating the designated space.
  - Other Systems - many other transit agencies also provide a bus rack or space to put your bicycle when taking the bus, but you should check the rules and requirements for each agency before your trip.

**Instructor Script**

Bikes are a great way to complete your trip to/from public transit. Integrating bicycling with public transit can greatly expand your travel range and allow you to get to more and further places.

You can bring your bike on Metro buses and trains at all times, if space is available. Keep these takeaways in mind:
• Metro Buses - All Metro buses have at least two bike racks on the front and all Orange Line buses have three. If the bike racks on buses or the trains are full, please wait for the next one.
• Metro Trains - All Metro trains have designated open area to accommodate bicycles. Look for the yellow sticker indicating the designated space.
• Other Systems - many other transit agencies also provide a bus rack or space to put your bicycle when taking the bus. Metrolink and Amtrak generally allow bicycles to be brought on trains, but you should check the rules and requirements for each agency before your trip.

4.6.3 | Biking Around Transit

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will know their options for how to interact with buses and trains while riding a bike.

Talking Points
- Train Track - be extra cautious around train tracks, especially when wet; bike tires can easily get caught in rail tracks which can result in a fall or crash. Be sure to cross at a 90-degree angle, never ride parallel to train tracks and never try to cross the tracks if a railroad crossing arm is down.
- Buses -
  o Don't Pass on the Right - when a bus is stopped to pick-up/drop-off passengers on the right-side of the road, stop behind the bus and wait for passengers to finish boarding
  o Scan, signal, and change lanes to safely pass the bus on the left
  o Make Visual Contact and Signal - make sure you always communicate lane changes, turns, and planned stops with hand signals.
  o Be Aware of Leapfrogging - leapfrogging occurs when a bus and bike repeatedly pass each other,
which can be stressful for both bike riders and bus drivers. You may consider briefly exiting the roadway to break the leapfrogging pattern if you feel unsafe or uncomfortable.

- Avoid Riding in Bus Blind Spots - to avoid riding in the blind spot of a bus or large vehicle, ride where you can see the driver's face in the side mirror.

### Instructor Script

When you bike on the street, you share the road not just with cars, but with buses and train crossings as well. It's important to take extra precaution with transit on the road when you're biking.

Where trains cross the street at grade, be extra cautious around train tracks, especially when wet. Bike tires can easily get caught in rail tracks which can result in a fall or crash. Be sure to cross at a 90-degree angle, never ride parallel to train tracks, and never try to cross the tracks if a railroad crossing arm is down.

When you encounter buses, always be sure to remain visible to the bus driver, and remember these tips:

- Don't Pass on the Right - when a bus is stopped to pick-up/drop-off passengers on the right-side of the road, stop behind the bus and wait for passengers to finish boarding
- Scan, signal, and change lanes to safely pass the bus on the left
- Make Visual Contact and Signal - make sure you always communicate lane changes, turns, and planned stops with hand signals.
- Be Aware of Leapfrogging - leapfrogging occurs when a bus and bike repeatedly pass each other, which can be stressful for both bike riders and bus drivers. You may consider briefly exiting the roadway to break the leapfrogging pattern if you feel unsafe or uncomfortable
- Avoid Riding in Bus Blind Spots - to avoid riding in the blind spot of a bus or large vehicle, ride where you can see the driver's face in the side mirror.

### 4.6.4 | Common Hazards

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Student Guidebook</strong></td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>- Participants will know common types of hazards and how to avoid them or navigate around them.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Talking Points                         | - The most common type of crash is a solo fall, often due to road surface hazards. Be aware of the following hazards that can lead to solo falls:  
  o Bumpy or damaged roads  
  o Road obstacles  
  o Storm grates  
  o Train tracks  
  o Road debris  
  o Slippery metal surfaces  
  o Door zone  
  o Alleys and driveways  
 - These hazards can cause you to be thrown off balance, get your tire caught, fishtail on a slippery surface.  
 - If possible, find alternate routes, slow down and scan ahead for potential hazards and obstacles, avoid sudden braking, and cross tracks at a 90-degree angle |

**Instructor Script**

The most common type of crash is a solo fall, often due to road surface hazards. There’s a lot you can do to avoid crashes just by being more aware of your surroundings. These hazards can lead to solo falls:

- Bumpy or damaged roads
- Road obstacles
- Storm grates
- Train tracks
- Road debris
- Slippery metal surfaces
- Door zone
- Alleys and driveways

These hazards can cause you to be thrown off balance, get your tire caught, fishtail on a slippery surface.

If possible, find alternate routes, slow down and scan ahead for potential hazards and obstacles, avoid sudden braking, and cross tracks at a 90-degree angle.
4.8 | Conclusion

At the conclusion of the class, the instructor should pass out surveys which the participants can use to evaluate the class. The instructor should also ensure that every participant has checked in on the registration list. The registration list and the completed waivers should be submitted to the staff at Estolano LeSar Advisors.

Instructors should also promote upcoming BEST events happening in the area so participants can follow up the Bicycling 101 course with further instruction and on-bike experience.
This class is for people who may not be very confident getting on a bike and need a refresher on basic bike handling skills. This is not a learn to ride class. Participants should know how to ride a bike but may be uncomfortable using a bicycle for everyday travel or recreation. To build rider confidence, this class covers biking basics and shows participants how to adjust their bike and helmet before a ride and teaches participants how to perform a simple inspection to ensure a bike is road-ready.
CHAPTER 5: BIKE 1 – BACK TO BASICS

This class gets new and beginning bike riders on a bike to cover the basics of biking. Some people who attend this class may not be as comfortable getting on a bike, while others may have some experience and may want a refresher. The instructors leading this class should be cognizant of the different skill levels among the participants.

In the Bike 1 Class, participants will learn basic bike control skills that can make for a more comfortable riding experience. This class is focused on cycling in urban and suburban environments with an emphasis on biking as a means for everyday transportation. This is not meant to be a Learn to Ride class.

This Instructor Guidebook outlines the lessons all instructors should cover and provides tips that new and beginning riders will understand. Your instruction should follow this outline while also responding to the needs of the riders. You can also refer to the class outline for a quick overview.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>On-bike and Off-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>75 minutes</td>
</tr>
<tr>
<td></td>
<td>• Admin – 15 min</td>
</tr>
<tr>
<td></td>
<td>• Off-Bike Presentation – 15 min</td>
</tr>
<tr>
<td></td>
<td>• On-Bike Practice – 45 min</td>
</tr>
</tbody>
</table>

| Learning Objectives | - Perform basic bike handling techniques and know how to follow traffic laws, be visible, and be predictable on the road. |
|                    | - Know basic bicycle types and understand the importance of bicycle fit. |
|                    | - Know what equipment they need for their ride, including helmets, lights, and storage equipment. |
|                    | - Learn the ABC Quick Check process. |
# 5.1 | Curriculum Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
<th>General Tips / Talking Points</th>
<th>Don’t Forget!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin – Intros + Waivers (10 mins)</td>
<td>Intros</td>
<td>Top 5 Reasons to Bike:</td>
<td>Make sure everyone signs and turns in a waiver</td>
</tr>
<tr>
<td></td>
<td>Waivers</td>
<td>1. It’s convenient</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check Out Bikes</td>
<td>2. It’s a money-saver</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. It’s enjoyable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. It’s healthy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. It’s green</td>
<td></td>
</tr>
<tr>
<td>Why Ride (2 mins)</td>
<td>Benefits of biking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I Need to Bike (3 mins)</td>
<td>Helmet</td>
<td>The CVC requires a front-facing white light, a red rear reflector</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lights</td>
<td>(or a red light with a built-in reflector), reflectors on both</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locks</td>
<td>pedals, and reflectors on both wheels.</td>
<td></td>
</tr>
<tr>
<td>Things to Know Before Hitting the Streets (10 mins)</td>
<td>Maintenance + Repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bike Parking + Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bike Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Bike Practice (45 mins)</td>
<td>ABC Quick Check</td>
<td></td>
<td>Setup parking lot drills</td>
</tr>
<tr>
<td></td>
<td>Helmet Fit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Starting + Stopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balance / Mount + Dismount</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Signaling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scanning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shifting Gears (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin – Surveys + Announcements (5 mins)</td>
<td>Surveys</td>
<td></td>
<td>Collect feedback surveys</td>
</tr>
<tr>
<td></td>
<td>Upcoming Classes + Events</td>
<td></td>
<td>Share additional classes and local</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>events</td>
</tr>
</tbody>
</table>
5.2 | Introductions

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Administrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Introductions</td>
</tr>
<tr>
<td></td>
<td>- Waiver Forms</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Introductions</td>
</tr>
<tr>
<td></td>
<td>- Bike Check-Out</td>
</tr>
<tr>
<td></td>
<td>- Setup parking lot drill course</td>
</tr>
</tbody>
</table>

Instructors should welcome participants as they arrive to the class and thank them for coming. Every participant will need to fully complete the required waivers before the class starts, and they should write legibly. The participants who need a bike can then check out a folding bike from one of the instructors. Once everyone is set up, the instructors and participants should introduce themselves. The instructors can ask participants to share what level of experience they have with biking.

**Instructor Script**

Hi, everyone, and welcome to the Bike 1 – Back to Basics class! My name is [SAY YOUR NAME]. [If desired, share your preferred pronouns.] [Additional instructor/s name] and I are your instructors today. Let’s start by introducing yourselves. Share your name, preferred pronoun, city. [If time, also ask the whole group about experience level and how often they ride a bike].

[EVERYONE INTRODUCES THEMSELVES]

We’re here today because we want to learn about techniques for safe biking to build confidence on the road. Biking can be a safe and effective mode of transportation, and it can even replace some car trips. Biking is convenient for short trips where you can avoid rush hour traffic and circling for parking. You can avoid a lot of stress that way! Biking can save you money and benefits both your health and the environment.
5.3 | Why Ride

**Section Learning Outcomes**
- Participants will understand five reasons to use a bike for some everyday transportation needs.

**Section Talking Points**
- Biking is a convenient option for short trips where you can avoid rush hour traffic and circling for parking.
- Biking can save you money and reduce stress.
- Biking is good for your health and for the environment.

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Why Ride</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- None</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

The Lead Instructor should ask the participants why they want to ride a bicycle. Participants might respond that they want to be more active, or they want to get to places more quickly, etc. The lead instructor can then synthesize those responses with the Top 5 Reasons to Ride:

1. It’s convenient
2. It’s a money-saver
3. It’s enjoyable
4. It’s healthy
5. It’s green

**Instructor Script**

What are some of the reasons why you all want to ride a bicycle?

[Instructor should synthesize responses into one of the Top 5 reasons to ride]

<table>
<thead>
<tr>
<th>Possible responses from participants</th>
<th>“I get to park right in front of the places where I want to go.”</th>
<th>“I don’t have to pay for parking.”</th>
<th>“I like to bike with my kids.”</th>
<th>“I don’t have to”</th>
<th>“It’s a good way to get exercise in.”</th>
<th>“A bike doesn’t have exhaust.”</th>
</tr>
</thead>
</table>
“Sometimes you get to move faster than traffic during rush hour.”
“I don’t have to pay for gas.”
“when the weather is good.”
“I don’t like to be sitting down so much in traffic.”
“I’m not using gas when I use my bike.”

| Synthesis from instructor | “It’s convenient” | “It’s a money-saver” | “It’s enjoyable” | “It’s healthy” | “It’s green / environmentally friendly” |
5.4 | What You Need to Bike

**Section Learning Outcomes**
- Participants will know basic bicycle types and understand the importance of bicycle fit.
- Participants will learn what equipment they need to ride and what equipment is required by law.

### 5.4.1 | Lights & Reflectors

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>1 minute</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>Lights &amp; Reflectors</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>Answer additional questions as needed</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know what lights and reflectors are required by the CVC.

**Talking Points**
- The CVC requires a front-facing white light, a red rear reflector (or a red light with a built-in reflector), reflectors on both pedals, and reflectors on both wheels.

All bike riders need to have bike lights. It’s required by law in California, and it makes for a safer ride.

**Instructor Script**

Lights and reflectors increase your visibility when riding under low-light conditions or at night, and they’re required by law. The following are required by the California Vehicle Code for bike riding at night:

- A front-facing white light (this can be on the bike or your helmet)
- A red rear reflector or a red light with a built-in reflector.
- Reflectors on both pedals (ankle straps are okay to substitute)
- Reflectors on both wheels visible from the sides (reflective striping on the tire sidewalls are okay to substitute).
### 5.4.2 | Locks

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>Locks</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>Answer additional questions as needed</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

**Learning Outcomes**  
- Participants will know that investing in a quality lock is usually cheaper than buying a new bike.

**Talking Points**  
- Buy the best lock that you can afford; it'll probably be cheaper than buying a new bike.

Instructors should demonstrate the two ways to securely lock a bike using a u-lock: 1) by locking the front wheel and frame to the bike rack, and 2) by detaching the front wheel with a quick release and locking the back wheel, front wheel, and frame to the bike rack.

**Instructor Script**

A good lock is the most important bicycle accessory. There are different kinds of locks, but the best type you can have is a U-lock. These locks are well-suited for daily use. When locking up your bike, make sure the “U” fits snugly around the wheel, frame, and a bike rack or other fixed object.

[Demonstrate locking the U-lock to the front wheel].

For an added layer of protection, you can detach your front wheel and lock it to the back wheel and frame. To detach the front wheel, open the brake pads, loosen the quick release, and pull out the wheel.

[Demonstrate locking the U-lock to the back wheel].

While no lock is completely secure, bike locks provide a good deal of protection. Although locks can be expensive, a sturdy lock is almost always cheaper than buying a new bike.
5.4.3 | Helmet

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike (overview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>Instruct students on the different types of helmets available</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>Demo how to properly wear and adjust a helmet; Answer additional questions as needed</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know how to select a helmet with the correct fit. Everyone will be fitted with a helmet during the on-bike practice.

**Talking Points**
- Helmets fit firmly but comfortably. Helmets should be level on your head, and the straps should come to a “V” under your ears.

Instructors should encourage participants to wear helmets and help verify that the helmets are being worn snugly.

**Instructor Script**

In California, people under the age of 18 must wear a helmet when biking; helmets are optional, but highly encouraged, for adults. So that your helmet can protect you properly, follow these guidelines for a good fit:

- Find the smallest helmet that fits you comfortably
- Make sure that it sits level on your head and covers your forehead
- The side straps should come to a “V” under your ears
- There should be less than half-an-inch between your chin and the strap
### 5.5 | Things to Know Before Hitting the Streets

#### Learning Outcomes

- Participants will know how to plan for their rides on city streets.

#### 5.5.1 | ABC Quick Check – Overview

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike (overview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>Quick overview of ABC Quick Check as a tool for riders to utilize before riding their bikes. Everyone will do a full check during the on-bike instruction.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>Answer additional questions as necessary.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

#### Learning Outcomes

- Participants will know the mnemonic “ABC Quick Check” as it pertains to evaluating the bike for readiness before riding.

#### Talking Points

- Checking your bike before each ride can ensure your bike is in good condition, which reduces the possibility of crashes.
- Review the ABC Quick Check as a tool for riders to utilize before riding their bikes.

In this section, instructors should provide an intro and brief overview of how the ABC Quick Check process can ensure that these components are in working order. Additional instructor(s) can demo the Quick Check in action and then provide guided instruction during the on-bike portion.

#### Instructor Script

Checking your bike before each ride ensures that your bike is in good condition, and reduces the possibility of crashes. Use the ABC Quick Check to do a full review of your bike. ABC Quick Check stands for: Air; Brakes; Chain, Cranks, Cassette; Quick Release; and the final Check.
Air. The bike tires should feel as firm as a basketball to ensure a smooth, safe ride. Inspect the tires for damage or sharp objects that can cause a flat.

Brakes. Check brake pads for wear and tear. They should be responsive once the brake levers are squeezed.

Chain, Cranks, Cassette. Turn the bike pedals backwards to inspect the chain. Make sure it is clean and oiled. Wiggle the crank arms to make sure there is no side-to-side movement. Inspect the cassette for cleanliness.

QUICK Release. Quick release levers on the wheel and seat must be securely closed.

CHECK. Do a final visual inspection before your ride, and during the first few minutes of your ride, pay attention to anything that feels or sounds wrong.

5.5.2 | Maintenance and Repairs

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Instruct students on the different resources available to get help with maintenance and repairs.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Answer additional questions as necessary.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

Learning Outcomes - Participants will know different resources to get help with maintenance and repairs.

Talking Points - Consider carrying a portable repair kit (usually comes with air pump, various patches, and adjustment tools) to make quick repairs until you can get to a bike shop for maintenance.
- Visit a local bike shop or Metro Bike Hub for professional maintenance service.
- Metro and BEST partners offer clinics on bike maintenance and fixing flat tires.

It’s important to equip participants with the skills to perform basic maintenance and emergency repairs to their bike. Instructors shouldn’t cover how to perform those repairs in this class.
Rather, they should identify common skills that participants should know as they become more active bicyclists.

Instructor Script

As you incorporate biking into your travel routine, it’s a good idea to learn a few maintenance and repair techniques. Consider carrying a portable repair kit. These kits usually come with an air pump, patches, and other adjustment tools, and this can help you perform quick repairs before you can get to a bike shop. It’s a good idea to know how to patch a tire, how to replace a bike tube, and how to fix a chain that jumps off the gears. A quick fix can ensure you can get where you need to go, and Metro and BEST partners offer clinics on bike maintenance and fixing flat tires. After making a temporary repair, you can get professional maintenance service at a bike shop or a Metro Bike Hub to make sure your bike is in full working order.

5.5.3 | Integration – Bike Parking, Bike Share, Bikes and Transit, and Other Bike Facilities

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Instruct students on how to integrate bikes with their everyday surroundings and travel environments.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Answer additional questions as necessary</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3 and 5</td>
</tr>
</tbody>
</table>

| Learning Outcomes          | - Participants will know how to integrate their bike with their everyday surroundings and travel environments, including bike parking and facilities (e.g. Metro Bike Hubs), bike share systems, bike infrastructure, and how to bring their bikes on transit. |
| Talking Points             | - |

5.5.4 | Bike Parking and Facilities

| Learning Outcomes          | - Participants will know how to use different kinds of bike parking. |
- Participants will know the various kinds of bike facilities available in Los Angeles County (e.g. Metro Bike Hubs).

Talking Points

- If parking on the street, you want to make sure that all parts of your bike are locked to a fixed object like a bike rack in a publicly visible location.
- More secure bike parking facilities are available, such as: Bike Lockers, Bike Hubs, and Bike Stations.

It’s important to emphasize the proper ways of locking a bike to ensure the bike is safe and secure.

**Instructor Script**

While bike racks are usually located in convenient locations, they may not always be available. Whether or not there’s a bike rack, you should be sure that you lock your bike to a secure, fixed object in an area that’s highly visible. The best technique for locking up your bike is to make sure that all parts of your bike are locked to a secure object, but this may not always be feasible. At a minimum, you want to secure your frame and at least one tire to a secure object.

There are more secure parking options available at various bike facilities across the County, such as bike lockers, Bike Hubs, and Bike Stations.

5.5.5 | Bike Infrastructure

Learning Outcomes

- Participants will know the different kinds of bike infrastructure present in Los Angeles County.

Talking Points

- There are many types of bike infrastructure, bike lanes, and road features that are meant to increase safety and comfort for bike riders.
- With a little research, you can better understand the different types available and what kind of route works best for your needs.

**Instructor Script**

There are many features throughout LA County that are meant to increase safety and comfort for bike riders. Bike paths are separate from city streets. Traditional bike lanes designate space for bicycles on roadways, and some bike lanes have buffer zones or physical barriers to offer more protection for people on bikes. Bike routes and bike sharrows use signage and painted road markings to indicate where it’s appropriate for people on bikes to share the road with vehicle traffic.
# Chapter 5: Bike 1 – Back to Basics

## 5.5.6 | Bike Share

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>- Participants will understand how bike share can be used and know about the different bike share systems in Los Angeles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking Points</td>
<td>- Metro Bike Share is on TAP so you can add passes to your TAP Wallet account.</td>
</tr>
</tbody>
</table>

**Instructor Script**

We all use multiple modes of transportation when we take trips. For transit riders, we usually have to walk some distance to and from bus or train stops. When you drive, you will likely need to get out of your car and walk to your destination. Biking provides another mode of transportation to integrate with our trips.

Bikeshare systems can help people travel the first and last mile between transit stations and their destinations. You can use Metro’s Bike Share system in DTLA, Pasadena, Port of LA, and Venice. Other bike share systems in the County include the Beverly Hills Bike Share, Santa Monica Breeze, WeHo Pedals in West Hollywood, Long Beach Bike Share, and UCLA Bike Share. Additionally, private companies have launched pilot programs across LA County for dockless bike share. These bikes do not need to be returned to a dock or bikeshare station and may provide more flexibility and convenience.

**BIKESHARE SYSTEMS**

- **Metro Bike Share** – Downtown LA, Port of LA, and Venice
- **Other Systems** – Bike Share Connect (Beverly Hills, UCLA Bike Share, Santa Monica Breeze, West Hollywood Pedals), Long Beach Bike Share.
- **Dockless Bikes** – private companies have launched pilot programs across LA County for dockless bike share. These bikes do not need to be returned to a dock or bikeshare station and may provide more flexibility and convenience.

## 5.5.7 | Bikes and Transit

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>- Participants will know how to bring their bikes on transit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking Points</td>
<td>- Bikes are a great way to complete your trip to/from public transit. Integrating biking with public transit can greatly expand your travel range and allow you to get to more places.</td>
</tr>
</tbody>
</table>
Instructor Script

Bikes are a great way to complete your trip to/from public transit. Integrating biking with public transit can greatly expand your travel range and allow you to get to more places.

If you are using your own bike, you can bring your bike on Metro buses and trains at all times, if space is available. Keep these key takeaways in mind:

- **Metro Buses** - All Metro buses have at least two bike racks on the front and all Orange Line buses have three. If the bike racks on buses or the trains are full, please wait for the next one.
- **Metro Trains** - All Metro trains have designated open area to accommodate bicycles. Look for the yellow sticker indicating the designated space.
- **Other Systems** - many other transit agencies also provide a bus rack or space to put your bicycle when taking the bus. Metrolink and Amtrak generally allow bicycles to be brought on trains, but you should check the rules and requirements for each agency before your trip.
5.6 | Staying Safe and Navigating Obstacles

**Section Learning Outcomes**
- Participants will know common types of hazards and how to avoid them or navigate around them.

**Section Talking Points**
- The most common type of crash is a solo fall often due to road surface hazards.
- Being aware of these hazards beforehand can better prepare you find alternate routes, slow down and scan ahead for potential hazards and obstacles.

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Ask riders to describe different types of hazards and how best to approach and avoid them.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Answer additional questions as necessary.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

**Instructor Script**

Biking is a fun and safe activity for everyone, but just as with any mode of transportation, there are risks involved. We’re here to help you address some of those concerns and show you how to minimize risks. Making sure you’re visible and riding predictably are the best ways to reduce risks. What are your biggest fears about riding a bike?

**Avoiding a Fall**

The most common type of bike crash is a solo fall. The upside to this is that most bicycle crashes can be avoided if you have good skills and riding know-how. To avoid a solo crash, you should be aware of the road surface hazards that can lead to solo falls and learn how to safely navigate them.
5.6.1 | Hazard Types

Instructors should provide some real-life scenarios, but emphasize that avoiding hazards involves critical thinking while on the road. Riders can be thrown off balance after hitting an uneven patch, road debris, or potholes.

**Instructor Script**

Different hazard types have different navigation strategies. Remember these tips when you encounter hazards on your ride. *[Explain each of the 5 following hazards.]*

**TRAIN TRACKS**

Cross at a 90-degree angle to avoid getting your wheel stuck in the track. Train tracks can be especially dangerous and slippery when wet. Never cross tracks if a railroad crossing arm is down.

**SLICK METAL**

Metal becomes very slippery when wet. The best way to avoid this hazard is to scan, signal, and move around any slick metal surfaces on the road. If you find yourself riding on slick metal, go slowly and do not brake or turn quickly.

**GRATES**

Scan ahead, signal, and move to the left of storm grates and other metal surfaces that can be slippery, especially when wet.

**BUMPY ROADS**

Slow down, look ahead, and scan the roadway for uneven patches, especially at night or in wet weather where roadway visibility is low. If you see an uneven patch, scan behind you, signal, and move to the left to avoid.

**OTHER ROAD CONDITIONS**

No matter how well you plan your route you should still be aware of other obstacles that may present themselves in a bike lane or on the shoulder. Objects such as trash cans, debris such as tree trimmings and loose trash, double-parked cars loading/unloading passengers and/or deliveries can present hazards and obstruct your path while riding.

5.6.2 | Avoiding Collisions

**Instructor Script**

Collisions with cars can be scary, but they do not happen as often as many people fear. Most crashes can be prevented by drivers scanning for people on bikes (and vice versa). Bike riders can help avoid collisions by following traffic laws, being visible, and being predictable.
on the road. Drivers also have the responsibility of being aware of their surroundings and sharing the road with bikes. Being more observant and aware can make everyone a better driver and bike rider!

The most common situations that lead to collisions include:

- Car Doors
- Driveways and Alleyways
- Intersections
5.7 | Bike Handling Basics – On-Bike Instruction

### Section Learning Outcomes

- Participants will be able to practice the basics of riding a bike.

During this section, instructors should transition to the outdoor practice space. The additional instructor(s) can begin to break down the classroom materials and then meet the group outside.

Instructors should incorporate a demo of ABC Quick Check and Helmet Fit before beginning any on-bike practice drills. Additional instructors can provide support with individual participants who need more attention.

#### 5.7.1 | ABC Quick Check – Practice

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>Do verbal instruction and demonstrate the ABC Quick Check as a tool for riders to utilize before riding their bikes. Everyone will do a full check during the on-bike instruction.</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>Help participants complete the ABC Quick Check and answer individual questions if necessary.</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

- Participants will know the mnemonic “ABC Quick Check” as it pertains to evaluating the bike for readiness before riding.

**Talking Points**

- Checking your bike before each ride can ensure your bike is in good condition, which reduces the possibility of crashes.
- Review the ABC Quick Check as a tool for riders to utilize before riding their bikes.

In this section, instructors should walk through the different components of a bike and how the ABC Quick Check process can ensure that these components are in working order. If possible, go over this section with an actual bike. Instructors should also ensure that all participants are outfitted with a properly fitted helmet.
**Instructor Script**

Checking your bike before each ride ensures that your bike is in good condition, and reduces the possibility of crashes. Use the ABC Quick Check to do a full review of your bike. ABC Quick Check stands for: Air; Brakes; Chain, Cranks, Cassette; Quick Release; and the final Check.

**Air.** The bike tires should feel as firm as a basketball to ensure a smooth, safe ride. Inspect the tires for damage or sharp objects that can cause a flat.

**Brakes.** Check brake pads for wear and tear. They should be responsive once the brake levers are squeezed.

**Chain, Cranks, Cassette.** Turn the bike pedals backwards to inspect the chain. Make sure it is clean and oiled. Wiggle the crank arms to make sure there is no side-to-side movement. Inspect the cassette for cleanliness.

**QUICK Release.** Quick release levers on the wheel and seat must be securely closed.

**CHECK.** Do a final visual inspection before your ride, and during the first few minutes of your ride, pay attention to anything that feels or sounds wrong.

---

5.7.2 | Helmet Fit

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>- Instruct students on the correct helmet fit.</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>- Assist students on how to properly wear and adjust a helmet; answer additional questions as needed.</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

- Participants will know how to select a helmet with the correct fit. Everyone will be fitted with a helmet during the on-bike practice.

**Talking Points**

- Helmets fit firmly but comfortably. Helmets should be level on your head, and the straps should come to a “V” under your ears.
5.7.3 | Balance, Mount, Dismount

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
| Lead Instructor Tasks      | - Balance: cover the basics of balancing on a bike.  
- Mount: cover the method to mount a bike.  
- Dismount: cover the method to dismount a bike. |
| Additional Instructor Tasks| - Help participants through process if necessary. |
| Student Guidebook Chapter  | Instructor-led instruction, not in Guidebook |

Learning Outcomes
- Participants will know the proper position to maintain balance on the bike.

Talking Points
- You might be anxious about falling over, but the bike stays upright while you move.

Instructor Script

After understanding all the things we need to know before hitting the streets, we’re ready to start the ride. In this next section, we’ll cover basic bike handling. If some of these lessons sound familiar to you, use this time as a refresher.

First is balance. When you’re getting on the bike for the first time, you might feel anxious about falling over. But, your bike stays upright while you move, making it easier to stay balanced. As you get ready to ride, you can follow these steps.

1. First, you should stand with the bike to your side. Tip the bike towards you, and then swing the leg closest to the bike over the saddle and the rear wheel. Then stand upright and centered over the bike.
2. Move the pedal to the 2 o’clock position. You should hold the handlebars and squeeze the brakes. Then, use the pedal to lift yourself onto the seat. If the bike is properly fitted, you should be able to touch the ground with their toes.
3. To practice keeping balance, you can “walk” the bike. This way, you can begin to feel the momentum of the bike and can practice how your bodies shift to remain upright.
4. After getting the initial sense of balance on the bike, you can kick the ground and lift your legs as the bike moves forward.
5. You can also try kicking the bike forward with one foot on a pedal. Riders can stop the bike with their feet, and they can try squeezing the brakes.
6. To dismount the bike, you should follow the process to mount in reverse: stand upright and centered over the bike, tip the bike to one side, and then swing one leg over the saddle and rear wheel.\(^7\)

5.7.4 | Starting and Stopping

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>Explain how to start and stop.</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>Demonstrate start and stop during explanation.</td>
</tr>
</tbody>
</table>

**Student Guidebook Chapter**

**Instructor-led instruction, not in Guidebook**

**Learning Outcomes**

- Students will understand the power pedal position for starting.
- Students will be able to use braking techniques to effectively stop

**Talking Points**

- Use the pedal “power position” to start the bike.
- Start by going slow to maintain balance then build up speed.

**Instructor Script**

1. To start, you should stand over your bike. Put their pedals in the “power position” (2 o’clock). Then, push the pedal to begin moving forward. Move back into the seat and place your other foot on the second pedal.
2. Begin at a slow pace. If you lose balance, you can put a foot down to stabilize yourself and remain upright.
3. To stop the bike, you should stop pedaling and move one pedal to the lowest position. Squeeze the hand brakes slowly and equally. As the bike slows down, put one foot on the ground.

---

\(^7\) Adapted from The League of American Bicyclists, *Smart Cycling Manual*, Washington, DC.
5.7.5 | Steering

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Explain how to steer</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Demonstrate steering during explanation</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Instructor-led instruction, not in Guidebook</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Students will be able to ride in a straight line.
- Students will know how to use their body to turn instead of relying solely on handlebars.

**Talking Points**
- Use small motions to steer the front wheel for a cleaner and more predictable riding path.
- Try not to jerk the handlebar while preparing to turn, which creates wide and clumsy turns.

**Instructor Script**
Steering a bicycle is not like steering a car. With a car, a driver turns the wheel in the direction they wish to go. A bike works differently. On a bike, you steer with your body by leaning into the direction you wish to go. Making sudden and aggressive movements with the handlebar causes you to be a less predictable bike rider and makes it much more difficult to ride in a straight line. Turning the handlebars to steer is typically done only at slow speeds.

**Right Turn:**
1. To prepare for a right turn, a rider should put their right pedal at the 12 o'clock position while straightening their left leg.
2. The rider then begins the right turn by slightly leaning into the right-side of the bike and lightly pressing the handlebar with their right hand.
3. When the turn is complete, the rider should lean back towards the center of the bike and return to an upright position.

**Left Turn:**
1. To prepare for a left turn, a rider should put their left pedal at the 12 o'clock position while straightening their right leg.
2. The rider then begins the left turn by slightly leaning into the left-side of the bike and lightly pressing the handlebar with their left hand.
3. When the turn is complete, the rider should lean back towards the center of the bike and return to an upright position.

5.7.6 | Scanning

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>Explain how to scan.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>Demonstrate scanning during explanation.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will be able to look for hazards in front and behind them while continuing to ride in a straight line.

Talking Points
- Scanning helps you know what is going on ahead of you as well as the traffic conditions behind you.
- To help you balance when scanning, you may try taking one hand off the handlebar and placing it on the back of your saddle to prevent you from swerving.

Instructor Script

Scanning helps you know what is going on ahead of you as well as traffic conditions behind you. This practice allows you to assess traffic conditions and check for hazards before switching positions within a lane, changing lanes, turning, or stopping. To help you balance when scanning, you may try taking one hand off the handlebar and placing it on the back of your saddle to prevent you from swerving.

[Encourage students to scan to the left and to the right when they demonstrate this skill.]

5.7.7 | Signaling

| Admin / On-bike / Off-bike | On Bike |
Chapter 5: Bike 1 – Back to Basics

<table>
<thead>
<tr>
<th>Length</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>- Explain the proper way to signal, per CVC.</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>- Demonstrate signaling during explanation.</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will learn the proper ways to signal turns based on the CVC.
- Participants will be able to signal on their bikes while staying balanced.

**Talking Points**
- Communicating your stops and turns makes you a more predictable and safe bike rider and is also required by law

**Instructor Script**

Signaling is an important part of riding predictably, and it helps other road users know when you’re planning on stopping, turning, or changing lanes.

1. Before signaling or changing your position on the street, scan or look behind you to check for other road users. Try to signal about 100 feet before the turn and signal for 2-3 seconds.

2. Signaling turns:
   a. **Turning Left:** To signal a left turn, fully extend your left arm.
   b. **Turning Right:** In California, you can use one of two hand signals to turn right: (Option 1) fully extend you right arm, or (Option 2) bend your left arm up and at a right angle, keeping your hand flat.
   c. **Slowing or Stopping:** To tell other road users you’re slowing or stopping by extending your left arm down and at a right angle, keeping your hand flat.
5.8 | Conclusion

5.8.1 | Info Distribution

Instructors are encouraged to share information on Metro’s bike-related services, upcoming bike classes and events, and community-related programs and events. Metro has a monthly events calendar and map at [www.metro.net/gobike](http://www.metro.net/gobike).

5.8.2 | Surveys

After each class, instructors should distribute a class evaluation survey to all students to gather feedback and suggestions for future classes. Instructors will also have the opportunity to give the BEST team feedback and suggestions to make future instructor trainings and classes more effective and to adapt the curriculum to better fit student and instructor needs.
This option is for people who are comfortable on a bike, but may be nervous navigating neighborhood streets. The class helps participants understand the rules of the road and provides practical skills so that riders are able to navigate city streets safely and use their bikes for everyday travel. This class also shows participants how to plan their route, and provides tips and tricks for safe and convenient travel.
CHAPTER 6: BIKE 2 – RULES OF THE ROAD

The Bike 2 – Rules of the Road Class is designed for people who are comfortable on a bike and are ready to ride on the streets. After taking this class, participants will better understand the rules of the road and will translate basic bike handling skills into practical skills for navigating city streets.

Participants should bring their own bikes for this class, since it is best to learn everyday bike travelling skills on the bikes participants will use regularly.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>On-bike and Off-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>• Admin – 15 min</td>
</tr>
<tr>
<td></td>
<td>• Off-Bike Presentation – 45 min</td>
</tr>
<tr>
<td></td>
<td>• On-Bike Practice – 60 min</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>- Understand basic rules of the road.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate the practices of avoiding common hazards on the road.</td>
</tr>
</tbody>
</table>
# 6.1 Curriculum Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
<th>General Tips / Talking Points</th>
<th>Don’t Forget!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admin – Intros + Waivers</strong> <em>(10 mins)</em></td>
<td>Intros Waivers Check Out Bikes</td>
<td></td>
<td>Make sure everyone signs and turns in a waiver</td>
</tr>
<tr>
<td><strong>Why Ride</strong> <em>(2 mins)</em></td>
<td>Benefits of biking</td>
<td>Top 5 Reasons to Bike: 1. It’s convenient 2. It’s a money-saver 3. It’s enjoyable 4. It’s healthy 5. It’s green</td>
<td></td>
</tr>
<tr>
<td><strong>What I Need to Bike</strong> <em>(6 mins)</em></td>
<td>What to Wear + Helmet Lights Locks Carrying Gear</td>
<td>The CVC requires a front-facing white light, a red rear reflector (or a red light with a built-in reflector), reflectors on both pedals, and reflectors on both wheels.</td>
<td></td>
</tr>
<tr>
<td><strong>Things to Know Before Hitting the Streets</strong> <em>(7 mins)</em></td>
<td>Maintenance + Repairs Route Planning Bike Parking + Facilities Bike Infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biking on City Streets</strong> <em>(22 min)</em></td>
<td>Rules of the Road Road Positioning + Changing Lanes Intersections Traffic Lights Left Turns Sidewalks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biking and Transit</strong> <em>(4 min)</em></td>
<td>Riding Around Transit Taking Bikes on Trains and Buses</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On-Bike Practice</strong> <em>(60 mins)</em></td>
<td>ABC Quick Check Helmet Fit Signaling Scanning Shifting Gears</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Admin – Surveys + Announcements</strong> <em>(5 mins)</em></td>
<td>Surveys Upcoming Classes + Events</td>
<td></td>
<td>Collect feedback surveys Share additional classes and local events</td>
</tr>
</tbody>
</table>
Instructors should welcome participants as they arrive to the class and thank them for coming. Every participant will need to fully complete the required waivers before the class starts, and they should write legibly. The participants who need a bike can then check out a folding bike from one of the instructors. Once everyone is set up, the instructors and participants should introduce themselves. The instructors can ask participants to share what level of experience they have with biking.

**Instructor Script**

Hi, everyone, and welcome to the Bike 2 – Rules of the Road Class! My name is [SAY YOUR NAME]. [If desired, share your preferred pronouns.] [Additional instructor/s] and I are your instructors today. Let’s start by introducing yourselves. Share your name, preferred pronoun, city. [If time, also ask the whole group about experience level and how often they ride a bike].

[EVERYONE INTRODUCES THEMSELVES]

We’re here today because we want to build our confidence biking on neighborhood streets. Biking can be a safe and effective mode of transportation, and it can even replace some car trips. Biking is convenient for short trips where you can avoid rush hour traffic and circling for parking. You can avoid a lot of stress that way! Biking can save you money and benefits both your health and the environment.
6.2.1 | Why Ride

| Section Learning Outcomes                      | - Participants will understand five reasons to use a bike for some everyday transportation needs. |
| Section Talking Points                         | - Biking is a convenient option for short trips where you can avoid rush hour traffic and circling for parking.  
|                                                | - Biking can save you money and reduce stress.  
|                                                | - Biking is good for your health and for the environment. |

| Admin / On-bike / Off-bike                     | Off Bike |
| Length                                         | 2 minutes |
| Lead Instructor Tasks                          | - Why Ride |
| Additional Instructor Tasks                    | - None |
| Student Guidebook Chapter                      | Chapter 1 |

The Lead Instructor should ask the participants why they want to ride a bicycle. Participants might respond that they want to be more active, or they want to get to places more quickly, etc. The lead instructor can then synthesize those responses with the Top 5 Reasons to Ride:

1. It’s convenient
2. It’s a money-saver
3. It’s enjoyable
4. It’s healthy
5. It’s green
**Instructor Script**

What are some of the reasons why you all want to ride a bicycle?

[Instructor should synthesize responses into one of the Top 5 reasons to ride]

| Possible responses from participants | “I get to park right in front of the places where I want to go.”  
“Sometimes you get to move faster than traffic during rush hour.” | “I don’t have to pay for parking.”  
“I don’t have to worry about getting a parking ticket.”  
“I don’t have to pay for gas.” | “I like to bike with my kids.”  
“I love to be outside when the weather is good.”  
“It’s fun” | “It’s a good way to get exercise in.”  
“I don’t like to be sitting down so much in traffic.” | “A bike doesn’t have exhaust.”  
“I’m not using gas when I use my bike.” |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis from instructor</td>
<td>“It’s convenient”</td>
<td>“It’s a money-saver”</td>
<td>“It’s enjoyable”</td>
<td>“It’s healthy”</td>
<td>“It’s green / environmentally friendly”</td>
</tr>
</tbody>
</table>
6.3 | What You Need to Bike

| Section Learning Outcomes | Participants will know what they will need for the kind of bike ride they want to take. |

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>Identify essential components of a bicycle, including lights and storage.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>Answer individual questions.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

Instructors should start off by letting students know what they will need to make biking a part of their everyday travel routine. The items outlined here can help participants prepare for their ride to work, school, shopping, and more.

Instructors should show slides that illustrate the items described below.

5.3.1 | What to Wear

| Learning Outcomes | - Participants will understand that they don’t need special clothing to ride a bike. |
|                  | - Participants will know how to adapt their clothing choices to their particular bike ride. |
| Talking Points   | - Dress for comfort and for the weather. |
|                  | - If you’re worried about being sweaty when you get to your destination, you can bring a change of clothes, pack toiletries to freshen up, or give yourself more time so you can ride at slower pace. |

**Instructor Script**

You don’t need special clothing to ride a bike. You can ride in the clothes that you wear regularly if they’re comfortable.
It's best to base your clothing choices on the weather. Dress in layers if the weather is cool. If you're riding at night, wear white and bright clothing to increase visibility. Also, consider bringing a change of clothes if your ride is particularly strenuous.

6.3.2 | Helmet

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Instruct students on the different types of helmets available.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Demo how to properly wear and adjust a helmet; Answer additional questions as needed.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

INSTRUCTOR NOTES

**Learning Outcomes**
- Participants will know how to select a helmet with the correct fit. Everyone will be fitted with a helmet during the on-bike practice.

**Talking Points**
- Helmets fit firmly but comfortably. Helmets should be level on your head, and the straps should come to a “V” under your ears.

Instructors should encourage participants to wear helmets and help verify that the helmets are being worn snugly.

**Instructor Script**

In California, people under the age of 18 must wear a helmet when biking; helmets are optional, but highly encouraged, for adults. So that your helmet can protect you properly, follow these guidelines for a good fit:

- Find the smallest helmet that fits you comfortably
- Make sure that it sits level on your head and covers your forehead
- The side straps should come to a “V” under your ears
- There should be less than half-an-inch between your chin and the strap.
6.3.3 | Locks

| Learning Outcomes | - Participants will know that they should invest in the highest quality lock they can afford. |
| Talking Points | - Be sure to secure the frame and at least one wheel. You can lock the second wheel with a cable, or you can detach the wheel and lock it with the wheel and frame.  
- Locks may be expensive, but replacing a bike is usually much more expensive. |

Instructors should demonstrate the two ways to securely lock a bike using a U-lock: 1) by locking one wheel and the frame to the bike rack (or fixed object), and 2) by detaching the front wheel with a quick release and locking the back wheel, front wheel, and frame to the bike rack.

**Instructor Script**

A good lock is the most important bicycle accessory. There are different kinds of locks, but the best type you can have is a U-lock. These locks are well-suited for daily use. Be sure to park in a well-lit, visible location with steady pedestrian traffic.

When locking up your bike, make sure the “U” fits snugly around the wheel, frame, and a bike rack or other fixed object. *[Demonstrate locking the U-lock to the front wheel]*.

For an added layer of protection, you can detach your front wheel and lock it to the back wheel and frame. To detach the front wheel, open the brake pads, loosen the quick release, and pull out the wheel. *[Demonstrate locking the U-lock to the back wheel]*.

While no lock is completely secure, bike locks provide a good deal of protection. Although locks are expensive, a good and sturdy lock is almost always cheaper than buying a new bike.

6.3.4 | Carrying Gear

| Admin / On-bike / Off-bike | Off Bike |
| Length | 2 minutes |
| Lead Instructor Tasks | - Instruct students on different options for carrying gear. |
| Additional Instructor Tasks | - Model/demo different types of gear; Answer additional questions as necessary. |
### Learning Outcomes
- Participants will learn the options for carrying their things.

### Talking Points
- With a backpack or mounted rack, you can carry cargo like groceries, work or school supplies, change of clothes, etc. while riding your bike.
- You can attach a basket, milk crate, or panniers to a front or rear rack.
- You can also use a messenger bag or backpack if you don’t have a rack.

**Instructor Script**

With a backpack or rack mounted on your bike, you can carry cargo like groceries, work or school supplies, or a change of clothes while riding your bike. You can attach a basket, milk crate, or panniers to a front or rear rack. You can also use a messenger bag or backpack if you don’t have a rack.

### 6.3.5 | Lights & Reflectors

### Learning Outcomes
- Participants will know what lights and reflectors are required by the CVC.

### Talking Points
- The CVC requires a front-facing white light, a red rear reflector or a red light with a built-in reflector, reflectors on both pedals, and reflectors on both wheels.

At night, all bike riders need to have bike lights. It’s required by law in California, and it makes for a safer ride.

**Instructor Script**

Lights and reflectors increase your visibility when riding under low-light conditions or at night. They make your ride safer, and they’re required by law. The following are required by the California Vehicle Code for bike riding at night:

- A front-facing white light (this can be on the bike or your helmet).
- A red rear reflector or a red light with a built-in red reflector.
- Reflectors on both pedals (ankle straps are okay to substitute).
- Reflectors on both wheels visible from the sides (reflective striping on the tire sidewalls are okay to substitute).
6.4 | Things to Know Before Hitting the Streets

### Section Learning Outcomes

- Participants will be able to get their bike ready for a ride.
- Participants will be able to plan a route using bike infrastructure.

### 6.4.1 | ABC Quick Check – Overview

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

- **Lead Instructor Tasks**
  - Quick overview of ABC Quick Check as a tool for riders to utilize before riding their bikes. Everyone will do a full check during the on-bike instruction.

- **Additional Instructor Tasks**
  - Answer additional questions as necessary; demo the ABC Quick Check process as Lead Instructor lists steps

- **Student Guidebook Chapter**
  - Chapter 3

### Learning Outcomes

- Participants will know the mnemonic “ABC Quick Check” as it pertains to evaluating the bike for readiness before riding.

### Talking Points

- Checking your bike before each ride can ensure your bike is in good condition, which reduces the possibility of crashes.
- Review the ABC Quick Check as a tool for riders to utilize before riding their bikes.

In this section, instructors should provide an intro and brief overview of how the ABC Quick Check process can ensure that these components are in working order. Additional instructor(s) can demo the Quick Check in action and then provide guided instruction during the on-bike portion.

### Instructor Script

Checking your bike before each ride ensures that your bike is in good condition, and reduces the possibility of crashes. Use the ABC Quick Check to do a full review of your bike. ABC
Quick Check stands for: Air; Brakes; Chain, Cranks, Cassette; Quick Release; and the final Check.

**Air.** The bike tires should feel as firm as a basketball to ensure a smooth, safe ride. Inspect the tires for damage or sharp objects that can cause a flat.

**Brakes.** Check brake pads for wear and tear. They should be responsive once the brake levers are squeezed.

**Chain, Cranks, Cassette.** Turn the bike pedals backwards to inspect the chain. Make sure it is clean and oiled. Wiggle the crank arms to make sure there is no side-to-side movement. Inspect the cassette for cleanliness.

**QUICK Release.** Quick release levers on the wheel and seat must be securely closed.

**CHECK.** Do a final visual inspection before your ride, and during the first few minutes of your ride, pay attention to anything that feels or sounds wrong.

### 6.4.2 | Maintenance and Repairs

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>1 minute</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>- Instruct students on the different resources available to get help with maintenance and repairs.</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>- Answer additional questions as needed.</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

**INSTRUCTOR NOTES**

- Participants will know different resources to get help with maintenance and repairs.

- Consider carrying a portable repair kit (usually comes with air pump, various patches, and adjustment tools) to make quick repairs until you can get to a bike shop for maintenance.

- Visit a local bike shop or Metro Bike Hub for professional maintenance service.
Metro and BEST partners offer clinics on bike maintenance and fixing flat tires. It’s important to equip participants with the skills to perform basic maintenance and emergency repairs to their bike. Instructors shouldn’t cover how to perform those repairs in this class. Rather, they should identify common skills that participants should know as they become more active bicyclists.

**Instructor Script**

As you incorporate biking into your travel routine, it’s a good idea to learn a few maintenance and repair techniques. Consider carrying a portable repair kit. These kits usually come with an air pump, patches, and other adjustment tools, and this can help you perform quick repairs before you can get to a bike shop. It’s a good idea to know how to patch a tire, how to replace a bike tube, and how to fix a chain that jumps off the gears. A quick fix can ensure you can get where you need to go, and Metro and BEST partners offer clinics on bike maintenance and fixing flat tires. After making a temporary repair, you can get professional maintenance service at a bike shop or a Metro Bike Hub to make sure your bike is in full working order.

### 6.4.3 | Bike Parking and Facilities

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>1 minute</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>Provide overview of bike parking and facilities</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>Answer additional questions as needed</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

- Participants will know how to use different kinds of bike parking.
- Participants will know the various kinds of bike facilities available in Los Angeles County (e.g. Metro Bike Hubs).

**Talking Points**

- If parking on the street, you want to make sure that all parts of your bike are locked to a fixed object like a bike rack in a publicly visible location.
More secure bike parking facilities are available, such as: Bike Lockers, Bike Hubs, and Bike Stations.

It’s important to emphasize the proper ways of locking a bike in order to ensure the bike is safe and secure.

**Instructor Script**

While bike racks are usually located in convenient locations, they may not always be available. Whether or not there’s a bike rack, you should be sure that you lock your bike to a secure, fixed object in an area that’s highly visible. The best technique for locking up your bike is to make sure that all parts of your bike are locked to a secure object, but this may not always be feasible. At a minimum, you want to secure your frame and at least one tire to a secure object.

There are more secure parking options available at various bike facilities across the County, such as bike lockers, Bike Hubs, and Bike Stations.

If you are traveling with your own bike, you can see if there’s a **Metro Bike Hub** near your destination. Metro Bike Hubs offer secure short-term bike parking with on-call mechanics. Metro offers 7-day, 30-day, and 1-year memberships with discounts for seniors 62+, Disabled, Medicare, and K-12 students.

Metro Bike Hubs are currently located at Hollywood and Vine, El Monte, and Union Station, with openings due in Culver City in early 2019 and Willowbrook/Rosa Parks in 2020.

6.4.4 | Bike Infrastructure

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Review types of bike infrastructure in LA County.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Answer additional questions as needed.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

- Participants will know the different kinds of bike infrastructure features in Los Angeles County.
Talking Points

- There are many different types of bike infrastructure, bike lanes, and other features throughout LA County meant to increase safety and comfort for bike riders.
- With a little research, you can better understand the different types available and what kind of route works best for your needs.

LIST OF BIKE INFRASTRUCTURE TYPES:

- **Bike Paths** (Class I Bikeway):
  These include bike or multi-use trails that are completely separated from vehicular traffic. Bike Paths typically offer the safest and most comfortable riding experience, but they are less common in urban settings.

- **Standard Bike Lanes** (Class II Bikeway):
  This is one of the most common types of bikeways you’ll find in LA County. Just like a vehicle travel lane, bike lanes use road striping to designate an exclusive space for bikes. An enhanced version is a **buffered bike lane**, which typically includes additional striping that creates a buffered space between people on bikes and automobile traffic.

- **Bike Routes** (Class III Bikeway):
  Bike routes are roadways shared by bikes and automobiles. They use signage (sharrows and street signs) to make drivers aware that bike riders may be present on the roadway. These routes are comfortable to ride when traffic levels are low and vehicle speeds are 25 mph or less. **Bike Boulevards** are a type of enhanced bike route that incorporate features to calm traffic speeds, such as speed humps and curb extensions.

- **Separated/Protected Bike Lanes** (Cycle Tracks or Class IV Bikeway):
  These on-street bike lanes offer additional protection for people biking by using physical barriers to separate people on bikes from vehicle traffic. They offer a higher level of security and comfort than standard or buffered bike lanes.

- **Bike boxes**: Bike boxes are positioned near the front of a travel lane at an intersection to give bike riders greater visibility and to allow riders to position themselves ahead of traffic.

- **Two-Stage Left Turn Boxes** indicate where riders should wait to properly position themselves when making a two-stage left turn; this relatively new feature is typically being installed with protected bike lanes.

- **Bike-Specific Traffic Signals**: This signal features bicycle shapes in traffic lights to communicate intersection movements to people on bicycles. This is a relatively new piece of equipment to the region, but it exists in some locations with enhanced bicycle accommodations like Downtown Los Angeles and Long Beach.

---

8 Please note that the I-IV classifications for bicycle infrastructure are unique to California.
Instructor Script

There are many features throughout LA County that are meant to increase safety and comfort for bike riders. Bike paths are separate from city streets. Traditional bike lanes designate space for bicycles on roadways, and some bike lanes have buffer zones or physical barriers to offer more protection for people on bikes. Bike routes and bike sharrows use signage and painted road markings to indicate where it’s appropriate for people on bikes to share the road with vehicle traffic.

6.4.5 | Route Planning

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will learn to plan a good bike route based on guidelines for a comfortable and safe ride.
- Participants will learn how to use different map tools to plan their bike trips.

Talking Points
- Use the bike function on Google Maps, which can direct you to use streets with dedicated bicycle infrastructure. But use your best judgement as Google Maps may not show current road work, closures, and other unfavorable riding conditions.
- Avoid active construction, damaged roads, and shortcuts.
- Also, ask others for advice!

Instructor Script

Choosing a good bike route can greatly improve the comfort level and safety of your ride. When planning your route, follow these basic guidelines:
- Choose streets with bike infrastructure
- Consider roads with low traffic volumes, such as neighborhood streets, instead of major roads
- If you need to cross major roads, look for intersections with traffic signals
- Avoid construction zones and damaged roads
- Learn about the local rules about biking on sidewalks
- Ask your fellow riders what routes they prefer
- Use extra caution and ride at lower speeds when exploring new areas or unfamiliar routes

You can use online resources like Google Maps’ bicycle trip planning feature. For the majority of LA County, Google Maps can display trails, dedicated lanes, and other bicycle-friendly roads. It can also tell you what the elevation gain (i.e., how far you’ll have to travel uphill) will be for your trip. If available, use Street View and aerial images to help you navigate busy intersections and identify potential obstacles ahead of time. But use your best judgement as Google Maps may not show current road work, closures, and other unfavorable riding conditions.

Becoming familiar with your planned route ahead of time is essential. You can take a test ride during the weekend, when traffic is typically lighter.

---

9 You should exercise caution when riding on unfamiliar routes, even if you’ve planned your trip using Google Maps. The trip planning tool may have incomplete, out-of-date, or inaccurate data.
6.5 | Biking on City Streets

### Section Learning Outcomes
- Participants will know how to safely and lawfully bike on city streets.

### 6.5.1 | Rules of the Road

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

### Learning Outcomes
- Participants will understand that, on a bike, they have the same rights and duties as drivers; they will need to ride with traffic and obey traffic signals and stop signs.
- Participants will know how to ride predictably by signaling and scanning.

### Talking Points
- Think Like a Driver – you have the same rights and responsibilities as a driver while on a bike; you must ride with the flow of traffic and obey all traffic signals and stop signs
- Ride Predictably – be as predictable as possible to other road users by signaling and scanning before making turns and changing lanes

### Instructor Script

While biking, you have the same rights and duties as drivers. You must ride with the flow of traffic, and you must obey all traffic signals and stop signs.

Since a bike is smaller than a car, you have to make certain that you are visible and are riding predictably. Make sure you scan and signal before making turns and changing lanes, and make sure you use lane positioning to increase your visibility.
### 6.5.2 | Lane Positioning

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>3 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know where to ride in the lane in multiple situations.

**Talking Points**
- When slower than traffic, ride as far right as practicable, with exceptions for: passing, avoiding hazards, left turns, right turn only lanes.
- Ride in the middle of the lane when the lane is too narrow to share with another vehicle side-by-side.

**Instructor Script**

Imagine dividing travel lanes into three: left, middle, and right. When you’re riding slower than traffic, ride as far to the right as practicable, with some exceptions: for passing, avoiding hazards, left turns, and right-turn only lanes.

When the lane is narrow, ride in the middle of the lane. This forces cars to move into the next lane when they wish to pass.

### 6.5.3 | Changing Lanes

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>2 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>-</td>
</tr>
</tbody>
</table>
**Learning Outcomes**

- Participants will know the steps to take to change lanes, including scan and signal and yielding to other road users.

**Talking Points**

- Scan before changing lanes – remember to always look behind you to scan for traffic conditions.
- Signal before changing positions – remember to yield to other road users.
- Scan again and make your move when traffic permits.

**Instructor Script**

When you’re getting ready to turn or when you need to avoid a hazard on the road, you will have to change lanes. Before you change lanes, remember to always scan your surroundings – look behind you and ahead of you for traffic conditions. Then, you will need to signal your intentions before you change positions; yield to other road users before you move. Scan your surroundings once more and make your move when traffic permits.

### 6.5.4 | Intersection Positioning

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>
Learning Outcomes
- Participants will know the lane that best serves their destination.

Talking Points
- Los Angeles has many different kinds of intersections that require different approaches, so in every situation, remember to be predictable and always signal before you turn.
- Going Straight – most often you will want to be in the right-most travel lane that allows you to go straight. Travel as far to the right as practicable and always follow the flow of traffic.
- Right Turns – make sure to position yourself on the right side of the lane before turning.

Instructor Script
Intersections are usually the most dangerous part of any bike route. Los Angeles has many different types of intersections that require different approaches, so in every situation, remember to be predictable and always signal before you turn.

If you’re going straight, most often you will want to be in the right-most travel lane that allows you to go straight. Stay as far to the right as practicable, and always follow the flow of traffic.

For right turns, position yourself on the right side of the lane before turning.

6.5.5 | Left Turns

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>2 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will know the options and steps to take a left turn.

Talking Points
- There are three options to left turns based on your experience, your comfort, and the traffic conditions:
Instructor Script
There are three options to making a left turn based on your experience, your comfort, and traffic conditions.

You can move to the left-turn lane or near the center line of the street. This option is for people with more experience riding in traffic or in areas where there is little traffic.

The next option is to do a box left turn, or a two-stage left turn. You ride straight into the intersection first and pull to the right, hugging the parallel crosswalk, to position yourself to ride straight on the road where you wanted to turn onto once the light turns green. [See the Student Guidebook for an illustration.]

If traffic is heavy or if you feel uncomfortable navigating an intersection, it’s perfectly okay to get off your bike and cross the intersection as a pedestrian.

For all turn options, remember to signal and yield when moving to the left or right.

6.5.6 | Traffic Lights

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>
Learning Outcomes
- Participants will know to follow traffic signals when riding on neighborhood streets.

Talking Points
- You should follow all traffic signals and signs, just as you would in a car.
- Dedicated bike signals and signs are specifically for bikes, so make sure you follow them.

Instructor Script
When you're biking on city streets, you are expected to obey all signs and signals, just as you would in a car.

6.5.7 | Dedicated Bike Signal

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will be familiar with dedicated bike signals.

Talking Points
- Dedicated bike signals are uncommon, but obey them if they are present.

Instructor Script
Dedicated bike signals are uncommon, but obey them if they are present. They look like a regular traffic signal, but the light is in the shape of a bike.
6.5.8 | Sidewalks

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Learning Outcomes - Participants will understand that sidewalk riding laws vary from city to city, so they should look up sidewalk biking laws before they ride. - Participants will know the strategies for riding on the sidewalk.

Talking Points - If sidewalk riding is allowed and you choose to ride on the sidewalk, be sure to ride at a low speed, always yield to pedestrians, and walk your bike if the sidewalk is too crowded. - Watch out for pedestrians exiting buildings, drivers entering and exiting driveways, and drivers turning at intersections.

Instructor Script

If sidewalk riding is allowed in your city and you choose to ride on the sidewalk, be sure to ride at a low speed, always yield to pedestrians, and walk your bike if the sidewalk is too crowded. Be extra cautious – watch out for pedestrians exiting buildings, drivers entering and exiting driveways, and drivers turning at intersections.
6.6 | Biking and Transit

**Section Learning Outcomes**
- Participants will know how to integrate biking with transit.

### 6.6.1 | Metro Bike Share

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>1 minute</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know how to locate Metro Bike Share stations and how to check-out a bike.

**Talking Points**
- Metro offers programs to integrate biking into the way you get around Los Angeles, even if you are not using your own bike.
- Metro Bike Share is a way of covering short trips between transit stops and your destination.
- Santa Monica, West Hollywood, Beverly Hills, UCLA, and Long Beach also operate bike share programs.

**Instructor Script**

Metro offers programs to integrate biking as an everyday travel option in Los Angeles County.

If you are traveling without your own bike, **Metro Bike Share** is a way of covering short trips between transit stops and your destination. You can use your TAP card to use Metro Bike Share if you register online for an account and buy a monthly or annual pass. You can also use a credit card to buy a single trip.

Santa Monica, West Hollywood, Beverly Hills, UCLA, and Long Beach also operate bike share programs.
6.6.2 | Transit Integration – Bringing Bikes on Buses

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know how to load and unload their bike onto buses equipped with bike racks.

**Talking Points**
- Follow the instructions listed in the Student Guidebook that explain how to load a bike onto buses equipped with bike racks.

**Instructor Script**

Bicycling can be easily integrated into your bus or train trips.

All Metro buses are equipped with bike racks. The Student Guidebook outlines the instructions to use these bike racks effectively.

1. Remove loose items (i.e., helmets, lights, etc.) from your bike before you put it on the rack and take them with you onto the bus.
2. Make sure bicycle is in correct position on rack and secured.
3. Lock your bike wheel to bike frame when placing on bus rack. Locking your bike to the bus rack is not allowed.
4. Sit or stand near the front of the bus to watch your bike during your trip.
5. Before you arrive at your stop, tell the bus operator that you will be getting your bike from the rack and exit through the front door.
6. Never try to retrieve something that rolls under the bus.
7. Bikes are not allowed.
8. Call Metro lost and found if you forget your bicycle. The bus driver isn’t responsible for your bicycle.
6.6.3 | Transit Integration – Bringing Bikes on Trains

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will know how to bring their bike onto Metro trains.

**Talking Points**
- Follow the instructions listed in the Student Guidebook that explain how to bring a bike onto Metro trains.

**Instructor Script**

Bikes are allowed on Metro trains at all times. Follow the instructions in the Student Guidebook that explain how to bring a bike onto Metro trains.

1. Use wheelchair-accessible gates to bring your bike in and out of stations.
2. Always walk your bike through stations and on train platforms.
3. Enter at doors marked with the yellow sign depicted in the student guidebook.
4. Do not block the operator’s cabin door – it opens outwards.
5. Always keep doors and aisles clear, and be courteous to others.
6. Give priority to wheelchair passengers in designated areas.
7. Always stand in the designated open area and hold your bike.
8. Bikes are not allowed on escalators.
9. Coordinate with other bicycle riders on who is going to get off where.
6.7 | Staying Safe

### Section Learning Outcomes
- Participants will know common types of hazards and how to avoid them or navigate around them.

#### 6.7.1 | Top 3 Mistakes Bike Riders Make on the Road

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will learn the major dos and don’ts for smart and safe cycling.

**Talking Points**
- Avoiding common mistakes bicyclists make will make you and your bike safer on the road. (Share top 3 mistakes bicyclists make on the road.)

Here, instructors introduce the major dos and don’ts of smart and safe cycling. The goal is to equip participants with enough knowledge so they know what to expect as they begin biking on roads.

**Instructor Script**

It’s important to know the mistakes other bicyclists have made so you can avoid them. The first common mistake is riding against traffic. Bicyclists should ride with traffic. The second common mistake is making turns from the wrong side of the street. You need to make sure you’re moving into the right lane when you need to make a turn, and we’ll cover the proper way to signal and scan when you need to change lanes or turn. The third common mistake is not using bike lights when riding at night or in low-light conditions. It’s hard for drivers to see bicyclists at night, so bright, flashing lights can help drivers see you.

**TOP 3 MISTAKES BICYCLISTS MAKE ON THE ROAD**

1. Riding against traffic.
2. Making turns from the wrong side of the street.
3. Not using lights when riding at night or in low-light conditions.

6.7.2 | Navigating Common Hazards

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>1 minute</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

Learning Outcomes - Participants will learn about common hazards on city streets and how to avoid them or navigate around them.

Talking Points
- The most common type of bike crash is a solo fall, which means that most bike crashes can be avoided with good skills and riding know-how.
- Be aware of common hazards including train tracks, slick metal, grates, and bumpy roads and damaged roads.
- If you can’t avoid hazards, it’s best to ride more slowly to give yourself time to scan ahead and react to hazards.

Instructor Script

Biking is a fun and safe activity for everyone, but just as with any mode of transportation, there are risks involved. We’re here to help you address some of those concerns and show you how to minimize risks. Making sure you’re visible and riding predictably are the best ways to reduce risks. What are your biggest fears about riding a bike?

Avoiding a Fall

The most common type of bike crash is a solo fall. The upside to this is that most bicycle crashes can be avoided if you have good skills and riding know-how. To avoid a solo crash,
you should be aware of the road surface hazards that can lead to solo falls and learn how to safely navigate them.

6.7.3 | Hazard Types

Instructors should provide some real-life scenarios, but emphasize that avoiding hazards involves critical thinking while on the road. Riders can be thrown off balance after hitting an uneven patch, road debris, or potholes.

**Instructor Script**

Different hazard types have different navigation strategies. Remember these tips when you encounter hazards on your ride. *[Explain each of the 5 following hazards.]*

**TRAIN TRACKS**

Cross at a 90-degree angle to avoid getting your wheel stuck in the track. Train tracks can be especially dangerous and slippery when wet. Never cross tracks if a railroad crossing arm is down.

**SLICK METAL**

Metal becomes very slippery when wet. The best way to avoid this hazard is to scan, signal, and move around any slick metal surfaces on the road. If you find yourself riding on slick metal, go slowly and do not brake or turn quickly.

**GRATES**

Scan ahead, signal, and move to the left of storm grates and other metal surfaces that can be slippery, especially when wet.

**BUMPY ROADS**

Slow down, look ahead, and scan the roadway for uneven patches, especially at night or in wet weather where roadway visibility is low. If you see an uneven patch, scan behind you, signal, and move to the left to avoid.

**OTHER ROAD CONDITIONS**

No matter how well you plan your route you should still be aware of other obstacles that may present themselves in a bike lane or on the shoulder. Objects such as trash cans, debris such as tree trimmings and loose trash, double-parked cars loading/unloading passengers and/or deliveries can present hazards and obstruct your path while riding.
6.7.4 | Avoiding Collisions

Instructor Script

Collisions with cars can be scary, but they do not happen as often as many people fear. Most crashes can be prevented by drivers scanning for people on bikes (and vice versa). Bike riders can help avoid collisions by following traffic laws, being visible, and being predictable on the road. Drivers also have the responsibility of being aware of their surroundings and sharing the road with bikes. Being more observant and aware can make everyone a better driver and bike rider!

The most common situations that lead to collisions include:

- Car Doors
- Driveways and Alleyways
- Intersections

6.7.5 | What to Do After a Crash

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>-</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

Learning Outcomes - Participants will know how to manage the situation after a crash.

Talking Points - If you get into a solo crash or in a crash with another vehicle, it’s important to move out of traffic if possible. Check yourself for injuries, and take down information about the crash if possible.

The instructors should provide a sheet with helpful tips for insurance and bicycle lawyer resources.
If you get into a solo crash or in a crash with another vehicle, it’s important first to make sure that you get to a safe space. Follow these steps to help you manage the situation.

1. Move to the sidewalk if possible.
2. Check for injuries and get help if needed
3. Take down information (use the Bike Collision Report Card)
4. Collect contact information from witnesses
5. Check bike for broken parts
6. Take photos of IDs, license plate, and damaged bike.
6.8 | On-Bike Instruction – Advanced Bike Handling Skills

Section Learning Outcomes: Participants will be able to practice advanced skills of riding a bike.

For the on-bike instruction segment of the class, instructors are encouraged to setup demos and drills that incorporate more advanced bike handling skills, such as scanning, signaling, shifting gears. Before the on-bike instruction, instructors should cover the ABC Quick Check process.

6.8.1 | Pre-Ride Checklist

In this section, instructors should incorporate a demo of ABC Quick Check and Helmet Fit before beginning any on-bike practice drills. Additional instructors can provide support with individual participants who need more attention.

6.8.2 | ABC Quick Check – Practice

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Do verbal instruction and demonstrate the ABC Quick Check as a tool for riders to utilize before riding their bikes. Everyone will do a full check during the on-bike instruction.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Help participants complete the ABC Quick Check and answer individual questions if necessary.</td>
</tr>
</tbody>
</table>

Student Guidebook Chapter: Chapter 3

Learning Outcomes: Participants will know the mnemonic “ABC Quick Check” as it pertains to evaluating the bike for readiness before riding.

Talking Points: - Checking your bike before each ride can ensure your bike is in good condition, which reduces the possibility of crashes. - Review the ABC Quick Check as a tool for riders to utilize before riding their bikes.
In this section, instructors should walk through the different components of a bike and how the ABC Quick Check process can ensure that these components are in working order. If possible, go over this section with an actual bike. Instructors should also ensure that all participants are outfitted with a properly fitted helmet.

**Instructor Script**

Checking your bike before each ride ensures that your bike is in good condition, and reduces the possibility of crashes. Use the ABC Quick Check to do a full review of your bike. ABC Quick Check stands for: Air; Brakes; Chain, Cranks, Cassette; Quick Release; and the final Check.

**Air.** The bike tires should feel as firm as a basketball to ensure a smooth, safe ride. Inspect the tires for damage or sharp objects that can cause a flat.

**Brakes.** Check brake pads for wear and tear. They should be responsive once the brake levers are squeezed.

**Chain, Cranks, Cassette.** Turn the bike pedals backwards to inspect the chain. Make sure it is clean and oiled. Wiggle the crank arms to make sure there is no side-to-side movement. Inspect the cassette for cleanliness.

**QUICK Release.** Quick release levers on the wheel and seat must be securely closed.

**CHECK.** Do a final visual inspection before your ride, and during the first few minutes of your ride, pay attention to anything that feels or sounds wrong.

### 6.8.3 | Helmet Fit

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>Instruct students on the correct helmet fit.</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>Assist students on how to properly wear and adjust a helmet; Answer additional questions as needed.</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

- Participants will know how to select a helmet with the correct fit. Everyone will be fitted with a helmet during the on-bike practice.
Talking Points

- Helmets fit firmly but comfortably. Helmets should be level on your head, and the straps should come to a "V" under your ears.

Instructors should encourage participants to wear helmets and help verify that the helmets are being worn snugly.

Instructor Script

In California, people under the age of 18 must wear a helmet when biking; helmets are optional, but highly encouraged, for adults. So that your helmet can protect you properly, follow these guidelines for a good fit:

- Find the smallest helmet that fits you comfortably
- Make sure that it sits level on your head and covers your forehead
- The side straps should come to a “V” under your ears
- There should be less than half-an-inch between your chin and the strap

6.8.4 | Scanning

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Explain how to scan</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Demonstrate scanning during explanation</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Learning Outcomes

- Participants will be able to look for hazards in front and behind them without swerving.

Talking Points

- Scanning helps you to know what is going on ahead of you as well as the traffic conditions behind you.
- To help you balance when scanning, you may try taking one hand off the handlebar and placing it on the back of your saddle to prevent you from swerving.
Instructor Script

Scanning helps you know what is going on ahead of you as well as traffic conditions behind you. This practice allows you to assess traffic conditions and check for hazards before switching positions within a lane, changing lanes, turning, or stopping. To help you balance when scanning, you may try taking one hand off the handlebar and placing it on the back of your saddle to prevent you from swerving.

Encourage students to scan to the left and to the right when they demonstrate this skill.

At this time, the instructor should lead the class through an on-bike scanning exercise. More information about this exercise is in Chapter 8.

6.8.5 | Signaling

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Explain the proper way to signal, per CVC</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Demonstrate signaling during explanation</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

Learning Outcomes
- Participants will learn the proper ways to signal turns based on the CVC.
- Participants will be able to signal on their bikes while staying balanced.

Talking Points
- Signaling helps other road users know when you’re planning on stopping, turning, or changing lanes.

Instructor Script

Signaling is an important part of riding predictably, and it helps other road users know when you’re planning on stopping, turning, or changing lanes.
1. Before signaling or changing your position on the street, scan or look behind you to check for other road users. Try to signal about 100 feet before the turn and signal for 2-3 seconds.

2. Signaling turns:
   a. **Turning Left:** To signal a left turn, fully extend your left arm.
   b. **Turning Right:** In California, you can use one of two hand signals to turn right: (Option 1) fully extend your right arm, or (Option 2) bend your left arm up and at a right angle, keeping your hand flat.
   c. **Slowing or Stopping:** To tell other road users you’re slowing or stopping by extending your left arm down and at a right angle, keeping your hand flat.

At this time, the instructor should lead the class through an on-bike signaling exercise. More information about this exercise is in Chapter 8.

6.8.6 | Shifting Gears

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>- Simple instruction on how to use gears on the bike for easier biking on inclines and flat roads. Types of shifters, pedaling while shifting, when to change gears.</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>- Help participants practice shifting gears.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Instructor-led; not in Guidebook</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will learn how to properly shift gears for easier biking on inclines and flat roads.

**Talking Points**
- Explain each of the components of the gears and how they relate to one another.
- Switch to lower gears as you’re getting ready to climb an incline. Higher gears are better for declines and flat surfaces.

**Instructor Script**
The gears of a bike are located in two locations: the cogs (or gears) are located near the center of the rear wheel and the chainrings are near the pedals. The shifter on the left handlebar changes the gears on the chainring, and the shifter on the right handlebar changes the gears on the wheel. The higher the gear, the more difficult the bike will be to pedal. This is good for flat areas and downhill riding. The lower the gear, the easier it will be to pedal. This kind of gear is good for rides that have a lot of hills. It’s important to shift gears to maintain the same comfortable pace as you’re riding. Shifting gears on the bike works similarly to shifting gears on a manual transmission car, but without the clutch. The whole process takes a few seconds.

1. Shifting must be done while pedaling. While shifting gears, the rider should not push the pedals too hard.
2. Riders should try to anticipate gear shifts, moving to higher gears before beginning downhill riding and shifting to lower gears before an incline.
3. After the gears have been shifted, the rider should resume pedaling at the previous pace.
6.9 | Conclusion

6.9.1 | Info Distribution

Instructors are encouraged to share information on Metro’s bike-related services, upcoming bike classes and events, and community-related programs and events. Metro has a monthly events calendar and map at www.metro.net/gobike.

6.9.2 | Surveys

After each class, instructors should distribute a class evaluation survey to all students to gather feedback and suggestions for future classes. Instructors will also have the opportunity to give the BEST team feedback and suggestions to make future instructor trainings and classes more effective and to adapt the curriculum to better fit student and instructor needs.
This option is for people who want to experience biking on city streets in a group setting, where participants can apply the skills they learned in the Bike 1 and Bike 2 classes in real-world scenarios. The class features a short community ride, with frequent stops for instruction along the way.
# CHAPTER 7: BIKE 3 – STREET SKILLS CLASS

The Bike 3 – Street Skills Class is a guided bike ride that acquaints participants with biking on city roads. Participants learn bike handling skills in real-world settings and the basics of riding in a group. After taking this class, participants will feel more comfortable and confident in choosing their bicycle as a viable and safe mode of transportation.

Participants should bring their own bikes for this class, since it is best to learn everyday bike travelling skills on the bikes participants will use regularly.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>On-bike and Off-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 hours and 30 minutes</td>
</tr>
<tr>
<td></td>
<td>• Admin – 15 min</td>
</tr>
<tr>
<td></td>
<td>• Off-Bike Presentation – 15 min</td>
</tr>
<tr>
<td></td>
<td>• On-Bike Practice – 2 hours</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>- Choose their bicycle as a viable and safe mode of transportation.</td>
</tr>
<tr>
<td></td>
<td>- Apply hands-on bike handling skills to real-world settings.</td>
</tr>
</tbody>
</table>
## 7.1 | Curriculum Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
<th>General Tips / Talking Points</th>
<th>Don’t Forget!</th>
</tr>
</thead>
</table>
| Admin – Intros + Waivers         | - Intros Waivers Check Out Bikes            | Top 5 Reasons to Bike: 1. It’s convenient  
2. It’s a money-saver  
3. It’s enjoyable  
4. It’s healthy  
5. It’s green                                      | Make sure everyone signs and turns in a waiver                                                  |
| Why Ride                         | Benefits of biking                          |                                                                                                |                                        |
| Things to Know Before Hitting the Streets | Rules of the Road Group Ride Etiquette | The CVC requires a front-facing white light, a red rear reflector (or a red light with a built-in reflector), reflectors on both pedals, and reflectors on both wheels. |                                        |
| Staying Safe                     | Navigating Common Hazards                   |                                                                                                |                                        |
| Street Skills Ride               | ABC Quick Check Helmet Fit  
Signaling  
Scanning  
Intersections  
Lane Positioning  
Changing Lanes  
Left and Right Turns  
Sidewalks  
One-Way Streets  
Biking Around Transit |                                                                                                |                                        |
| Admin – Surveys + Announcements  | Surveys Upcoming Classes + Events           |                                                                                                | Collect feedback surveys  
Share additional classes and local events                                                      |
7.2 | Introductions

**Admin / On-bike / Off-bike**  
Administrative

**Length**  
10 minutes

**Lead Instructor Tasks**  
- Introductions
- Waiver Forms

**Additional Instructor Tasks**  
- Introductions
- Bike Check-Out

Instructors should welcome participants as they arrive to the class and thank them for coming. Every participant will need to fully complete the required waivers before the class starts, and they should write legibly. The participants who need a bike can then check out a folding bike from one of the instructors. Once everyone is set up, the instructors and participants should introduce themselves. The instructors can ask participants to share what level of experience they have with biking.

**Instructor Script**

Hi, everyone, and welcome to the Bike 3 – Street Skills Class! My name is [SAY YOUR NAME]. [If desired, share your preferred pronouns.] [Additional instructor/s] and I are your instructors today. Let's start by introducing yourselves. Share your name, preferred pronoun, city. [If time, also ask the whole group about experience level and how often they ride a bike].

[EVERYONE INTRODUCES THEMSELVES]

We're here today because we want practice biking skills in a group ride setting. Biking can be a safe and effective mode of transportation, and it can even replace some car trips. Biking is convenient for short trips where you can avoid rush hour traffic and circling for parking. You can avoid a lot of stress that way! Biking can save you money and benefits both your health and the environment.

7.2.1 | Why Ride

**Admin / On-bike / Off-bike**  
Off Bike

**Length**  
2 minutes

**Lead Instructor Tasks**  
- Why Ride

**Additional Instructor Tasks**  
- None

**Student Guidebook Chapter**  
Chapter 1
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Participants will understand five reasons to use a bike for some everyday transportation needs.</th>
</tr>
</thead>
</table>
| Talking Points    | Biking is a convenient option for short trips where you can avoid rush hour traffic and circling for parking.  
|                   | Biking can save you money and reduce stress.  
|                   | Biking is good for your health and for the environment. |

The Lead Instructor should ask the participants why they want to ride a bicycle. Participants might respond that they want to be more active, or they want to get to places more quickly, etc. The lead instructor can then synthesize those responses with the Top 5 Reasons to Ride:

1. It’s convenient
2. It’s a money-saver
3. It’s enjoyable
4. It’s healthy
5. It’s green
Instructor Script

What are some of the reasons why you all want to ride a bicycle?

[Instructor should synthesize responses into one of the Top 5 reasons to ride]

<table>
<thead>
<tr>
<th>Possible responses from participants</th>
<th>Synthesis from instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I get to park right in front of the places where I want to go.”</td>
<td>“It’s convenient”</td>
</tr>
<tr>
<td>“Sometimes you get to move faster than traffic during rush hour.”</td>
<td>“It’s a money-saver”</td>
</tr>
<tr>
<td>“I don’t have to pay for parking.”</td>
<td>“It’s enjoyable”</td>
</tr>
<tr>
<td>“I don’t have to worry about getting a parking ticket.”</td>
<td>“It’s healthy”</td>
</tr>
<tr>
<td>“I don’t have to pay for gas.”</td>
<td>“It’s green / environmentally friendly”</td>
</tr>
<tr>
<td>“I like to bike with my kids.”</td>
<td>“A bike doesn’t have exhaust.”</td>
</tr>
<tr>
<td>“I love to be outside when the weather is good.”</td>
<td>“I’m not using gas when I use my bike.”</td>
</tr>
</tbody>
</table>
| “It’s fun” | }
7.3 | Things to Know Before Hitting the Streets

**Section Learning Outcomes**
- Participants will be able to get their bike ready for a ride.
- Participants will be able to plan a route using bike infrastructure.

### 7.3.1 | Rules of the Road

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>4 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>

**Instructor Script**
While biking, you have the same rights and duties as drivers. You must ride with the flow of traffic, and you must obey all traffic signals and stop signs. Since a bike is smaller than a car, you have to make certain that you are visible and are riding predictably. Make sure you scan and signal before making turns and changing lanes, and make sure you use lane positioning to increase your visibility.
7.4 | Staying Safe

**Section Learning Outcomes**
- Participants will know common types of hazards and how to avoid them or navigate around them.

### 7.4.1 | Top 3 Mistakes Bike Riders Make on the Road

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Ride Wise</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- None</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 1</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will learn the major dos and don'ts for smart and safe cycling.

**Talking Points**
- Avoiding common mistakes bicyclists make will make you and your bike safer on the road. (Share top 3 mistakes bicyclists make on the road.)

Here, instructors introduce the major dos and don’ts of smart and safe cycling. The goal is to equip participants with enough knowledge so they know what to expect as they begin biking on roads.

**Instructor Script**
It’s important to know the mistakes other bicyclists have made so you can avoid them. The first common mistake is riding against traffic. Bicyclists should ride with traffic. The second common mistake is making turns from the wrong side of the street. You need to make sure you’re moving into the right lane when you need to make a turn, and we’ll cover the proper way to signal and scan when you need to change lanes or turn. The third common mistake is not using bike lights when riding at night or in low-light conditions. It’s hard for drivers to see bicyclists at night, so bright, flashing lights can help drivers see you.

**TOP 3 MISTAKES BICYCLISTS MAKE ON THE ROAD**

4. Riding against traffic
5. Making turns from the wrong side of the street
6. Not using lights when riding at night or in low-light conditions

7.4.2 Navigating Common Hazards

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>Off-bike</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>2 minutes</td>
</tr>
<tr>
<td><strong>Lead Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Additional Instructor Tasks</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Student Guidebook Chapter</strong></td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

**Learning Outcomes**
- Participants will learn about common hazards on city streets and how to avoid them or navigate around them.

**Talking Points**
- The most common type of bike crash is a solo fall, which means that most bike crashes can be avoided with good skills and riding know-how.
- Be aware of common hazards including train tracks, slick metal, grates, and bumpy roads and damaged roads.
- If you can't avoid hazards, it's best to ride more slowly to give yourself time to scan ahead and react to hazards.

**Instructor Script**
Biking is a fun and safe activity for everyone, but just as with any mode of transportation, there are risks involved. We're here to help you address some of those concerns and show you how to minimize risks. Making sure you're visible and riding predictably are the best ways to reduce risks. What are your biggest fears about riding a bike?

**Avoiding a Fall**

The most common type of bike crash is a solo fall. The upside to this is that most bicycle crashes can be avoided if you have good skills and riding know-how. To avoid a solo crash, you should be aware of the road surface hazards that can lead to solo falls and learn how to safely navigate them.
7.4.3 | Hazard Types

Instructors should provide some real-life scenarios, but emphasize that avoiding hazards involves critical thinking while on the road. Riders can be thrown off balance after hitting an uneven patch, road debris, or potholes.

**Instructor Script**
Different hazard types have different navigation strategies. Remember these tips when you encounter hazards on your ride. *[Explain each of the 5 following hazards.]*

**TRAIN TRACKS**
Cross at a 90-degree angle to avoid getting your wheel stuck in the track. Train tracks can be especially dangerous and slippery when wet. Never cross tracks if a railroad crossing arm is down.

**SLICK METAL**
Metal becomes very slippery when wet. The best way to avoid this hazard is to scan, signal, and move around any slick metal surfaces on the road. If you find yourself riding on slick metal, go slowly and do not brake or turn quickly.

**GRATES**
Scan ahead, signal, and move to the left of storm grates and other metal surfaces that can be slippery, especially when wet.

**BUMPY ROADS**
Slow down, look ahead, and scan the roadway for uneven patches, especially at night or in wet weather where roadway visibility is low. If you see an uneven patch, scan behind you, signal, and move to the left to avoid.

**OTHER ROAD CONDITIONS**
No matter how well you plan your route you should still be aware of other obstacles that may present themselves in a bike lane or on the shoulder. Objects such as trash cans, debris such as tree trimmings and loose trash, double-parked cars loading/unloading passengers and/or deliveries can present hazards and obstruct your path while riding.

7.4.4 | Avoiding Collisions

**Instructor Script**
Collisions with cars can be scary, but they do not happen as often as many people fear. Most crashes can be prevented by drivers scanning for people on bikes (and vice versa). Bike riders can help avoid collisions by following traffic laws, being visible, and being predictable on the road. Drivers also have the responsibility of being aware of their surroundings and sharing the road with bikes. Being more observant and aware can make everyone a better driver and bike rider!
The most common situations that lead to collisions include:
- Car Doors
- Driveways and Alleyways
- Intersections
## 7.5 | On-Bike Instruction - Planning the Ride

### Section Learning Outcomes
- Participants will be able to plan for a ride on city streets.

### Admin / On-bike / Off-bike
- On-bike

### Length
- 2 hours

### Lead Instructor Tasks
- Overview of route and skills applied.
- Review Group Ride Etiquette.

### Additional Instructor Tasks
- Help participants along ride as necessary.

### Student Guidebook Chapter
- None; Instructor-driven.

Instructors have the flexibility to plan their own route for the on-bike portion of the Streets Skills Class and Ride. It’s important to show how much of the community is accessible by bike and give participants on-bike practice in a real-world setting.

This section outlines a checklist of scenarios that instructors should try to incorporate into their route plan so participants can gain a familiarity with different strategies. The scenarios will identify the main biking skills riders should use in each scenario.

### 7.5.1 | Instruction Tips

- Before starting the ride, give a brief overview of the route, including the length and the time.
- The instructors should keep track of all the riders to make sure no one falls behind.
- Stop the ride regularly to allow people to catch up. Use this time to give instructions about the next leg of the route and any upcoming scenarios.

### 7.5.2 | Group Ride Etiquette

Before starting the ride, review the following considerations when riding as a group.

- Announce potential hazards to the riders behind you.
- Signal when you stop or turn, and call out your intention if necessary.
- Avoid abrupt stops without warning.
- Be considerate to pedestrians and motorists.

### 7.5.3 | Route Checklist

- Bike Handling
- Shifting Gears
- Signal
- Scan

- Group Ride Etiquette
  - Announcing hazards
  - Announcing stops

- Left Turn
  - Scan
  - Signal
  - Lane Positioning
  - With or without a turn lane

- Right Turn
  - Scan
  - Signal

- Intersections
  - Stop sign
  - Traffic signals
  - Dedicated bike signal

- Riding with Traffic
  - Sharing the road/Taking the lane
  - Changing lanes
  - Riding around transit

- Bike Infrastructure
  - Sharrows
  - Bike Lane
  - Bike Path

- Avoiding Hazards
  - Streets with poor conditions / potholes
  - At-grade train tracks

- Community Highlights
  - Landmarks
  - Food/Beverage stop
  - Historical significance
7.5.4 | Pre-Ride Checklist

In this section, instructors should incorporate a demo of ABC Quick Check and Helmet Fit before beginning any on-bike practice drills. Additional instructors can provide support with individual participants who need more attention.

7.5.5 | ABC Quick Check - Practice

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Do verbal instruction and demonstrate the ABC Quick Check as a tool for riders to utilize before riding their bikes. Everyone will do a full check during the on-bike instruction.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Help participants complete the ABC Quick Check and answer individual questions if necessary.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 3</td>
</tr>
</tbody>
</table>

- Participants will know the mnemonic “ABC Quick Check” as it pertains to evaluating the bike for readiness before riding.

- Checking your bike before each ride can ensure your bike is in good condition, which reduces the possibility of crashes.
- Review the ABC Quick Check as a tool for riders to utilize before riding their bikes.

In this section, instructors should walk through the different components of a bike and how the ABC Quick Check process can ensure that these components are in working order. If possible, go over this section with an actual bike. Instructors should also ensure that all participants are outfitted with a properly fitted helmet.

Instructor Script

Checking your bike before each ride ensures that your bike is in good condition, and reduces the possibility of crashes. Use the ABC Quick Check to do a full review of your bike. ABC Quick Check stands for: Air; Brakes; Chain, Cranks, Cassette; Quick Release; and the final Check.
Air. The bike tires should feel as firm as a basketball to ensure a smooth, safe ride. Inspect the tires for damage or sharp objects that can cause a flat.

Brakes. Check brake pads for wear and tear. They should be responsive once the brake levers are squeezed.

Chain, Cranks, Cassette. Turn the bike pedals backwards to inspect the chain. Make sure it is clean and oiled. Wiggle the crank arms to make sure there is no side-to-side movement. Inspect the cassette for cleanliness.

QUICK Release. Quick release levers on the wheel and seat must be securely closed.

CHECK. Do a final visual inspection before your ride, and during the first few minutes of your ride, pay attention to anything that feels or sounds wrong.

7.5.6 | Helmet Fit

<table>
<thead>
<tr>
<th>Admin / On-bike / Off-bike</th>
<th>On Bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Lead Instructor Tasks</td>
<td>- Instruct students on the correct helmet fit.</td>
</tr>
<tr>
<td>Additional Instructor Tasks</td>
<td>- Assist students on how to properly wear and adjust a helmet; Answer additional questions as needed.</td>
</tr>
<tr>
<td>Student Guidebook Chapter</td>
<td>Chapter 2</td>
</tr>
</tbody>
</table>

Learning Outcomes - Participants will know how to select a helmet with the correct fit. Everyone will be fitted with a helmet during the on-bike practice.

Talking Points - Helmets fit firmly but comfortably. Helmets should be level on your head, and the straps should come to a “V” under your ears.

Instructors should encourage participants to wear helmets and help verify that the helmets are being worn snugly.

Instructor Script
In California, people under the age of 18 must wear a helmet when biking; helmets are optional, but highly encouraged, for adults. So that your helmet can protect you properly, follow these guidelines for a good fit:

- Find the smallest helmet that fits you comfortably
- Make sure that it sits level on your head and covers your forehead
- The side straps should come to a “V” under your ears
- There should be less than half-an-inch between your chin and the strap
7.6 | Conclusion

7.6.1 | Info Distribution

Instructors are encouraged to share information on Metro’s bike-related services, upcoming bike classes and events, and community-related programs and events. Metro has a monthly events calendar and map at www.metro.net/gobike.

7.6.2 | Surveys

After each class, instructors should distribute a class evaluation survey to all students to gather feedback and suggestions for future classes. Instructors will also have the opportunity to give the BEST team feedback and suggestions to make future instructor trainings and classes more effective and to adapt the curriculum to better fit student and instructor needs.
This section provides scenarios for setting up on-bike instruction drills. These Parking Lot Drills are adapted from the League of American Bicyclists and can be referred to for Bike 1 and Bike 2 classes for on-bike instruction.
Chapter 8: Parking Lot Drills

BEST classes adapt Parking Lot Drills from the League of American Bicyclists for its on-bike instruction. League Certified Instructors (LCIs) who instruct BEST classes should feel free to incorporate League exercises into BEST classes.

Since many Lead Instructors are LCIs, this section of the guide should provide a refresher of the drills and should not be considered a replacement of the League’s guide.

| Bike 1         | • Handling Skills                                      |
|               | ○ Starting/Stopping                                   |
|               | ○ Straight Line/Shifting                              |
|               | ○ Control                                             |
|               | ○ Scan Drill                                          |
|               | ○ Signaling                                           |
|               | • Hazard Avoidance                                    |
|               | ○ Quick Stop                                          |
|               | ○ Rock Dodge                                          |
|               | ○ Instant Turn                                        |

| Bike 2         | • Handling Skills                                      |
|               | ○ Starting/Stopping                                   |
|               | ○ Straight Line/Shifting                              |
|               | ○ Control                                             |
|               | ○ Scan Drill                                          |
|               | ○ Signaling                                           |
|               | • Hazard Avoidance                                    |
|               | ○ Quick Stop                                          |
|               | ○ Rock Dodge                                          |
|               | ○ Instant Turn                                        |

| Bike 3         | None                                                  |

This section includes diagrams taken from the League of American Bicyclists “Parking Lot Drills: Instructor Manual”. Each diagram shows the position of instructors and participants before and during the drills.
8.1 | Starting/Stopping

<table>
<thead>
<tr>
<th>Markers</th>
<th>8 (2 pairs, separated by 10 inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Size</td>
<td>80’ length 10’ width</td>
</tr>
</tbody>
</table>

What the participant does

- Starts and stops four times in the course.
- Maintains control and minimizes wobble.

Skills this exercise builds

- Increases the ability to get across intersections quickly and smoothly.

What instructors should watch out for

- Participant stands over bicycle ahead of saddle.
- Pedal in power position.
- Power stroke.
- Continuous rotation.
- Braking with both hands.
- Handlebar turn – Participant should slightly turn handlebars away from the foot that will be placed on the ground during a complete stop so the bike falls slightly to the side where the foot is on the ground.
- Pedal repositioning.
8.2 | Scan Drill

<table>
<thead>
<tr>
<th>Markers</th>
<th>4 (2 pairs, separated by 10 inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Size</td>
<td>80' length</td>
</tr>
</tbody>
</table>

What the participant does

- Alternates between scanning to the right and scanning to the left when riding through the course.
- Instructor raises one or two hands and participant calls out how many hands are raised.

Skills this exercise builds

- Passing slow vehicles and returning to the lane of origin.

What instructors should watch out for

- Does the participant turn enough during the scan to see how many hands are raised?
- Does the participant maintain a straight line, or recover from a swerve if swerving?
8.3 | Signaling

Markers
10 (5 pairs, separated by 10 inches)
Best arranged next to a curb

Course Size
40’ length

What the participant does

- Scans surrounding area.
- Signals to the count of two before a turn, then places hands on handlebars before initiating a turn.

Skills this exercise builds

- Communicating intention to turn.
- Incorporating hand signals into a turn.

What instructors should watch out for

- Proper starting technique.
- Holding a straight line in comfortable distance from curb while scanning.
- Proper timing of signal before a turn.
- Holding signal for the full count of two.
- Returning hand to handlebar in advance of the turn.
- Making a smooth turn.
- Proper stopping technique.
8.4 | Straight Line/Shifting

<table>
<thead>
<tr>
<th>Markers</th>
<th>4 (2 pairs, separated by 10 inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Size</td>
<td>80' length</td>
</tr>
</tbody>
</table>

What the participant does

- Rides in a straight line a comfortable distance away from the curb.
- Shifts while accelerating in advance of turn.

Skills this exercise builds

- Avoid skidding and loss of control during shifting.

What instructors should watch out for

- Proper starting technique.
- Holding a straight line in comfortable distance from curb.
- Shifting up while accelerating
- Smooth cadence.
- Shifting down before stopping.
- Proper stopping technique.