



***Transition to Competitive Cycling***

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# *Lesson One*



# 1:A

## *What is balance?*

The first phase of this unit is introducing balance. Riders will experiment with what balance feels like, and what actions they can take to make their balance better or worse.



### *Initiate conversation:*

***Does anyone know what balance is? Why is balance important? Are we born with balance or do we have to practice and learn it? What makes it easier or harder to balance?***

Have participants practice balancing by walking on a line, beam, or board. First let them walk and balance any way they want; then ask them to extend their arms to the sides. Finally have them practice with their arms straight down touching their hips.

You may try different balancing obstacles if you choose, such as wooden beams, playground equipment, etc.

Have them try balancing things upright on their hands (try the handlebar dowels) and on their heads—books or bean bags work well for this.

### *For this unit you will need:*

- ***Balance materials***
- ***Dowels with grips installed***
- ***Strider Bikes***
- ***Helmets***
- ***A ball of yarn***



# 1:B

## *Getting to know the bikes.*



Introduce the rider to their bike. Right now simply practicing what it feels like to hold the bike up on their own is important. Take the time to let them “feel it out” and see for themselves that it isn’t scary, and they have nothing to worry about.

If someone is having trouble with stability or is finding it hard to swing their leg over the frame and stand above the bike have them lay the bike on the ground and step over the frame; after they are straddling the frame, they can bend down and lift the bike between their legs.



***This unit works best on a flat surface without many distractions.***

# 1:C

## ***Proper fitting.***

While the riders are getting familiar with the bikes, take the time to properly adjust their equipment.



***Adjust the bikes and helmets to fit each person. Have tape available to label them. After they have the proper fit, they should not switch bikes, or helmets for the remainder of the classes.***

Make sure each rider is on a balance bike that fits him or her well (i.e.: Strider 16 for ages 6+, or a Strider 20" for ages 10+. The most important thing to do to ensure a proper fit is to measure the riders inseam. Ideally proper bike size was determined at the time of registration.

Strider 12 inseam length: 11"-19"

Strider 16 inseam length: 20.5"-26.5"

Strider 20 inseam length: 27.5"-33.3"

Adjust the seat height of the bike so both feet are flat on the ground and there is only a slight bend in the knee. Adjust the handlebars to a position that is most comfortable for the rider. The handlebars on the 16 and 20 Strider Bikes adjust forward and backward to best fit the reach of each individual person.

Adjust the crown of the helmet so it doesn't move while the individual rides. The helmet straps should fit snug under the chin, but not so tight the rider is uncomfortable.

Don't forget shoes! Riders should always wear closed-toe shoes while riding, as these are their brakes— in the beginning —before they learn to use the hand brake, and they need to protect those precious piggies!



## ***Safety First!***

***Helmets are awesome! You are providing individuals the opportunity to start riding bikes the safe way, and proper fit is the key to success and safety!***

# 1:D

## ***Beginning to handle the bike.***



***If the individual does not want to sit on the seat, don't force it. They will learn this skill in a later lesson.***

***At the beginning of class, it's a good idea to leave the footrests completely off the bike. Typically riders will not use them until they are comfortable balancing and bearing all of their weight on the saddle. Until then, they just get in the way.***

***The footrests and tools for the bike should be kept separately and given to parents at the end of the Strider course.***

Have students work on standing over the bike and holding it up on their own. The goal for Lesson 1 is simply to have the participants comfortable handling the bike without assistance. They should be able to stand with it, sit on the seat, and get on and off the bike on their own by the end of this class. Show them the hand brakes and explain how they work, even though they probably won't use these until closer to the end of the class.



# 1:E

## • **Activities for this lesson:**

Lesson 1 is all about fun and getting to know the bike! We suggest letting everyone do whatever they wish! There is no better way to “get to know your bike” than to do your own thing and experiment. This may be riding alone or socializing with new friends. The most important part is to have fun, so everyone will want to come back and continue to learn new skills at the next Strider class.





# ***Lesson Plan One***

## ***Purpose:***

- Learning the importance of balance and **getting familiar with the bike.**

## ***Equipment Needed:***

- A balancing surface (e.g., line on pavement, tape, beam, 2x4 board, or any other line or obstacle)
- Dowels with bike grips installed
- Bean bags or books (optional)
- Strider Bikes
- Helmets
- A ball of yarn

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- A flat, open space
- One parent or volunteer for every 5 riders ages 6 and older.

## ***Goals for This Lesson:***

- The first goal should be to make students feel comfortable and have fun!
  - By the end of this lesson, your class should be confident not only standing over the bike and holding it up without assistance, but also lifting the bike from the ground and getting on and off without assistance.
- 



# ***Activities***

## ***Introduction Web (10 Min):***

Have riders sit in a big circle. Start by holding a ball of yarn. Take the end of the yarn and say your name and your favorite thing (it could be food, TV show, movie, hobby, etc). While holding the end of the string, toss the ball of yarn to someone across the circle. Have them hold onto the yarn, say their name and favorite thing, and then toss the ball to someone else. Keep going, holding on to the string and tossing until every rider has a turn. You may go as many times as you want, making a big web. Explain that the web is like teamwork; we are all doing our part to hold it and work together. We should have fun and work as a team throughout all of Strider Class.

## ***Talk About Balance (10 Min):***

Have riders practice balancing by walking on a line, beam, or board. First, let them walk and balance any way they want; then ask them to extend their arms to the sides. Finally have them practice with their arms straight down touching their hips.

Ask them the questions about what makes it easier or harder to balance. Does it help when they have their arms extended to the sides or when their hands are touching their hips?

Have them try balancing things on their hands (try the dowels) and on their heads—books or bean bags would work well for this.

## ***Fitting Equipment (5 Min):***

Make sure each rider is on a Strider Bike that fits him or her well.

**Adjust the seat** height of the bike so both feet are flat on the ground and there is only a slight bend in the knee.





# ***Activities, Cont.***

**Adjust the handlebars** to a position that is most comfortable for the rider. The handlebars on the Strider 16 and 20 bikes adjust forward and backward, to best fit the reach of each individual person.

**Adjust the crown of the helmet** so it doesn't move while the student rides. The helmet straps should fit snug under the chin, but not so tight it feels uncomfortable.

***Introduce Bikes (15 Min):***

Ask the participants questions to get them interested and become comfortable.

Have each rider practice getting on and off the bike without assistance. Depending upon the skill level of your class, you could turn this into a game like "Follow the Leader" or "Simon Says."

Be aware that this should only be done if every person in the class is at a level of comfort that allows them to be challenged, but not discouraged. Remember, for many of these individuals, this may be the first time they have ever been on two wheels.

***Free Play (15 Min):***

Free Play. On the first day, participants are excited about their new bikes; let them explore!

***Closing Huddle and Praise (5 Min):***

Praise everyone for a job well done!



# *Lesson Two*



# 2:A

## ***Handling the bike.***

In this unit, we will work on having riders sit on the seat.



Create a line using tape or cones and ask everyone to line up side by side and straddle their bikes. Set up an additional tape or cone line in front of them. The distance from the starting line is up to you; it could be 10 feet or more, depending on the ability of the class.

Ask them to walk their bikes across the line. Repeat for as long as they are interested. Practice is the key to success!

***Start by asking your class what they learned about balance in the last lesson. If necessary, remind them what balance is, and why it is important.***

Use the dowels to demonstrate that when they turn with the handlebars, their whole body moves, not just their arms. Demonstrate using a “punching” motion as opposed to a steering-wheel type motion.

### ***For this unit you will need:***

- ***Cones***
- ***Dowels with grips installed***
- ***Strider Bikes***
- ***Helmets***



# 2:B

## • ***Beginning to propel.***

Have everyone work on walking from point “A” to point “B” (preferably lines marked with cones or tape). Use “Ready, set, go!” if they are getting the hang of this quickly, but try not to make it too much like a race.

Encourage everyone to sit on the seat if they are not already starting to do so.



# 2:C

## • **Controlled steering.**



Using cones as guides, riders will be asked to steer and turn. First your class will practice unidirectional turns around cones, and then practice turning by weaving between cones.

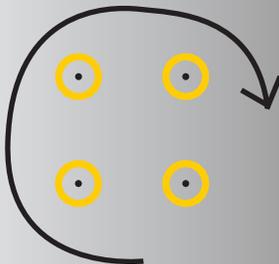
First work on unidirectional turns going “around the block” (see the figure to the left for reference). Set up the cones in a square and have riders steer around the block; their turns will be wide—more of a circle than a square—but eventually they will tighten their turning. Be sure everyone practices doing unidirectional turns both clockwise and counterclockwise.

Next, work on multi-directional turning. Set up the cones in a line similar to the figure to the left. Riders will weave between the cones to practice steering. Depending on the number of people in your class, you may have them go one at a time or follow one another.

***Please use a bike or handlebar dowel to demonstrate exactly what you would like riders to do. Use a punching motion rather than a steering-wheel motion to demonstrate proper turning.***



### ***Around the Block:***



### ***Weaving:***



# 2:D

## • ***Practice, practice, practice.***

Have students get back on the bikes and practice riding by playing “Follow the Leader.” For this lesson, only the instructor should be the leader. You can make up the course as you go along; try to use the cones you already have set up and keep it within the skill level of the group that is “following” you.





# ***Lesson Plan Two***

## ***Purpose:***

- Turning, propelling, and becoming even more comfortable with the bike; getting on and off the bike; and supporting their weight on the saddle.

## ***Equipment Needed:***

- Cones and/or tape
- Dowels with bike grips installed (optional)
- Strider Balance Bikes
- Helmets

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- A flat, open space
- One or two parents or volunteers

## ***Goals for This Lesson:***

- Students should be able to comfortably sit on the seat, perform multi-directional turns, and propel the bike while seated.





# ***Activities***

***Reminder—What is Balance? (5 Min):***

Talk about what we learned in the last lesson.

***Practice Walking with the Bike (10 Min):***

Your class will practice walking from point “A” to point “B” (preferably a line marked with cones or tape) use “Ready, set, go!” if they are getting the hang of it quickly, but try not to make it too much like a race.

***Controlled Steering (15 min):***

First work on unidirectional turns going “around the block.”

Set up the cones in a square and have the riders steer around the block; their turns will be wide—more of a circle than a square—but eventually they will tighten their turning. Be sure everyone practices unidirectional turns both clockwise and counterclockwise.

Next, work on multi-directional turning. Set up the cones in a line. Have students weave between the cones to practice steering. Depending on the number of people in your class, you may have them go one at a time or follow one another.

***Please use either a balance bike or a handlebar dowel to demonstrate exactly what you would like your class to do.***

***Parts of the Bike “Simon Says” (15 Min):***

Play “Simon Says” while teaching your class the parts of their bikes.

Advanced or older riders may be able to learn very specific parts of the bike like the brake cable, head tube, front fork, bushings, grips, etc.





## ***Activities, Cont.***

***Follow the Leader (10 Min):***

Have participants practice riding by playing “Follow the leader.” For this lesson the instructor should be the only leader. You can make up the course as you go along.

Use the cones you have already set up, and keeping it within the skill level of the riders.

***Closing Huddle (5 Min):***



# *Lesson Three*



# 3:A

## Follow the leader.

This unit is all about continuing to practice walking and starting to glide with both feet up. We will also practice stopping using the hand brake and gaining some independence.



**For this unit you will need:**

- **Cones**
- **Dowels with grips installed**
- **Strider Bikes**
- **Footrests**
- **Helmets**



Adjust the brake levers so the rider's fingers fall over while the wrist stays in a neutral position. Imagine a straight line passing from the middle of the elbow through the middle of the wrist and middle of the grip.

Have riders play Follow the Leader. This time everyone will have a chance to be the leader. Encourage them to sit on the seat and lift both feet up while they stride. If they are ready, and practice using the hand brakes. If riders are ready, you may want to install the footrests.

**Encourage them to try new techniques and fun skills!**

# 3:B

## • ***Talk about safety.***

Take a few minutes to talk about bicycle safety:

- Always wear a helmet and shoes.
- Watch for cars in driveways.
- Look each way before crossing the street.
- Park your bike in a safe place.

***Talking about safety can be fun if you use the right approach! You already touched on the importance of wearing a helmet and proper shoes in Lesson One, so use this as a starting point for the safety talk.***



# 3:C

## • ***Bump up the speed.***

Keep your focus on balance and control. Use riders' newfound skill set and confidence to reassure them that they are ready to bump it up a notch.



Everyone should be pretty comfortable striding with their feet up for at least a few feet at a time. Have them go around a cone and back.

Ask them to put their feet on the footrests while gliding, if they're ready; and if they feel really comfortable, try standing up!

***Remember to demonstrate exactly what you would like your class to do.***

You could try a "Frog Race" where riders push and lift both feet at the same time—acting like frogs! This forces them to put all of their bodyweight on the seat and trust that the seat will hold them.



***It is important to interact with everyone by name. If you have trouble remembering the names of the people in your class, have name tags ready (even writing names on masking tape works great).***



# 3:D

## • ***Red Light, Green Light.***

The game “Red Light, Green Light” is probably the best way to teach your class how to start and stop with control. Be sure to emphasize stopping safely—by now everyone will be moving pretty fast!



***Have riders play “Red Light, Green Light” to practice starting and stopping.***

Explain that you would like riders to focus on starting and stopping with control. This means going fast but also when you say “Red Light” you would like them to be able to stop as quickly as possible.



***Now that everyone is getting the hang of striding faster with more control, and practicing race-like scenarios, be aware of not making the class too competitive. It should be all about learning and having fun!***



# 3:E

## • ***Turn with feet up.***

Your class should be ready to try striding and turning with feet up. Encourage riders to lift their feet *while turning*. Set the cones up in a way that will challenge them to turn and stride. Try different routes each time. Demonstrate the exact path you would like them to take and show them how to lift their feet while they turn (if you have a bike available for yourself.)





# ***Lesson Plan Three***

## ***Purpose:***

- This lesson is all about practicing striding. Participants should become comfortable supporting themselves on the saddle and possibly putting both feet on the footrests while balancing and turning.

## ***Equipment Needed:***

- Cones and/or tape
- Strider Bike for the instructor (optional, but highly recommended)
- Strider Bikes
- Helmets
- Footrests

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- An open, flat space.
- One or two parents or volunteers

## ***Goals for This Lesson:***

- Your class should be comfortable walking quickly with the bike and possibly balancing with both feet off the ground for brief moments, and stopping safely.
  - Proficient students should be comfortable sitting on the seat and coasting for extended periods. They should be able to balance with feet on the footrests, and turn and stop safely.
- 



# ***Activities***

- Follow the Leader (10 Min):***

Have everyone take turns being the leader this time. Teach them how to stop with both feet as well as use the hand brake. In both instances, toes should be pointing up and both feet flat on the ground when they stop.
  
  - Safety Talk (10 Min):***

Wear proper helmet and shoes.  
Park your bike in a safe place.  
Watch for cars backing up in driveways.  
Look each way before crossing the street.
  
  - Practice on Footrests (10 Min):***

Practice gliding while using the footrests. Some riders might be ready to stand on the footrests and glide for short periods of time as well.
  
  - Play Red Light, Green Light (15 min):***

Explain that you would like riders to focus on stopping and starting with control. This means going as fast but also being able to stop as quickly as possible when you say “Red Light.”
- 



## ***Activities, Cont.***

- Practice Turning with Both Feet Up (10 Min):***

Your class should be ready to try striding and turning with both feet up. Encourage them to lift their feet *while turning*. Set the cones up in a way that will challenge them to turn and stride. Try different routes each time. Demonstrate the exact path you want riders to take and show them how to lift their feet while they turn.
  
- Closing Huddle and Praise (5 Min):***

Praise everyone for a job well done!



# *Lesson Four*



# 4:A

## • ***Team building.***

Today is all about social interaction and working as a team. We will work on balancing for extended distances and make team decisions.



***At the beginning of Lesson 4, make it very clear that we are all a team, and today we will be cheering on one another and making group decisions. Encourage everyone to work together, use their imaginations, and have fun!***



### ***For this unit, you will need:***

- ***Cones***
- ***Strider Bike for instructor to demonstrate (Optional, but highly recommended)***
- ***Strider Balance Bikes***
- ***Helmets***

# 4:B

## ***Controlled Balance.***

Have students practice gliding for extended distances using the footrests.

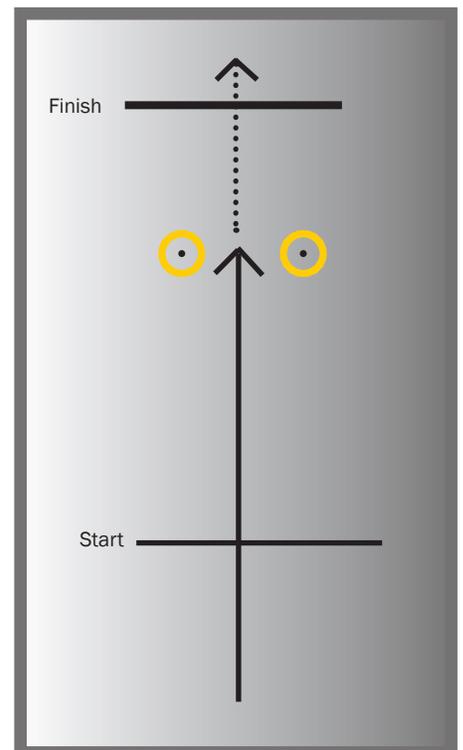


***In the first activity of Lesson 4, the class will practice gliding for a specific distance.***

Make a start line using cones or tape and have riders line up behind it. There should be another set of cones approximately 15 feet away, parallel to the start line and an additional line should be marked approximately 5 to 10 feet past the cones, depending on the skill level of your riders (see diagram)

Have riders stride as fast as they can until they reach the cones, put both feet on the footrests, and attempt to glide all the way past the finish line without putting their feet down.

Please demonstrate exactly what you would like your class to do, (using a balance bike as an example).



# 4:C

## • **Act like an animal!**

Now riders get to use their imaginations! While riding they will pretend to act like the animal you shout out. This is fun and interactive.



**Make a very large circle and have everyone spread out evenly. Tell riders when you shout out an animal they will ride around the circle imitating that animal. This will obviously depend on the age of the group and if they are up for using their imagination. This activity promotes range of motion as well as becoming more comfortable bearing all of their weight on the seat. Animals include:**

- Elephant (Stomp)
- Jack Rabbit (Jump with both feet at the same time)
- Cheetah (Go as fast as you can)
- Bird (Try to keep your feet up and out like wings)
- Mouse (Tiny quick steps)

**Feel free to have your students suggest other animals as well. Remember, today is all about working as a team and social interaction.**



# 4:D

## ***Gliding contest.***

Now that riders have practiced balancing with control, challenge their new skills by having a contest. Who can glide with their feet up the longest?



***Encourage high fives and friendly competition.  
It's OK to want to win, but it's not OK to be a  
poor sport.***





# ***Lesson Plan Four***

## ***Purpose:***

- Practice social interaction and new riding skills.

## ***Equipment Needed:***

- Cones and/or tape
- Strider Balance Bike for instructor (optional, but helpful)
- Strider Balance Bikes
- Helmets

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- A flat, open space
- One or two parents or volunteers

## ***Goals for this Lesson:***

- Practice social skills, glide with both feet off the ground, and stop safely.





# **Activities**

***Controlled Balance (15 Min):***

Make a start line using cones or tape and have riders line up behind it. There should be another set of cones approximately 15 feet away, parallel to the start line and an additional line should be marked approximately 5 to 10 feet past the cones, depending on the skill level of your riders (see diagram on page 2 of lesson 4)

Have riders stride as fast as they can until they reach the cones, put both feet on the footrests, and attempt to glide all the way past the finish line without putting their feet down. Please demonstrate exactly what you would like your class to do, (using a balance bike as an example).

***The Animal Game (15 Min):***

Make a very large circle and have everyone spread out evenly. Tell riders when you shout out an animal they will ride around the circle imitating that animal. This will obviously depend on the age of the group and if they are up for using their imagination. This activity promotes range of motion as well as becoming more comfortable bearing all of their weight on the seat.

***Gliding Contest (10 Min):***

Have a gliding contest to see who can go the furthest without putting their feet down. This activity works really well outside on a slight slope. Sometimes a small grassy hill is less intimidating for new riders. This is a great time to practice braking!

***Take a Vote! Be a TEAM! (15 Min):***

Today is about social interaction and playing as a team. Have the group choose their favorite game they have played so far (or a new game) and have everyone play together.

***Closing Huddle and Praise (5 Min):***



# *Lesson Five*



# 5:A

## ***Introduction to Racing***

Have a quick huddle at the beginning of class and talk about the reason why we are all here. Give a brief description of what to expect at a typical race, for example, talk about riding along-side other riders when you may not be used to that, everyone starting at the same time, going fast, the finish line, trophies or medals, remind your class that not everyone wins first place—it's fun and competitive.



### **Equipment Needed**

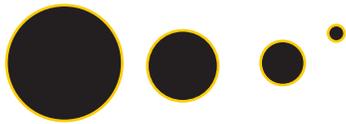
- Strider Balance Bikes
- Helmets
- Number Plates
- Balls or Bean Bags
- Trays or Sturdy Plates
- Tennis Balls or Ping Pong Balls
- Paper Fish
- Paper Plates or Folders

**It's imperative that each rider is on a bike that fits them well and also has properly fitted safety equipment.**

**While riders are riding around and warming up, take the time to make sure each individual rider is comfortable and safe by making any adjustments that may be needed to their bike and/or helmet.**



# 5:B



## ***Names & Numberplates***

You can set up cones to have riders weave in between them for a first day warm up, or simply have your class ride around and encourage introducing themselves to one another.

While riders are warming up, attach numberplates to each bike. Write each riders name on their numberplate with either a permanent or dry-erase marker. This will not only help you as a coach to remember names, but for teammates and race fans to cheer and encourage riders by name as well.



**“ Names are the sweetest and most important sound in any language. ”**

**- Dale Carnegie**

## Communication

It's important to communicate on the race course. Even though racing is an individual sport, it's important to communicate as a team!



Riding a bike has obvious benefits when it comes to balancing and coordination. By adding balls and other obstacles it also improves riders bilateral coordination which allows both sides of the body to work together to perform a task in a controlled and organized manner. Occupational Therapists use this for increased proficiency in every day activities.

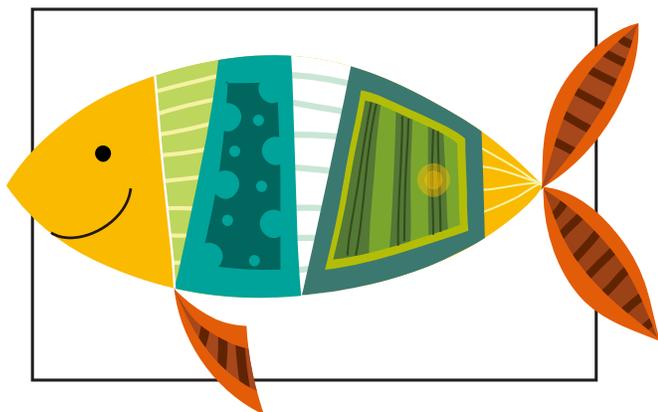


- **Go around the circle and have each person say their name**
- **After everyone has stated his/her name, call someone's name and toss the ball to that person.**
- **The recipient must then call someone else's name and toss the ball to that person.**
- **Repeat until everyone in the circle has been tossed the ball once.**

# 5:D



## ***Fan the Fish***

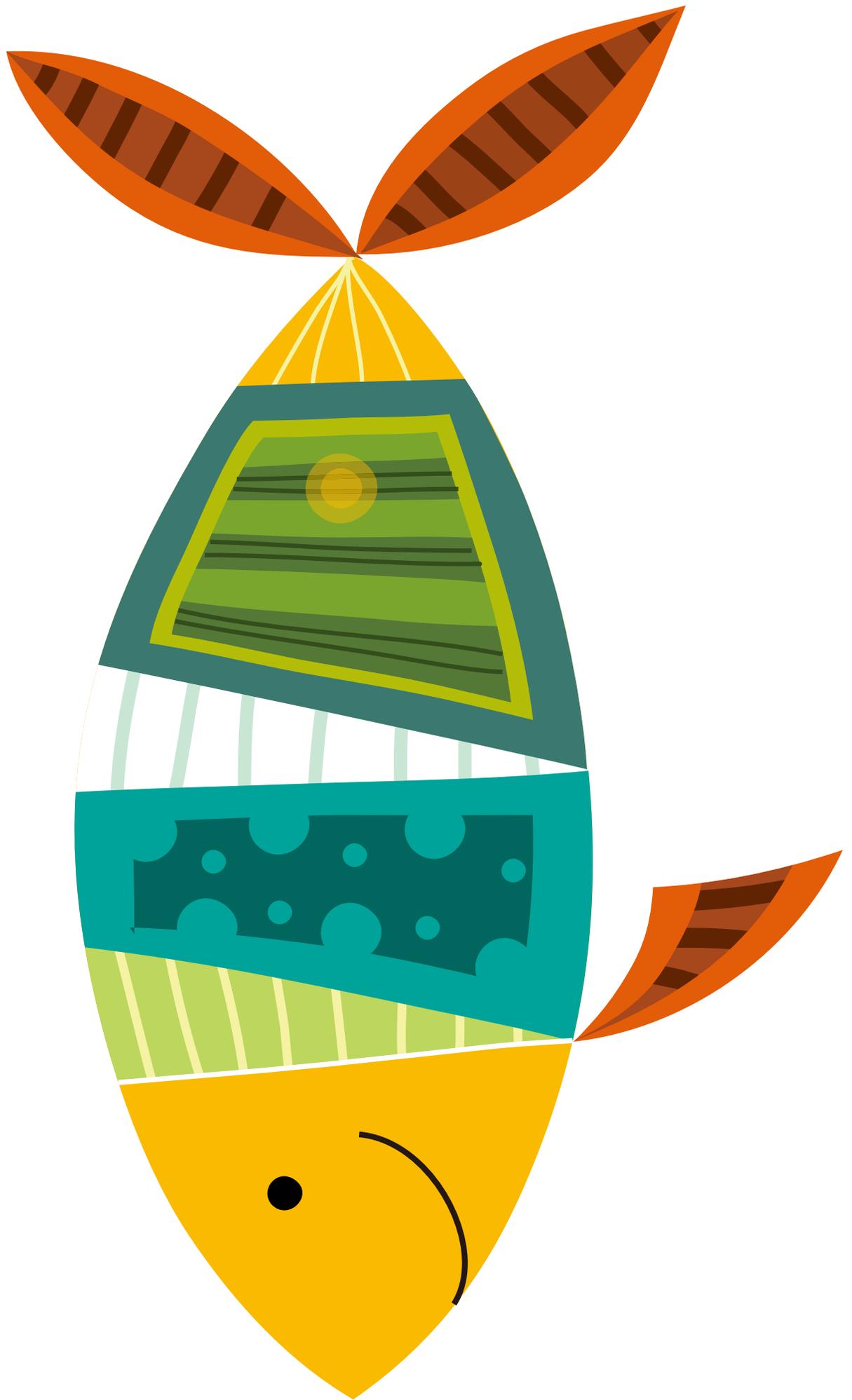


We will play lots of fun relay races in the racing techniques classes. Demonstrating that racing is about trying your hardest and going as fast as you can while still having fun is key! One of our favorite relay races is called “**Fan the Fish.**” Cut out a small paper fish and try to make it cross the finish line by fanning it with a paper plate or folder—but no touching it! It’s harder than it looks, and tons of fun! The first team’s fish to cross the finish line wins!



Newton’s First Law of Motion states that every object in motion tends to remain in a state of motion unless an external force is applied. (Like a brake or your feet on the ground.) When practicing racing, momentum is key. Whether it is a turn, obstacle, or straightaway, building and maintaining momentum will help you expend less energy overall.

You’ll notice while playing Fan the Fish that it is much easier to *keep* the fish in motion than to start and stop. Use this as an example to your class when explaining momentum.



# 5:E

## *Run Waiter, Run!*



While racing, it's important to go as fast as you can, but it's even more important to maintain your concentration!

This relay race puts a fun spin on teaching the balance and concentration we need while riding our bikes. Race around a designated spot marked with a cone, or a tree, or a mark in the sidewalk. Try to balance a tennis or ping pong ball on a sturdy plate or tray while quickly running around the mark and back to the finish line where you can hand the tray and ball off to the next racer on your team. The first team with all the racers across the finish line wins!



## Relay Races



Now that your class has a good idea of how relay races work, it's time to hop on the bikes and do some simple relay races around an obstacle (like a tree or a cone). Move on to the next racer in line with a high five once they've completed their portion of the relay.

End each lesson with a closing huddle. Praise the class on a job well done!





# ***Lesson Plan Five***

## ***Purpose:***

Provide a basic understanding of what to expect in a typical racing scenario.

## ***Equipment Needed:***

- Strider Balance Bikes
- Helmets
- Number Plates
- Balls or Bean Bags (2)
- Trays or Plates (2)
- Tennis Balls (2) or Ping Pong Balls (2)
- Paper Fish (2)
- Paper Plates (2)

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- A flat, open space
- One parent or volunteer for every 3 riders ages 6 and older.
- One parent or volunteer for every rider under 6 years old.

## ***Goals for This Lesson:***

The first goal should be to make students feel comfortable and have fun! All bikes and helmets should be properly fitted to every rider with number plates attached. By the end of this lesson, your class should have a basic understanding of what to expect in a race scenario.





## ***Lesson Five – Activities***

### ***Introduction To Racing (10 Min):***

Have a quick huddle at the beginning of class and talk about the reason why we are all here. Have the riders engage in conversation. Have any of them raced before? What was it like? What was scary? What was fun? Give a brief description of what to expect at a typical race, for example, riding along-side other riders when you may not be used to that, everyone starting at the same time, going fast, finish line, trophies or medals. Remind your class that not everyone wins first place—its fun and competitive.

### ***Warm-up, Attach Numberplates, & Fitting (15 Min):***

Make sure each rider is on a Strider Bike that fits him or her well. While the rest of the class is warming up, take the time to adjust each rider's bike and helmet.

**Adjust the seat** height of the bike so both feet are flat on the ground and there is only a slight bend in the knee.

**Adjust the handlebars** to a position that is most comfortable for the rider. The handlebars on the Strider 16" and 20" bikes adjust forward and backward, to best fit the reach of each individual person.

**Adjust the crown of the helmet** so it doesn't move while the student rides. The helmet straps should fit snug under the chin, but not so tight it feels uncomfortable.

Once the bike and helmet are adjusted (if necessary) attach a number plate with the riders name to the front of the bike.





## ***Lesson Five –Activities, Cont.***

***Ball Toss (5 Min):***

Stand in a circle straddling your bikes. After everyone has stated his/her name, call someone's name and toss the ball to that person. The recipient must then call someone else's name and toss the ball to that person. Repeat until everyone in the circle has been tossed the ball once.

***Fan the Fish (10 Min):***

Cut out a small paper fish and try to make your fish cross the finish line by fanning it with a paper plate or folder—but no touching it! It's harder than it looks, and tons of fun! The first team's fish to cross the finish line wins! Take a look at the description of momentum on page 4 of lesson 1 to explain why momentum is helpful in racing.

***Run Waiter, Run! (5 Min):***

This relay race puts a fun spin on teaching the balance and concentration we need while riding our bikes. Race around a designated spot marked with a cone, or a tree or a mark in the sidewalk. Try to balance a tennis or ping pong ball on a sturdy plate or tray while quickly running around the mark and back to the finish line where you can hand the tray and ball off to the next racer on your team. The first team with all the racers across the finish line wins!

***Bike Relay Races (10 Min):***

Now that your class has the hang of how relay races work, try doing some basic relay races on the Strider Bikes.

***Closing Huddle and Praise (5 Min):***

Praise your class for all of their hard work and a job well done!



# *Lesson Six*



# 6:A

## ***Riding on Mixed Terrain***

Riders must use different techniques to ride on mixed terrain. It's much easier to gain momentum in a parking lot or flat surface than it would be going up-hill on gravel or even thick grass.

Practice riding on various types of terrain by playing a simple game of follow the leader. As an instructor take your class over curbs, through grass, in tight areas, around obstacles etc.



### **Equipment Needed**

- **Strider Bikes**
- **Helmets**
- **Number/Name Plates**



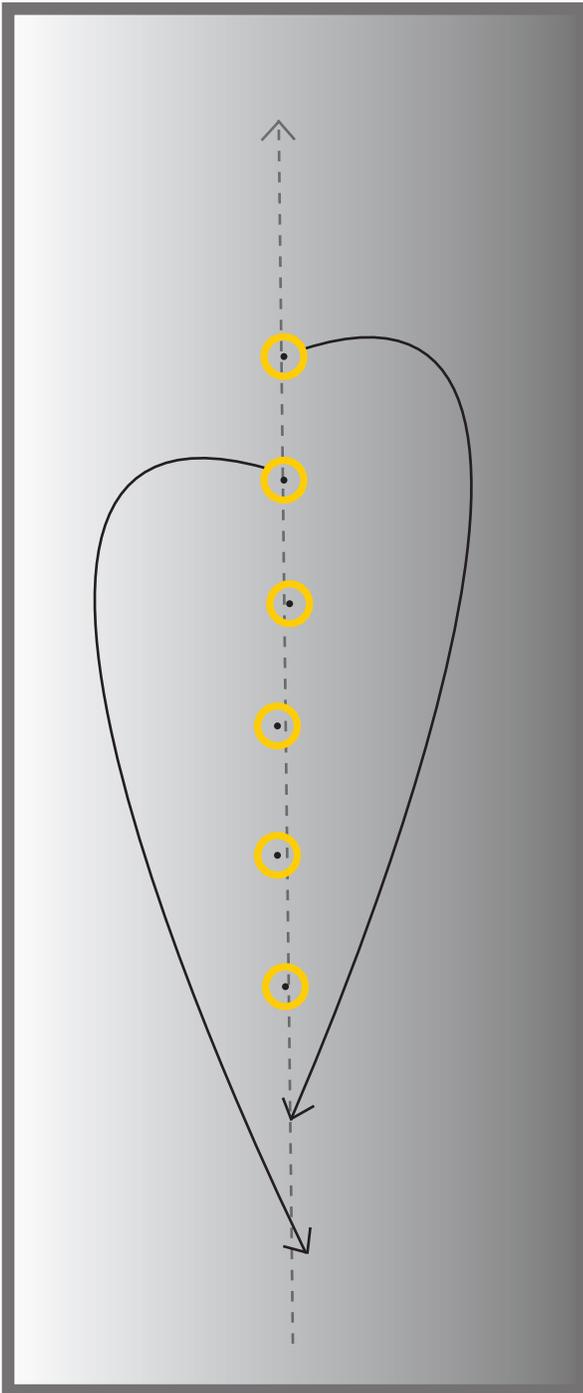
# 6:B

## *Peel the Banana*

In a group ride, a paceline enables cyclists to share the work of pushing through the wind. By tucking in close behind another rider, you expend less energy. When performed properly you can save upwards of 25% of your energy by cutting wind resistance.

Have your class practice a pace line by “peeling the banana”. Each rider will have a chance to be the leader in the pace line.

Remind riders to watch the route, not just the wheel in front of them.



# 6:C

## *Red Light, Green Light*



“Red Light, Green Light” is a great activity to practice starting and stopping. Have riders focus on controlled stopping and starting by going fast but also being able to stop as quickly as possible when you say Red Light!

Before beginning this game, explain to your class how to stop safely and correctly, on the Strider 12 with both feet flat on the ground, toes up, not down. With the 16 and 20 Bikes, by gently squeezing the hand brakes.

Have riders practice stopping correctly. Then have them line up facing you from several yards away. Explain that when you yell “Green Light!” they are to stride toward you, and when you yell “Red Light!” they must stop. The ultimate goal is for the students to make it all the way to you. This encourages them to propel, but also promotes the importance of stopping quickly.



# 6:D

## Sportsmanship

When it comes to being a coach the most important thing you can teach your athletes is the value of being a good sport. No matter if you are in your first bike race or playing cards with your family. Practicing sportsmanship is essential. Talk with your class about the power of sportsmanship and have them chime in. Here are some ideas to get started:

- **Treat your teammates and opponents the way you like to be treated.**
- **Play by the rules.**
- **Give everyone a turn.**
- **Cheer on your teammates.**
- **Always do your best.**
- **Never put down or make fun of others.**
- **Respect the decisions of officials, coaches, and teachers.**
- **Learn the rules.**
- **Show up for practices and races on time.**
- **Listen to your coaches and follow their directions.**
- **Race fair and don't cheat.**



## ***Race Preparedness***

Race day is sometimes nerve wracking—but always fun! To ease those race-day jitters go through some race preparedness tips with your class. This should include eating a nutritious breakfast the day of the race, making sure your bike is clean and all the parts are in working order. Prepare by adjusting your bike tire pressure to the correct PSI (this is indicated on the tire), by having plenty of water ready, and don't forget your sunscreen to name a few!





# ***Lesson Plan Six***

## ***Purpose:***

Practice riding on mixed terrain, have a strong understanding of what it means to be a good sport, and to introduce bike maintenance and race preparedness.

## ***Equipment Needed***

- Strider Balance Bikes
- Helmets
- Numberplates

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- A flat, open space
- One or two parents or volunteers

## ***Goals for This Lesson:***

Students should be able to comfortably ride on various terrains, ride in a single file line, and should have a basic understanding of sportsmanship.





# ***Activities***

## ***Follow the Leader (10 Min):***

Riders must use different techniques to ride on mixed terrain. It's much easier to gain momentum in a parking lot or flat surface than it is going up-hill on gravel or even thick grass.

Practice riding on various types of terrain by playing a simple game of follow the leader. As an instructor take your class over curbs, through grass, in tight areas, around obstacles etc.

## ***Peel the Banana (15 Min):***

In a group ride, a paceline enables cyclists to share the work of pushing through the wind. By tucking in close behind another rider, you expend less energy. When performed properly you can save upwards of 25% of your energy by cutting wind resistance. Have your class practice a pace line by “peeling the banana”. Each rider will have a chance to be the leader in the pace line. Remind riders to watch the route, not just the riders wheel in front of them.

## ***Red Light, Green Light (10 min):***

Before beginning this game explain to your class how to stop safely and correctly, on the Strider 12 with both feet flat on the ground, toes up, not down. With the 16 and 20 Bikes, by gently squeezing the hand brakes. Have riders practice stopping correctly. Then have them line up facing you from several yards away. Explain that when you yell “Green Light!” they are to stride toward you, and when you yell “Red Light!” they must stop. The ultimate goal is for the students to make it all the way to you. This encourages them to propel, but also promotes the importance of stopping quickly.





## ***Activities, Cont.***

### ***Sportsmanship Talk (10 Min):***

When it comes to being a coach the most important thing you can teach your athletes is the value of being a good sport. No matter if you are in your first bike race or playing cards with your family. Practicing sportsmanship is essential. Talk with your class about the power of sportsmanship and have them chime in. Here are some ideas to get started:

- **Treat your teammates and opponents the way you like to be treated.**
- **Play by the rules.**
- **Give everyone a turn.**
- **Cheer on your teammates.**
- **Always do your best.**
- **Never put down or make fun of others.**
- **Respect the decisions of officials, coaches and teachers.**
- **Learn the rules.**
- **Show up for practices and races on time.**
- **Listen to your coaches and follow their directions.**
- **Race fair and don't cheat.**

### ***Race Prep and Bike Maintenance (10 Min):***

Race day is sometimes nerve wracking but always fun! To ease some of those race-day jitters go through some race preparedness tips with your class. This should include eating a nutritious breakfast the day of the race, making sure your bike is clean and all the parts are in working order. Prepare by adjusting your bike tire pressure to the correct PSI (this is indicated on the tire), having plenty of water ready, and don't forget your sunscreen to name a few!

### ***Closing Huddle and Praise (5 Min):***

Praise everyone for a job well done!



# *Lesson Seven*



# 7:A

## ***Build a Bike***

In this fun warm-up activity you will be building a bike as fast as you can!

Divide your class into two teams.

Attach tape to two sets of the cut-out Strider pieces on the next pages.

Each rider will take turns racing down on their bike, dismount, pick up a piece of the paper bike, and stick it to a wall, then race back so the next teammate can go.

The first team to fully assemble the Strider bike wins!

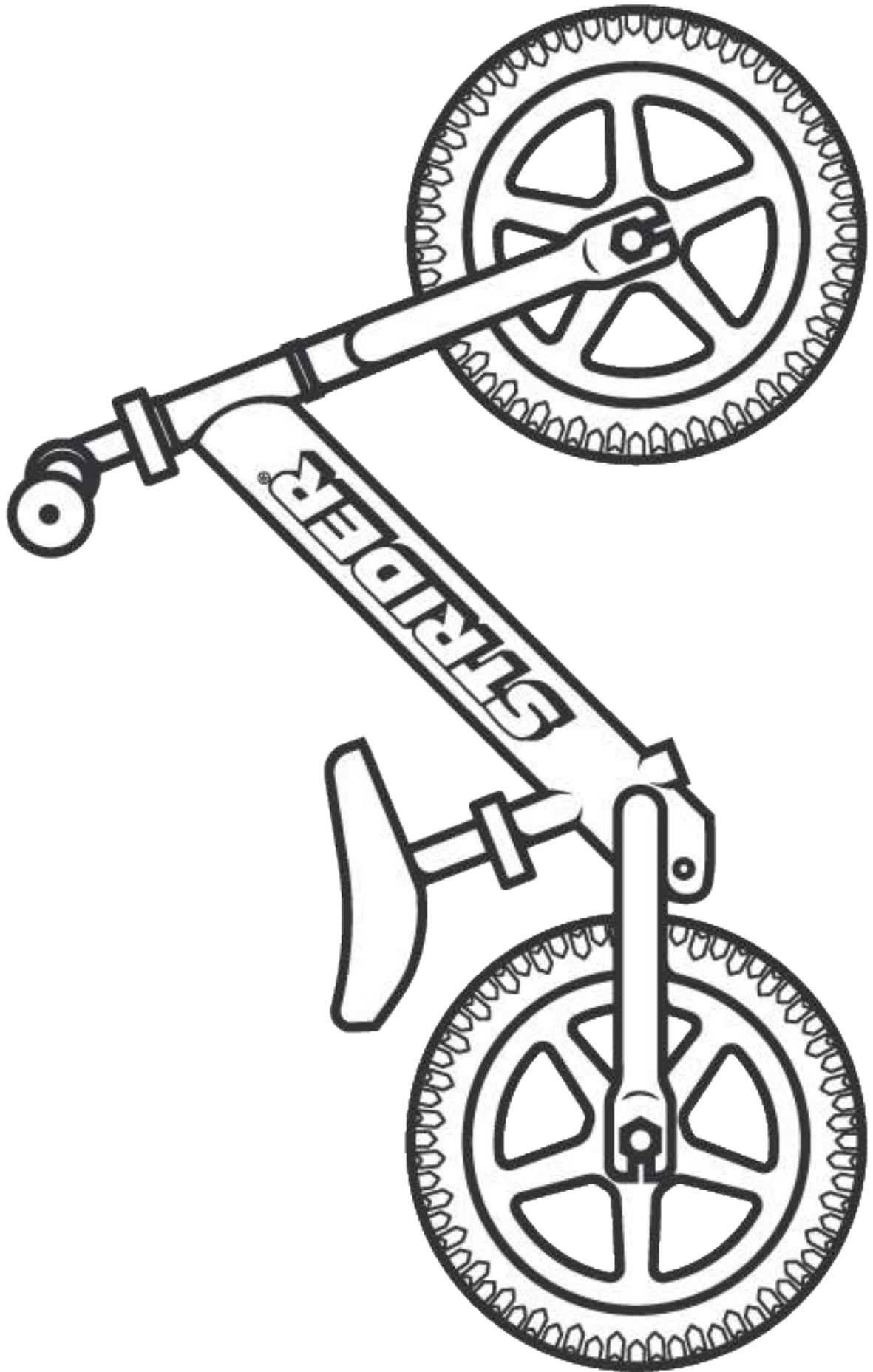
It's helpful to show your class an example of what the assembled bike should look like before they start the race!

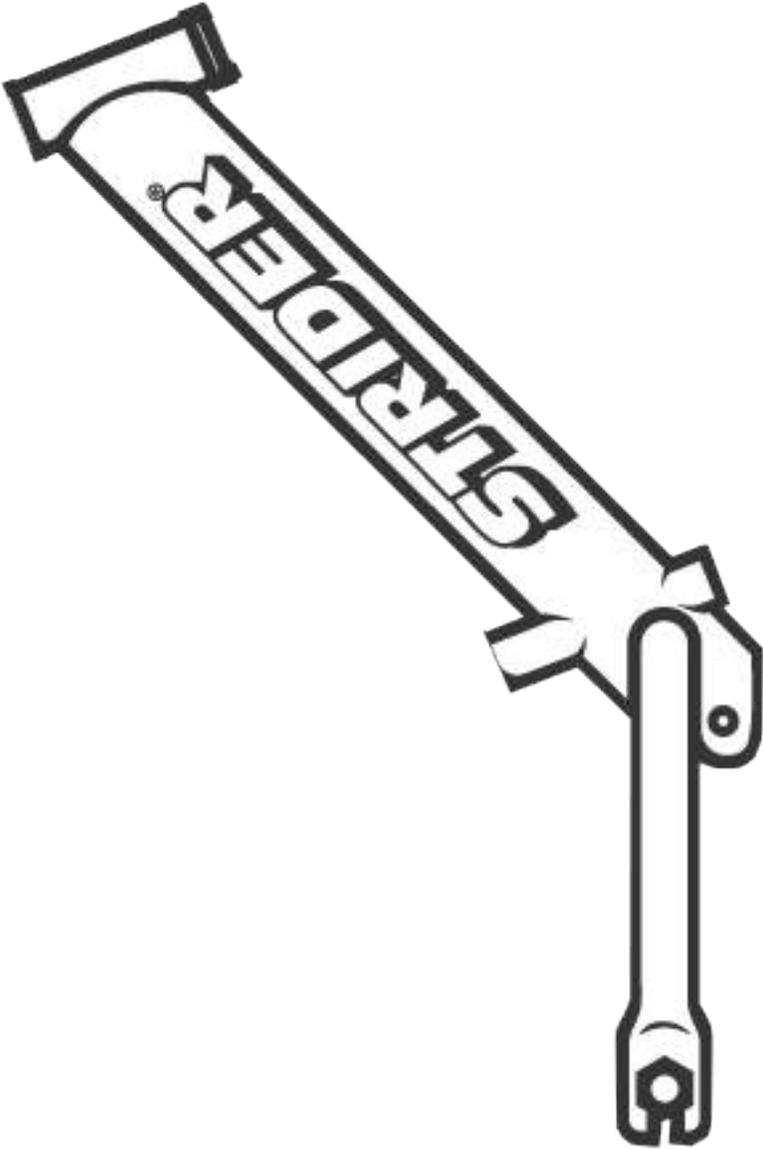


### **Equipment Needed**

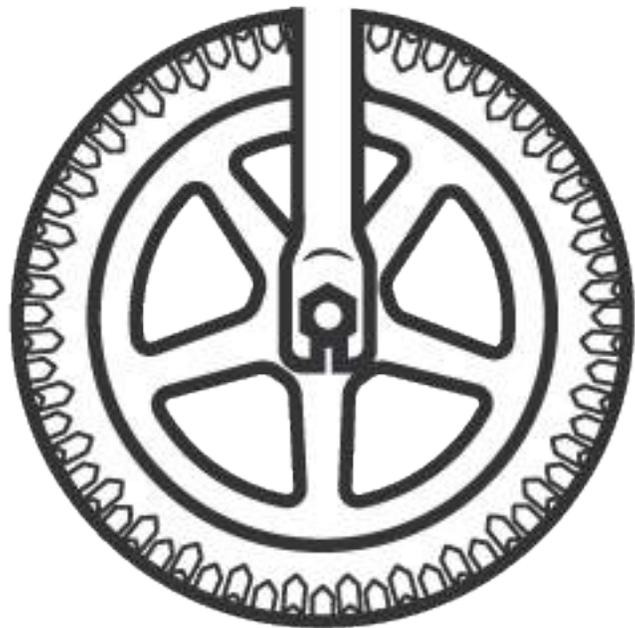
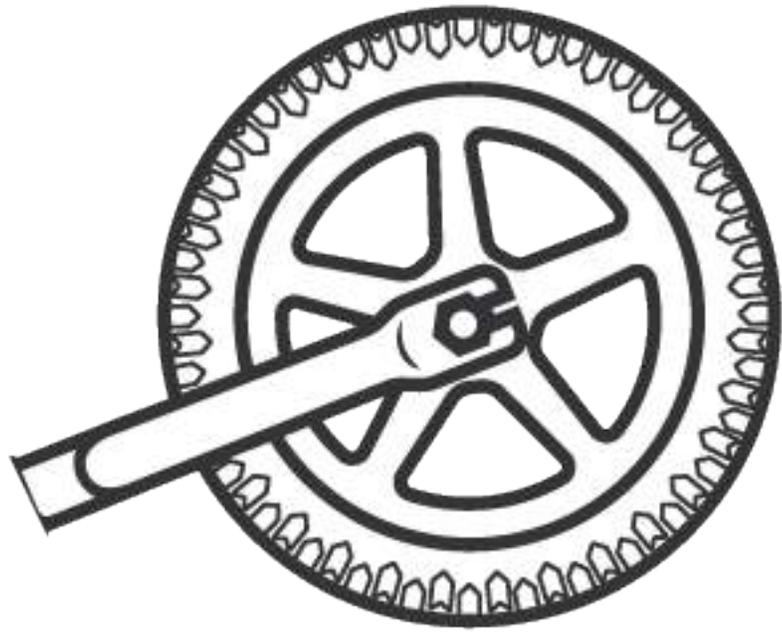
- **Strider Bikes**
- **Helmets**
- **Number/Name Plates**
- **Paper Bike Parts**
- **Starting Gate or Board**
- **Dress-up Clothes**











# 7:B

## ***Starting Gate Drills***

Some professional riders claim a great start can win a race. They spend hours and hours perfecting their starting gate techniques.

Work with your class to practice a few of the most basic starting gate techniques listed on the next page.

If you don't have a starting gate you can simply use a piece of wood, have two people hold each end and lay it down on the que "Go!"



***The Ready Stride Position***

The Ready Stride Position means the rider should be ready to immediately start striding when the gate drops. The riders feet should be spaced apart as if already striding; one in front of the other—not a relaxed standing position.

***Chicken Wings***

After the rider has established the Ready Stride Position, the riders torso should be slightly forward toward the handlebars with the elbows out in the chicken wing position.

***Focus Ahead***

There is a bunch of stuff going on at the gate and it's really easy to get distracted. Have your class practice listening to the starting cadence “Riders Ready. Watch the gate. Go!” Riders should be doing exactly that: watching the gate. As soon as there is a slight movement of the gate dropping, riders should focus their eyes on the track approximately 10 yards in front of them and start working on establishing a line for the remainder of the race.



Typically in the first 30 feet of a race it is against the rules to cut off another rider. While practicing these starting gate techniques remind riders to stay in their lane. Make sure your class is working on starting gate techniques only; racing and passing will come later.

## Racing Rules & Reminders

The rules in racing are there to keep everyone safe. Listed below are some important rules to go over with your class.



- Arrive early to your race and pre-register.
- Your numberplate must be securely attached to your bike.
- Stay in staging area before your race.
- If you “Jump the Gate” (lift your front wheel over the plane of the gate) before it drops, you will be disqualified.
- Do not cross the track at any point when others are racing.
- Only registered racers are allowed on the track.
- Intentionally cutting off another rider in the first 30 feet may result in a disqualification.
- Unsafe, disorderly, or inconsiderate conduct may result in a disqualification.



**Racers are responsible for their own front wheel. If a rider remembers to protect their front wheel at all times they have a much better chance of staying safe and on the race track with no collisions.**



# 7:E

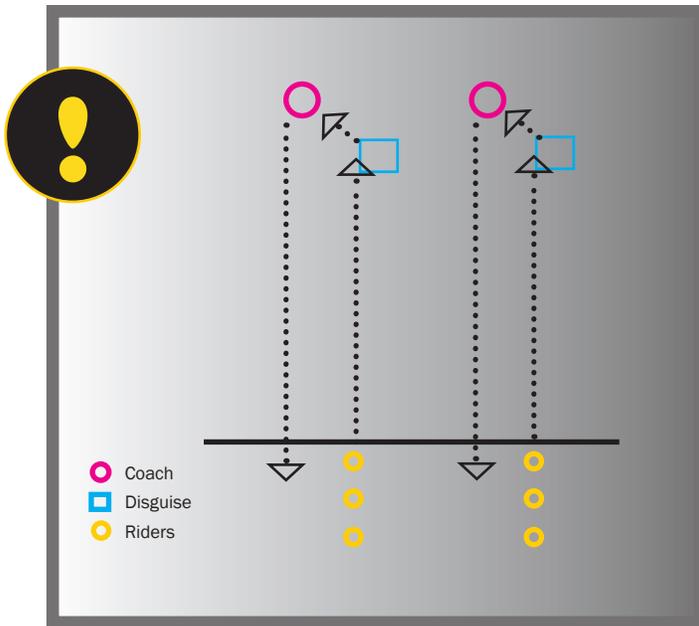
## Incognito

This is a fun relay race where riders race to dress up their coaches in disguise!

Start with 2 volunteers, instructors, or parents about 30 yards from the starting line. Divide the riders into two teams and they will race to see who can disguise their coach the fastest!

The first rider in each line will ride to their coach, get off the bike. Grab an article of “disguise clothing” from a bag sitting next to the coach and then race back to the start where they will tag the next person in line.

Each coach should be dressed in the same number of disguise items. You could use sunglasses, hats, jackets, etc.





# ***Lesson Plan Seven***

## ***Purpose:***

This lesson is all about practicing starting gate techniques and having a basic understanding of typical bike racing rules.

## ***Equipment Needed:***

- Cones and/or tape
- Strider Bike for the instructor (optional, but highly recommended)
- Strider Bikes
- Helmets
- Starting Gate or Board
- Paper Bike Cut-Outs (Two of Each Piece)
- Dress-Up Clothes

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- An open, flat space.
- One or two parents or volunteers

## ***Goals for This Lesson:***

Practice the three types of starting gate techniques: The Ready Stride Position, Chicken Wings and focusing ahead. Your class should feel comfortable riding closely alongside other racers in a fast-paced environment.





# Activities

## **Build a Bike (10 Min):**

In this warm-up activity you will be building a paper bike as fast as you can! Divide your class into two teams. Attach tape to the two sets of cut-out Strider pieces. Each rider will take turns racing down on their bike, dismount, pick up a piece of the paper bike, and stick it to a wall, then race back so the next teammate can go. The first team to fully assemble the Strider bike wins! It's helpful to show your class an example of what the assembled bike should look like before they start the race!

## **Starting Gate Techniques (20 Min):**

Some professional riders claim a great start can win a race. They spend hours and hours perfecting their starting gate techniques. Work with your class to practice a few of the most basic starting gate techniques listed on section three of lesson three. If you don't have a starting gate you can simply use a piece of wood, have two people hold each end and lay it down on the que "Go!"

## **Racing Rules (10 Min):**

The rules in racing are there to keep everyone safe. Listed in section four of lesson three are some important rules to go over with your class. Keep in mind each type of bicycle racing has it's own set of rules.

## **Incognito (15 min):**

This is a fun relay race where riders race to dress up their coaches in disguise! Start with 2 volunteers, coach, or parents about 30 yards from the starting line. Divide the riders into two teams and they will race to see who can disguise their coach the fastest! The first rider in each line will ride to their coach, get off the bike. Grab an article of "disguise clothing" from a bag sitting next to the coach and then race back to the start where they will tag the next person in line. Each coach should be dressed in the same amount of disguise items. You could use sunglasses, hats, jackets, etc.

## **Closing Huddle and Praise (5 Min):**



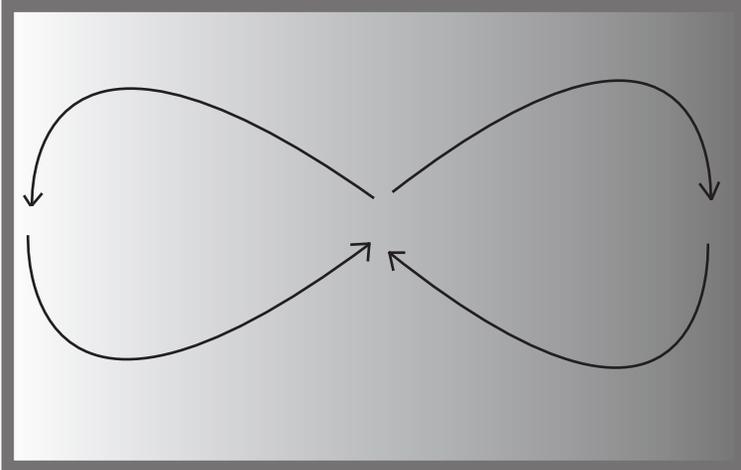
# *Lesson Eight*



# 8:A

## Figure Eight Warm-Up

Warming up with a figure eight track is an excellent way to practice and understand spatial awareness. Riders will need to stop completely to let another rider pass, clear the intersection quickly at times, possibly passing or being passed on turns, and must be very conscious of where other riders are at any given time.



### Equipment Needed

- Strider Bikes
- Helmets
- Cones
- Soccer Ball

# 8:B

## ***Safety First!***

Be sure your bike is working properly without any protrusions or sharp objects attached to it.

Intentionally bumping into, or purposefully rubbing wheels with another rider is unsafe and will most likely result in a crash.

Never cross a racetrack while others are racing.

It's important to approach new unfamiliar obstacles carefully and with control.

Did you know that the number one racing rule in BMX is that every rider must have a helmet? Safety isn't just an afterthought, it's a very important part of every type of competition. Discuss with your class the ways you can stay safe on the race track. While wearing a helmet is very obvious there are many other ways you can use gear to stay safe, this includes wearing closed toe shoes to keep your feet from getting injured, wearing gloves, long pants, long sleeved shirts, and possibly wearing knee and elbow pads as well.



**For detailed fitting and sizing information see page 16 of this booklet.**

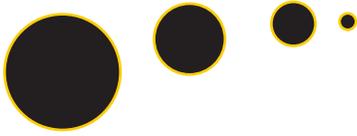
## *Passing Safely*

Passing another rider or being passed is something that will inevitably happen during a race. Helping your class prepare for this by demonstrating how to execute passing properly and safely will make everyone's racing experience not only safe, but also much more enjoyable.

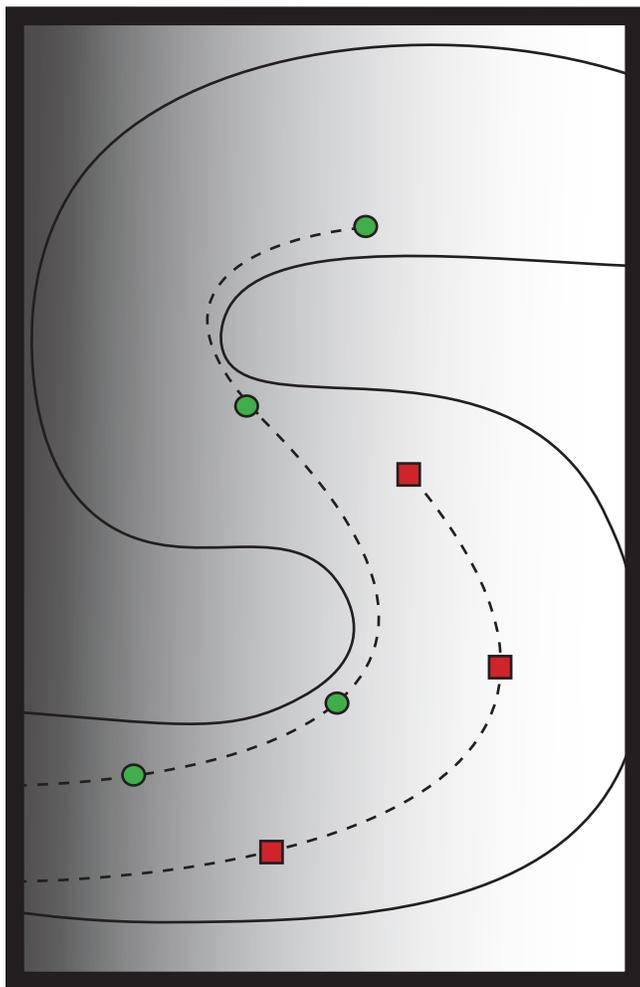


When you talk to your class about passing during a race it's important to know about "the line". What is riding a line? Riding a line is simply your line of motion. When passing you need to take your own— and other peoples lines—into consideration. You will be teaching your class a few ways to pass using strategy as opposed to just speed.

# 8:D



## ***Passing Techniques***



Passing should come naturally if you choose the correct line. The figure to the left shows the green rider is choosing the inside line.

The inside line is always fast and shorter. You can see that the red rider is taking wide turns and has to cover more ground on the race course.

It is important to tell your class about the inside line and remind them that you don't necessarily even need to be faster than the other riders if you are being strategic about using the inside line.

\* Also it's worth mentioning when talking about the line to your class that it is an imaginary line. Not a line you can physically see or follow.



**When learning passing techniques there are times when you will get extremely close to other riders. Remember that it is never OK to risk the safety of you or others. If you aren't able to pass safely, don't do it. Wait for a better chance to pass later.**

# 8:E

## Setting Goals



Here are some examples of goals your class might have:

- Win my heat
- Place in the top 5
- Don't crash
- Pass at least 1 person
- Smile the whole time
- Qualify for the main
- Make Mom proud
- Go over obstacles with confidence instead of avoiding them
- Try my hardest

As an instructor you can help build the confidence for your riders through goal setting. By teaching riders to set attainable goals and to accomplish them you will enable your class to deliberately make the right choices for themselves. Not just in racing, but for a lifetime.



# 8:F

## *Strider Soccer*



Strider soccer is a great activity to work on balance and coordination. You must balance on one foot to kick the ball, lean and turn while starting and stopping, and also be extremely aware of the other bikes in relation to your own bike. Just like in a race scenario.

Strider soccer is one of our favorite activities. Split your class up into two teams. Set goals at each end of a large space approximately the size of a basketball court with cones or some sort of markers. Play Strider soccer just like normal soccer, the team who scores the most goals wins!





# ***Lesson Plan Eight***

## ***Purpose:***

Understand the importance of setting personal goals.

Practice approaching and stopping safely.

## ***Equipment Needed:***

- Strider Balance Bike for instructor (optional, but helpful)
- Strider Balance Bikes
- Helmets
- Soccer Ball
- Cones and/or tape

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- A flat, open space
- One or two parents or volunteers

## ***Goals for this Lesson:***

Execute passing on turns safely and efficiently.





# Activities

**Figure Eight Warm-Up (10 Min):**

Warming up with a figure eight track is an excellent way to practice and understand spatial awareness. Riders will need to stop completely to let another rider pass, clear the intersection quickly at times, possibly pass or be passed on turns, and must be very conscious of where other riders are at any given time.

**Safety Reminder (5 Min):**

Did you know that the number one racing rule in BMX is that every rider must have a helmet? Safety isn't just an afterthought, it's a very important part of every type of competition. Discuss with your class the ways you can stay safe on the race track. While wearing a helmet is obvious, there are many other ways you can use gear to stay safe, this includes wearing closed toe shoes to keep your feet from getting injured, wearing long pants and long sleeved shirts, and possibly wearing knee and elbow pads as well.

**Passing Techniques (20 Min):**

When passing you need to take your own— and other peoples lines—into consideration. You will be teaching your class a few ways to pass using strategy as opposed to just speed. See the diagram on page 4 of lesson 4 and explain to your class about choosing the inside line.

**Setting Goals (5 Min):**

As an instructor you can help build the confidence of your riders through goal setting. By teaching riders to set attainable goals and to accomplish them you will enable your class to deliberately make the right choices for themselves. Not just in racing but for a lifetime.

**Strider Soccer (15 Min):**

Today is about social interaction and playing as a team. Have the group choose some of their favorite activities (or a new game) and have everyone play together.

**Closing Huddle and Praise (5 Min):**



# Lesson Nine



# 9:A

## Race Day

You may have planned this Strider Racing Techniques class around a big race, or maybe just as a general introduction to racing. Regardless, practicing an actual race is where your class can put all of their new skills to the test! You might be surprised to see some of your timid students competitive side shine through on race day!



### Equipment Needed

- Strider Bikes
- Helmets
- Race Course/Obstacles
- Certificates

You can set up a mock race just about anywhere, be sure to clearly mark your race course and include a start and finish line.



# 9:B

## Party Time!



Today is all about celebration!

All parents should be invited to attend your race and see the progress students have made since the beginning of class.

This is a great time to present certificates, and provide treats for your class.

This is also when we suggest handing out the parent survey if you choose to do so.



**“ Winning isn’t everything, But *wanting* it is. ”**

**- Arnold Palmer**



# ***Lesson Plan Nine***

## ***Purpose:***

This lesson is not about teaching new skills, but practicing racing skills already learned!

## ***Equipment Needed:***

- Cones and/or tape (optional)
- A Strider Balance Bike for the instructor (optional)
- Obstacles, mixed terrain, race track
- Strider Balance Bikes
- Helmets
- Certificates
- Treats! (optional)

## ***Time, Space, and Volunteers Needed:***

- 60 Minutes
- Make your own race course
- All parents should be invited to attend.

## ***Goals for This Lesson:***

The goal is to let your class practice their new skills by having an actual race! Students should leave this class confident in their new racing skills and excited to sign up for their next race!





# ***Activities***

- Race Day!***  
It's race day! Provide treats and a fun environment for your class and let them show off all they have learned because of you!
  
- Present Certificates:***  
Personalize and sign the certificates provided in the manual.
  
- Hand Out Questionnaires to Parents:***  
This is a great opportunity to get feedback on ways to improve your course in the future.





## ***Transitioning to Pedals***

Transitioning takes time, and every person is different. It could take some people a day, or a week, or a month. Enjoy the experience and don't rush.

### ***How does a parent know when their child is ready to transition to pedaling?***

Parents will look to you to find out when they should move from a balance bike to a pedal bike. One good reminder is that putting individuals on a pedal bike will limit where they can go. It is much harder to ride a pedal bike on grass, dirt, or over obstacles than it is on a Strider. Even after learning to pedal, keep the balance bike available to continue developing their balancing skills.

#### **Signs that an individual is ready to transition to a pedal bike:**

- They can propel the bike and then stride with their feet up for long distances.
- They can handle the bike on a downhill without putting their feet down.
- They can effectively steer through or around obstacles in their path.
- They want to transition to a pedal bike: Nothing ruins the fun more than being told what to do!





## ***Transitioning to Pedals... Continued***

Follow the steps below once you are sure you know that an individual is ready to transition from a balance bike to a pedal bike.

The following page is a handout you can give to Individuals and/or parents to take home in order to take the steps at their own pace. It's very important not to rush this process .

- 1** When a rider is ready to pedal, we recommend finding the simplest, lightest pedal bike possible and removing the pedals. Just like they would on a the Strider Bike, have the rider practice getting on and off while applying the brake. This will probably feel a little different because the stand over height on a pedal bike is quite a bit higher than on a Strider. Make sure the rider is on a bike that fits them well. The frame of the bike should not press into them when they are standing over it.
- 2** Have the rider start gliding just like they did on the Strider Bike. Balancing on this bike should feel familiar to the Strider, but the weight distribution is higher from the ground and the bike weight itself is typically much heavier. Again, just have them practice, practice, practice, until they feel comfortable gliding through turns without using their feet to correct balance. While riding, the rider should focus ahead on the path they want to travel and not on objects they want to avoid.
- 3** When they're ready, go ahead and add the pedals back onto your bike! Start with one foot on the ground and the other on the pedal when it is in the top position. Give a scoot with your foot on the ground and press firmly on the pedal to start your momentum. Place the foot that was on the ground on the other pedal and just keep pedaling!
- 4** When they have mastered the pedaling, move your seat up so there is only a slight bend in the riders knee when the pedal is at the lowest position. That's it! The more time spent on their bike the more confident and skilled they'll be. Finally and most importantly- enjoy your newfound freedom on two wheels!

### **Signs that an individual is ready to transition to a pedal bike:**

- They can propel the bike and then stride with their feet up for long distances.
- They can handle the bike on a downhill without putting their feet down.
- They can effectively steer through or around obstacles in their path.
- They want to transition to a pedal bike: Nothing ruins the fun more than being told what to do!

### **Take these simple steps once your child is ready to transition to pedals:**

**1** When a rider is ready to pedal, we recommend finding the simplest, lightest pedal bike possible and removing the pedals. Just like they would on a the Strider Bike, have the rider practice getting on and off while applying the brake. This will probably feel a little different because the stand over height on a pedal bike is quite a bit higher than on a Strider. Make sure the rider is on a bike that fits them well. The frame of the bike should not press into them when they are standing over it.

**2** Have the rider start gliding just like they did on the Strider Bike. Balancing on this bike should feel familiar to the Strider, but the weight distribution is higher from the ground and the bike weight itself is typically much heavier. Again, just have them practice, practice, practice, until they feel comfortable gliding through turns without using their feet to correct balance. While riding, the rider should focus ahead on the path they want to travel and not on objects they want to avoid.

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**4** When you have mastered the pedaling, move your seat up so there is only a slight bend in your knee when the pedal is at the lowest position. That's it! The more time spent on your bike the more confident and skilled you'll be. Finally and most importantly- enjoy your newfound freedom on two wheels!



# ***Congratulations!***

\_\_\_\_\_  
You have successfully completed the  
transition to competitive cycling course.

**YOU ARE AWESOME!**

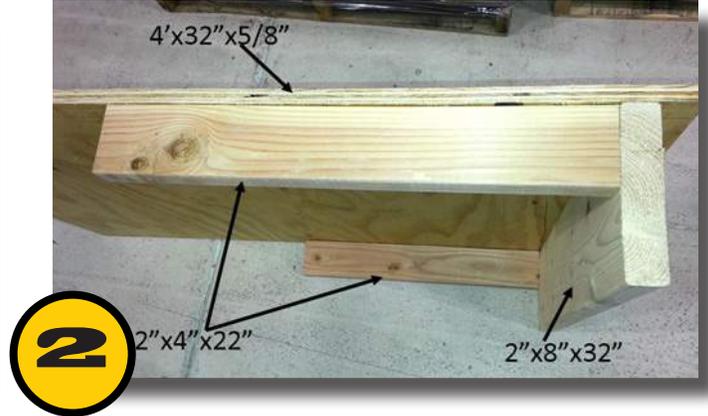
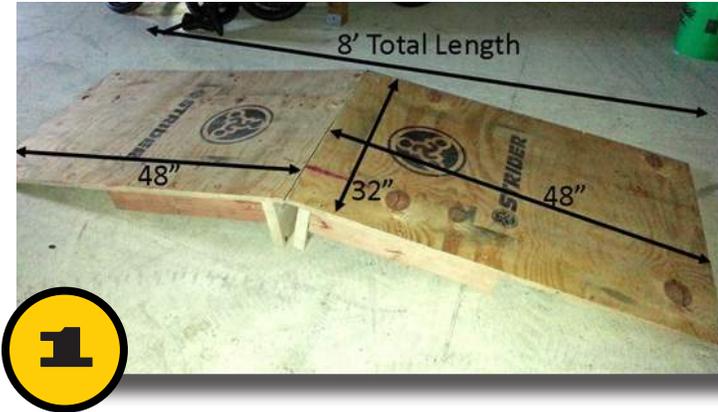
Instructor \_\_\_\_\_

Date \_\_\_\_\_

The image features a bright yellow background with a dark grey or black horizontal band at the top and bottom. A series of overlapping black circles of various sizes are arranged across the middle. The text "Activity Glossary" is written in a white, italicized, sans-serif font with a thin black outline, centered within the largest circle.

# *Activity Glossary*

# Ramp building instructions



**Finished Ramp!**

# ***Glossary of Activities***

## ***3...2...1... Blast off! (Airplanes Taking Off)***

Children will pretend they are airplanes. By saying 3...2...1... Blast Off! You will be encouraging kids to pick up their feet and build their balance and coordination by coasting. Only a balance bike is needed for this activity. It helps to keep the activity and momentum moving in a big circle. Say “3...2...1...” while encouraging riders to stride fast and work up some momentum. When you say “Blast Off!” have kids pick up their feet and coast for as long as they are able. Repeat.

## ***Adventure Zone***

A Strider Adventure Zone is a safe and friendly environment that encourages individuals to explore mobility on two wheels and experience the challenge and thrill of riding on unique terrain and obstacles. The Adventure Zone course can be set up in an area as small as 10' x 30' inside or outside and on almost any terrain.

Strider Adventure Zones give individuals a chance to test ride a Strider and socialize with other riders; improve bike handling skills; and further develop balance, control, motor skills, and confidence. Strider Adventure Zones are typically free events that allow open riding time, time to socialize, play, practice tricks, and generally just have a good time. They can be held just about anywhere but are often held in conjunction with special community events, festivals, celebrations, and Trade Shows/Conferences, but can be as simple as a backyard birthday party.

An Adventure Zone is an ideal event to promote and recruit students for your class and to endorse the Strider bikes. For more information please visit

**[www.StriderBikes.com/Events/Adventure-Zone](http://www.StriderBikes.com/Events/Adventure-Zone)**

## ***Balancing on a Line***

This simple activity requires children to balance on a line while walking. Kids can work on balance by experimenting with different techniques depending on their skill level. First, have them try walking on a line with their arms extended. Then have kids balance on a line without having them use their arms at all. Finally, have kids try to balance on a line with different props—such as a bean bag or a book—on their head. This is useful in explaining balance to them by using examples.

## ***Balance Challenge***

This activity is done while standing in different positions that challenge balance. Can be done as Simon Says, relay races, run and freeze game or just a challenge. Positions you want to include are standing on one leg (each leg) for 5-10 seconds, feet together, heel to toe stand (tandem). For an added change, add elements like twisting or moving other parts of the body. For example, ask kids to stand on one leg and then twist their body.

## ***Balance Using Dowels***

This activity should be done before the Strider Bikes are presented to individuals to help them understand the importance of balancing and steering at the same time. Using the dowels with grips installed, have students practice first balancing on a line, and also turning. You may need to demonstrate this first by showing children how to steer and lean, explaining how steering and leaning helps control the bike. Give each child a dowel with grips and have them walk and practice balancing on a line. Then have them practice on a line with curves or turns. Continue until everyone is able to do this activity successfully.

## ***Bubble Wrap***

Bubble wrap can be used as an obstacle. It gives positive feedback by the noise it makes, promotes stopping and starting, and is just fun... who doesn't love popping bubble wrap?! (Bubble wrap with big bubbles works the best!

## ***Closing Huddle***

While this may seem like a silly task, it is really very important. Use a Closing Huddle at the end of each session to praise the group for all of their hard work and to remind them what they learned and the progress they have made. Letting the class choose the group cheer at the end of the huddle and hearing their excitement is one the best parts of teaching the Strider Riding Basics Class, and gives children a sense of accomplishment as a team.

## ***Count How Long You Can Stride***

This basic activity is as easy as "counting" your progress. It can be just for a fun, or a friendly competition. Encourage children to stride fast and build up some momentum, and then have them lift both feet off the ground and count how long they can ride with their feet up counting out loud as a group makes this a fun team activity.

## ***Family Bike Rides***

Encourage parents to take their children on a family bike ride. We have heard success stories of kids on Strider Bikes literally going miles with the family, keeping right up with the pack! Riding a Strider allows kids to go longer and further, with less stress than other ride-on toys or bikes with training wheels. Parents will be amazed at what their children can do!

## ***Family Walks***

Strider Bikes are the perfect addition to the family walks, offering Strider riders the opportunity to ride on new terrain and the chance to practice on obstacles. Family walks are also a great opportunity to promote good safety practices, like wearing a helmet and crossing the street. Children will be so excited that mom and dad are now trying to keep up with them, instead of the other way around!

## ***Fan the Fish***

Cut out a small paper fish and try to make your fish cross the finish line by fanning it with a paper plate or folder—but no touching it! It’s harder than it looks, and tons of fun! The first team’s fish to cross the finish line wins!

## ***Follow the Leader***

Follow the Leader is an excellent fall-back activity if you are doing an activity your class isn’t interested in, or if the attention of your class is lacking. Simply turn any task or activity you want the children to do into a simple game of Follow the Leader. You can decide if you would like to be the leader, or choose a student to be the leader. It can be very rewarding for individuals to take turns being the leader and show off their new skills to their peers.

## ***Froggie Races***

This activity is recommended for students who have become 100% comfortable putting their entire weight on the saddle. Have children lift up both legs at the same and “Froggie Jump.” This is a fun game where riders are striding and balancing —perhaps without even realizing it! You can practice this activity as a race, or just for fun.

## ***Froggie Red Light / Green Light***

Just like the froggie races (explained above) and Red Light / Green Light (explained later in the Activity Glossary), have the children practice “Froggie Jumping” while playing Red Light / Green Light. This activity has many aspects to it and works best with ages 3+. It may be difficult for younger, less advanced riders.

## ***Frog Jump on Markers***

In this activity, kids practice doing 2-legged jumps on paired markers. Start with the markers closer together and when the children become proficient at this, move the paired markers farther apart. Encourage kids to jump to next marker right away without a break.

## ***Gliding Contest***

This game is as simple as seeing how far students can glide with their feet off the ground. You can start by having the riders stride fast to gain momentum for a few yards, and when they hit a clearly marked target line (marked with tape or cones line or cones), have them lift their feet and keep them up for as long as they can. Mark where each child puts their feet back down to see who can glide the furthest.

## ***Head, Shoulders, Knees, and Toes – Warm Up Song***

(Start by singing slowly, then progressively faster while pointing to the parts of the body specified in the song.) (Cont.)

**“Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
Eyes, and ears, and mouth, and nose,  
Head, shoulders, knees and toes, knees and toes!”**

## ***High Five Game***

This game is simple and fun. It promotes starting and stopping, but more importantly, social skills and team work! Have your class spread out on their bikes, then ride toward one another, stop, give a friend a “High Five” and move on to the next friend. Play this for as long as you wish, or for as long as the class is still having fun!

## ***Hokey Pokey – Warm Up Song***

(Stand in a big circle and sing with actions)

**“You put your right hand in,  
You put your right hand out,  
You put your right hand in,  
And you shake it all about,**

**You do the hokey pokey  
and you turn yourself around  
That what it's all about!”**

- 2) left hand
- 3) right foot
- 4) left foot
- 5) head
- 6) whole self

## ***If You're Happy and You Know It, Clap Your Hands! – Warm Up Song***

**“If you're happy and you know it, clap your hands (clap-clap)  
If you're happy and you know it, clap your hands (clap-clap)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, clap your hands. (clap-clap)**

**If you're happy and you know it, stomp your feet (stomp-stomp)  
If you're happy and you know it, stomp your feet (stomp-stomp)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, stomp your feet. (stomp-stomp) (cont.)**

**If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, shout "Hurray!" (hoo-ray!)**

**If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)  
If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)"**

### ***I'm a Little Tea Pot – Warm Up Song***

**"I'm a little teapot  
Short and stout  
Here is my handle  
Here is my spout  
When I get all steamed up  
Hear me shout  
Tip me over and pour me out!"**

### ***Incognito***

This is a fun relay race where riders race to dress up their coaches in disguise! Start with 2 volunteers, instructors, or parents about 30 yards from the starting line. Divide the riders into two teams and they will race to see who can disguise their coach the fastest! The first rider in each line will ride to their coach, get off the bike. Grab and article of "disguise clothing" from a bag sitting next to the coach and then race back to the start where they will tag the next person in line. Each coach should have same number of articles to be dressed in. You could use sunglasses, hats, jackets, etc..

### ***Letters/Numbers Game***

This activity requires simple paper plates with large numbers or letters written on them. Spread the plates out throughout the area you are using, and have kids stride to the letter or number you shout out.

### ***Obstacle Course***

This activity can be as simple or elaborate as you would like. Although having an obstacle course is not in the curriculum, this is a great way for kids to show off their skills in lesson 5. Use things like bubble wrap, tunnels, boards, gravel, homemade ramps, or any other obstacle. An obstacle course is a great addition to a class that is progressing rapidly and needs to be challenged.

## ***Peel the Banana***

In a group ride, a paceline enables cyclists to share the work of pushing through the wind. By tucking in close behind another rider, you expend less energy. When performed properly you can save upwards of 25% of your energy by cutting wind resistance. Have your class practice a pace line by “peeling the banana”. Each rider will have a chance to be the leader in the pace line. Remind riders to watch the route, not just the wheel in front of them.

## ***Red Light / Green Light***

Before beginning this game to explain to your class how to stop safely and correctly, on the Strider 12 with both feet flat on the ground, toes up, not down. With the 16 and 20 Bikes, by gently squeezing the hand brakes. Have kids practice stopping correctly. Then have kids line up facing you from several yards away. Explain that when you yell “Green Light!” they are to stride toward you, and when you yell “Red Light!” they must stop. The ultimate goal is for the students to make it all the way to you. This encourages them to propel, but also promotes the importance of stopping quickly.

## ***Relay Races***

This promotes teamwork and tight maneuvering around a cone or target. Form two teams of Strider Riders if possible—there may only be one team if you have a small class. Have them start at a line, and one rider at a time, race to a cone that is placed a few yards away, go around the cone, and stride back. (Determine the length of the “race” based on ability.) When each racer gets back to the beginning of the line, have them “High Five” the next person in line, who can then start.

## ***Run Waiter, Run!***

This relay race puts a fun spin on teaching the balance and concentration we need while riding our bikes. Race around a designated spot marked with a cone, or a tree or a mark in the sidewalk. Try to balance a tennis or ping pong ball on a sturdy plate or tray while quickly running around the mark and back to the finish line where you can hand the tray and ball off to the next racer on your team. The first team with all the racers across the finish line wins!

## ***Scavenger Hunt***

This is a great take-home activity for parents or a fun game for Lesson 5. Make up your own list for the scavenger hunt. The idea is to have the children go to and explore places where they may not typically ride, while improving balance and coordination. Examples of things to include on your list might be:

- Find one big and one little pine cone
- Pick up a piece of trash you find on the ground to show you love our planet
- Take a picture of a bird
- Find a stick in the shape of the letter Y
- See if you can balance long enough to sing your ABC's without putting your feet down
- Find and stride around 5 trees or shrubs.

## ***Seated Journey***

Instructor narrates a story while the class is on their Strider Bikes. The story should be about delivering a package, a jungle/forest adventure, a trick riding competition, etc., and should include movements like kicking with one leg in air, holding both legs up and steering, etc. Make it fun and active to keep the kids engaged.

## ***Sidewalk Chalk***

Sidewalk chalk can be used for just about anything in this course. You can use it for the start and stop lines for lessons; you can even make your own “Strider Racing Track” with chalk as a guide for where you would like the children to ride.

## ***Simon Says***

This activity is like traditional Simon Says, only with a bike! When you say “Simon says... knock on your helmet,” the kids all do what “Simon Says.” Riders are eliminated from the game by following instructions not prefaced with “Simon Says.” The last person riding wins! If you are working with really young children do not to focus too much on the “I didn’t say Simon Says” part, or even eliminating players at all. This is just for practice and to incorporate new biking skills. Be sure to always include “Simon Says” get on your bike and “Simon Says” get off your bike to make the most of practicing getting on and off the bike without assistance.

## ***Sleepy Bear (Animal Game)***

Make a very large circle and have all of the riders spread out evenly. Tell them they will be acting like the animals. When you shout out an animal, they need to ride around the circle imitating that animal. But when you say “Sleepy Bear,” all the riders should stop and yawn and pretend to take a nap on the handlebars. Other animals include:

**Elephant (Stomping)**

**Jack Rabbit (Jumping with both legs)**

**Cheetah (Go as fast as you can)**

**Bird (Try to keep your feet up and out like wings)**

**Mouse (Tiny quick steps)**

**Sleepy Bear (Pretend to sleep)**

Feel free to let the class suggest other animals as well—remember this is all about working as a team and social interaction.

Having the class pretend they are animals helps them maneuver their bike in different ways without giving it much thought— and have fun in the process.

## ***Standing Over Bike***

This is a great activity to do with the children when you first give them their Strider Bike. Simply have each child stand over the bike, straddling it with one foot flat on the ground on each side, and holding the handlebars without assistance. Because Strider Bikes are lightweight and offer a really low seat height, even really small children can stand over the bike and hold it up. This is just the beginning of the confidence they will gain during this course.

## ***Step on Markers***

This activity helps children work on their balance while walking. Start by placing markers close enough together that children can easily walk through the course. When they master this, move the markers farther apart so the children have to take longer strides to reach the next marker. Then have them try to jump with 2 feet or on one foot between markers. Have children start each phase without holding the dowels with grips installed and then have them repeat while holding the dowels

## ***Strider Snow Ski Attachment***

Strider Snow Ski is a fun accessory that can easily attach to transforms a child's Strider into the perfect winter toy. For use in the back yard, cross country, or even on the slopes! If weather permits, you could use the Snow Ski attachment in your own curriculum or possibly even centralize your entire course around it! (Snow Skis fit genuine Strider 12" models only.)

## ***Walk the Line***

Using sidewalk chalk or tape, make a straight or curved line for riders to practice walking on either holding the dowels or without the dowels. The goal is to stay on the line without falling off. As individuals progress, turn this activity into a race for some friendly competition.

***Questions?*** Please contact the Education Department at Strider Bikes.

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