



4-H BICYCLING PROJECT



4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how this project excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic, and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for this project to be more confident, competent, and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character, or establish connections.

Bicycling has been a part of American culture since the early 1800s. As early as 1900, bicycle riders were petitioning their local governments for safer routes of transportation alongside streetcars and horse-drawn buggies. Since the first bicycles were invented, humans have continued to innovate and improve on their design—even today. In this project, youth partner with adult leaders to learn about bicycling as a hobby, a way to get more physical activity, or for transportation. Youth may learn

- how to ride safely in their community
- the components and parts of a bicycle
- how to maintain bikes to keep them riding smoothly

Starting Out *Beginner*

- Learn about bikes! Identify the different parts of a bike, basic bike tools, and bike vocabulary.
- Learn to fix a flat tire and change out a flat tire.
- Find a biking map of your city or neighborhood. Identify where there are separated bike paths and protected bike lanes.
- Get your helmet, a friend, and explore a new route on your bike.

Learning More *Intermediate*

- Learn how bicycle gears and brakes work and how to maintain them.
- Learn about the classifications of bikeways including class I, II, and III.
- Learn the bike laws in your city, including your rights and responsibilities on the road.
- Using a map, plan a longer bike route (more than 5 miles) using a mix of class I–III bikeways.
- Visit a bike repair shop or a “bike kitchen.”

Exploring Depth *Advanced*

- Set a goal to replace one of your weekly car trips with a bicycle trip (e.g., bike to school).
- Make notes of problem areas on your bike trip. Where does the bike lane end abruptly? Where does it feel unsafe? Present your findings to a transportation board.
- Start a “safe routes to school” program at your school. Ask your principal if you already have one and how you can help.

The activities above are ideas to inspire further project development. This is not a complete list.



Expand Your Experiences!

Science, Technology, Engineering, and Mathematics

- Dig in deeper with bike repair and maintenance! Take apart a bike and put it back together.
- Compare and contrast the different carbon footprints of a bike, an e-bike, a car, and a truck.
- Collect data on the number of students that ride bikes, walk, and drive cars to school.

Healthy Living

- Learn about healthy snacks that can keep you fueled for bike riding.
- Spend time being physically active while getting somewhere or just riding for fun.
- Connect with your community by riding a bike and slowing down to explore.

Civic Engagement

- Learn about the role of the circulation element of the general plan in bike infrastructure.
- Work with community groups to identify places where better bike lanes are needed.
- Speak up at a city council meeting about why safe spaces for biking are important to you.

Leadership

- Plan a community “bicycle train” to encourage more families to bike to school.
- Volunteer at a local bike education agency to educate others about biking safely.
- Lead a “fix a flat” workshop for other youth or adults in your community.

College and Career Readiness

- Interview a bike shop owner in your community.
- Sign up for an internship with a city planner through your local city planning department.
- Visit a college campus to learn more about their city and regional planning programs.

Resources

- California Bike Coalition
http://www.calbike.org/bicycling_in_california_sharing_the_road
- Biking Skills 123 Youth
<https://www.bikeleague.org/content/find-take-class>
- Safe Routes to School
<http://www.saferoutesinfo.org/>
- Stolen Bike Registry
<https://bikeindex.org/stolen>
- Bicycles in America – Library of Congress
<https://www.loc.gov/rr/program/bib/bikes/index.html>

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.

Connections & Events	Curriculum	4-H Record Books
<p>Presentation Days – Share what you’ve learned with others through a presentation.</p> <p>Field Days – 4-H members may participate in a variety of contests related to their project area.</p> <p>Contact your UC Cooperative Extension office to determine additional opportunities available, such as a field day.</p>	<ul style="list-style-type: none"> • Bikeology: A middle and high school curriculum www.shapeamerica.org/publications/resources/teachingtools/qualitytype/bicycle_curriculum.aspx • University of Miami Bike Safety Curriculum for ages 10–14 http://libikesafe.org/ • Frameworks: Guide to youth development and bicycle repair bikeworks.org/about/resources/ • 4-H Bicycle Curriculum https://shop4-h.org/ 	<p>4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their experiences, learning, and development.</p> <p>4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.</p> <p>To access the 4-H Record Book online, visit http://ucanr.edu/orb/.</p>





FOR FUTURE INFORMATION

To order or obtain ANR publications and other products, visit the ANR Communication Services online catalog at <http://anrcatalog.ucanr.edu/> or phone 1-800-994-8849. You can also place orders by mail or request a printed catalog of our products from

University of California
Agriculture and Natural Resources
Communication Services
2801 Second Street
Davis, CA 95618
Telephone 1-800-994-8849
E-mail: anrcatalog@ucanr.edu

©2019 The Regents of the University of California. This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Publication 8645
ISBN-13: 978-1-62711-093-8

The University of California, Division of Agriculture and Natural Resources (UC ANR) prohibits discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, status as a U.S. veteran.

UC ANR policy prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment. UC ANR policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to any of its programs or activities.

UC ANR is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment and/or participation in any of its programs or activities without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's equal employment opportunity policies may be directed to: UCANR, Affirmative Action Compliance and Title IX Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1397. Email: titleixdiscrimination@ucanr.edu.

Website: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

To simplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is criticism implied of similar products that are not mentioned or illustrated.



An electronic copy of this publication can be found at the ANR Communication Services catalog website, <http://anrcatalog.ucanr.edu/>. This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by ANR Associate Editor for Human and Community–Youth Development Kendra Lewis.

California 4-H Project Sheet Technical Editors

NICOLE MARSHALL-WHEELER, 4-H Youth Development Advisor, UC Cooperative Extension, Colusa, Sutter, and Yuba Counties; and STEVEN WORKER, 4-H Youth Development Advisor, UC Cooperative Extension, Marin, Napa, and Sonoma Counties.

California 4-H Project Sheet Series Authors

VERA M. BULLARD, 4-H Program Representative, UC Cooperative Extension, Amador and El Dorado Counties; JENNA COLBURN, 4-H Program Representative, California State 4-H Office; ANNE IACCOPUCCI, 4-H Healthy Living Academic Coordinator, California State 4-H Office; ALLISON KEANEY, CEO, Sonoma-Marín Fairgrounds; SHANNON KLISCH, UC CalFresh Community Education Supervisor, UC Cooperative Extension, San Luis Obispo County; NICOLE MARSHALL-WHEELER, 4-H Youth Development Advisor, UC Cooperative Extension, Colusa, Sutter, and Yuba Counties; FE MONCLOA, 4-H Youth Development Advisor, UC Cooperative Extension, Santa Clara County; KATHERINE E. SOULE, Youth, Families, and Communities Advisor and Director of UC Cooperative Extension, San Luis Obispo and Santa Barbara Counties; MAURA SPARREVOHN, 4-H Youth Member, Sacramento County; and STEVEN WORKER, 4-H Youth Development Advisor, UC Cooperative Extension, Marin, Napa, and Sonoma Counties.

Light Your Spark

Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals