



Gateway Trail Connections
From Urban Places To Country Spaces

National 4-H Curriculum
BU-08336

Bicycle

HELPER'S GUIDE



Learn-by-doing
Activities for
Bicycle Groups



REVIEWED & RECOMMENDED
National 4-H Curriculum

NOTE TO THE BICYCLE PROJECT HELPER

Congratulations on volunteering to be a 4-H Bicycle Helper! You have a special opportunity to assist young cyclists. As a helper and mentor, you are in a key position to support the growth and development of youth. This curriculum provides opportunities for you and youth to develop caring relationships as well as a lifelong appreciation for cycling.

BICYCLE ADVENTURE SERIES

As a result of youth actively participating in this series, they will:

- Demonstrate safe cycling skills and equipment
- Repair and maintain a bicycle
- Plan and participate in cycling activities and events
- Practice the life skills of decision making, personal safety, leading self and others, planning and organizing and communications
- Have fun cycling

The youth activity guides, Bicycle 1 and Bicycle 2, are designed for grades 3–5 and 6–8 respectively. Each should be completed in succession and can be completed on an individual basis. You'll find an achievement program in each guide to encourage youth to learn more about bicycles and bicycling while developing important life skills.



Explore more at

www.4-hcurriculum.org

National 4-H Curriculum

Bicycle 1 – *Bicycling For Fun* BU-08334

Youth discover the joy of riding a bicycle; why helmets are worn; how to check tires, brakes and chains; and ways to control a bike when starting and stopping.

Bicycle 2 – *Wheels In Motion* BU-08335

Youth gather information to purchase a bike; recognize different types of wires and valves; adjust seats, handle bars and brakes; put chains on; shift gears; make a quick stop; dodge an obstacle; read maps; and plan bike routes.

Bicycle Helper's Guide BU-08336

The activities in the *Helper's Guide* are designed for group learning and may be used at any time during the series. Groups will organize group rides, practice bicycle skills and play fun bicycle games.

Don't Get Stuck: Fix It DVD DV-08399

Don't Get Stuck: Fix It Video VH-07507

Youth may also want their own copy of the video or DVD *Don't Get Stuck: Fix It*. For ease of use, the preventive maintenance and repair tips shown are color coded so youth can quickly locate just the segment needed.

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For more on bicycling, look for
the other guides in this set.



BU-08334

Bicycling 1 *BICYCLING FOR FUN*

Chapter 1 First Gear

Body Protection
Protect Your Noggin
Getting to Know Your Bike
Your First Bike!
Just the Right Fit
Finding Your Groove
ABC Bike Check

Chapter 2 Road Rules

On Your Bike
Braking and Stopping
Is the Coast Clear?
Sign Language
Scanning the Area
Taking Turns

Chapter 3 On Your Way

Be Road Smart
How Do I Get There?



BU-08335

Bicycling 2 *WHEELS IN MOTION*

Chapter 1 Buying, Maintenance & Repair

Comparison Shopping
Pressure Checkup
Patch It!
Chain Overhaul
Putting on the Brakes

Chapter 2 On the Road Skills

Know Your Terrain
X Marks the Spot
Traffic Manners
Shifting Gears
Emergency Turns
Shifty Maneuvers
Dark and Stormy Riding

Chapter 3 Cycling for Life

Fueling the Engine
Career Cyclist
Making a Difference



VH-07507
DV-08399

Video/DVD: *DON'T GET STUCK: FIX IT!*

Fitting a Helmet
Fitting the Bike
Adjusting the Seat
Adjusting the Handlebars
Adjusting the Brake Levers
Preventive Maintenance
Inflating Tires
Fixing a Flat
Adjusting Brakes—Cables and Pads
Adjusting the Headset
Repairs Best Left to a Bike Shop

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Bicycle Project HELPER TIPS

If you're like most people, you haven't had much, if any, cycling instruction. Consequently, you may be feeling a bit overwhelmed as a Bicycle Project Helper. Think back to your first bicycling experiences. You likely weren't given much more than a shove down the driveway and a warning to stay away from cars. You may have been told to bike in a backyard, a driveway or on the sidewalk and gradually were allowed to go onto quiet streets or roads where there was little traffic. As you grew older, your interests expanded far beyond your backyard and the street you lived on. You wanted to go places on your own. As a result of such limited exposure, you didn't have the first idea about how to bicycle with motor vehicles. Thanks to you, the youth you are helping will be much better prepared.

If you aren't currently active as a cyclist, reacquaint yourself with the joys of bicycling by participating along with the youth. You'll have much to gain on a personal level, and you'll be far more successful in your helper role.

Your Role as Bicycle Project Helper

- Become familiar with the materials in this guide and the two activity guides.
- Support youth in their efforts to set goals and complete each Achievement Program.
- Process each activity with the youth by discussing the questions included for each activity.
- Initial the activities in the Bicycle Achievement Programs as youth complete them.
- Help youth better understand themselves, including their strengths and limitations.
- Use the experiential learning model in all learning experiences.
- Evaluate the impact of the experiences.

Activity Preparation

Certain activities require special preparation; others may necessitate supplemental reading. Always read through each activity before starting, so there will be no surprises. Because the activities follow the experiential learning format, children are encouraged to try out ideas and solutions instead of being shown or given the "answer." They learn by doing or using hands-on experiential methods. Information is included in this guide to help you become an effective helper.

Helmets

Many states require bicyclists to wear helmets. Regardless of the law in your state, 4-H recommends that all participants wear approved, properly fitted helmets (look for the Consumer Product Safety Commission label) every time they ride. Nobody expects to crash on a bicycle, but the laws of probability indicate otherwise. Approximately 75 percent of all serious bicycle injuries are head injuries. Road rash and broken bones heal; brain damage is often permanent. Wearing a helmet just makes common sense.

Youth Learning Characteristics and Stages of Youth Development

Do you know how to plan activities with youth that will best complement the way they learn? For example, do youth ages 8 to 10 prefer to work together or individually? Do they like to "do" activities or see others do them? Are they concrete or abstract thinkers? You'll find very practical tips for working effectively with ages 5 through 15 in the Resources section on the 4-H Curriculum site (www.4-hcurriculum.org). You'll also find excellent descriptions of characteristics of youth and how you as a helper might adapt your interactions with these youth.

Developing Life Skills

Teaching important cycling skills to youth is a primary goal of Bicycle Adventures. Another major purpose of this curriculum is to help youth develop life skills by letting them learn experientially. Every activity focuses on a particular life skill. Life skills are defined as skills that help an individual live a productive and satisfying life. For more information on Life Skill Development in Youth visit the Resources section on the 4-H Curriculum site (www.4-hcurriculum.org).



Explore more at

www.4-hcurriculum.org

National 4-H Curriculum

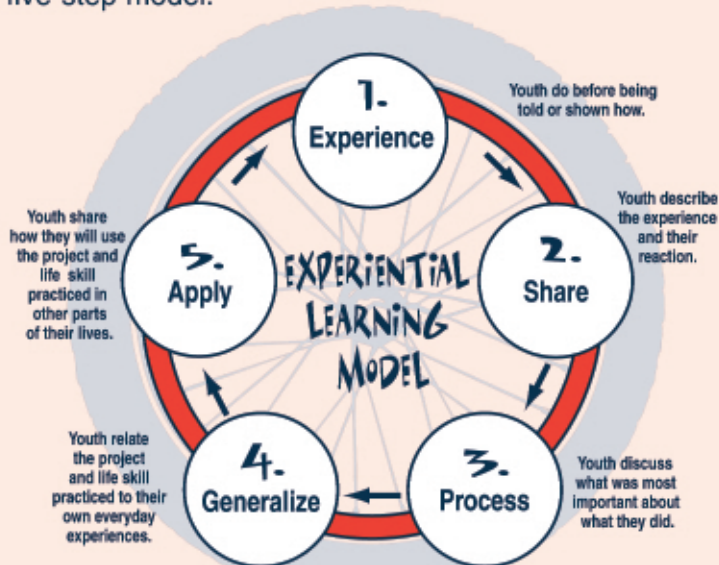
4-H BICYCLE PROMISE

I promise to:

- always wear a properly fitting helmet
- always ride a bicycle that is a proper fit
- always ride a safely maintained bicycle
- always follow the rules of the road

TEACHING AND LEARNING EXPERIENTIALLY

The 4-H Youth Development Program promotes the concept of learning-by-doing before being told or shown how. A five-step experiential process helps turn activities into learning experiences. The experiential process of learning engages youth in the activity, encouraging them to think more, explore, question, make decisions and apply what they have learned. You will note that each of the activities follows this five-step model.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

"Experiential learning takes place when a person is involved in an activity, then looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity."

—John Dewey

The 4-H Youth Development Program promotes the five steps of the experiential learning model as an integral part of all educational experiences. Each of the activities in the Bicycle Adventures series uses the model.

The five specific and sequential steps of the model work well when the objective is to combine the development of project subject matter and the practice of personal life skills in a single activity or a series of related activities. The experiential learning process engages the individuals in the activity, encouraging them to think more, work harder and ultimately learn more thoroughly than with traditional teaching methods.

Experience

Notice that the model begins with an experience: action. In each Bicycle Adventures activity, the experience is the "do" part of the activity. This immediately focuses the attention on the learner rather than the teacher. When the learner is encouraged to learn by doing before being told or shown how, he or she can practice a wide variety of life skills, depending on the method used to engage the youth in the experience. As the helper, your challenge is to "sit on your hands" as much as possible during the experience step.



Learn by doing

Share

The last four steps of the model are addressed in the questions or "Backtrack" section of each activity. The questions are structured to elicit answers beyond a "yes," "no," or single word response. As the model shows, sharing is simply asking the group or individual: What did you do? What happened? What did it feel like to do (whatever the activity was)? This step will generate lots of information to lead to the "process" step.

Process

The "process" questions focus on what was important about the experience. Common themes that emerge from the sharing session are explored in more depth. The key teaching points relating to the subject matter often are discussed.

Generalize

In this step, discussion becomes more personal. The "generalize" questions are the "so what?" of the activity. What did the experience mean to me personally and to my everyday life? The subject matter alone could remain the focus of the discussion in all five steps of the model. But because the major goal is to help youth develop important life skills, a large part of the discussion shifts to the life skill practiced in doing the activity. If the method employed required the youth to work in teams to complete the activity, questions about teamwork would be appropriate. If the methodology asks the youth to communicate, communication skills are discussed.

Apply

Here, the youth express what they really learned and how they can use the skill. Or they might actually show they have mastered the skill by performing another activity that requires use of the new skill. Remember that the questions are your way of assessing what has been learned. The answers you get will help you evaluate the youth's level of skill mastery.



Making Preparations

Bicycle Skill:	Planning a year's bicycle program
Life Skill:	Planning and organizing
Educational Standard:	[NASPE 2] Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities
Success Indicator:	Plans a one-year bicycle program
Time Involved:	One hour

PLANNING THE BIKE PROJECT YEAR

Bicycle project meetings offer exciting settings for youth to develop both cycling and life skills. By participating in planning, youth develop an important life skill as well as become more personally involved in the group's activities. You'll find programs will more closely meet the needs of youth when everyone participates in identifying what to do, when to do it, how to do it and who will do it.

This activity has been designed to help your group plan its annual program. Helping a group plan a year's program or just one meeting takes a lot of patience and the ability to "sit on one's hands" while the members work together and practice important life skills.

GETTING STARTED

Before the meeting you may want to talk with the parents to see what they feel their children need and how this program can help. This is also a good time to introduce the bicycle project literature and the list of project meeting ideas from page 34 to help them become better acquainted with the project.



First, ask everyone what the group's goals should be for the year. The process described here to determine what the activities should be can also be used to set goals. Then ask each person to write ideas for project meetings and supporting activities (community service, contests, fun days, promotions, etc.). Sometimes youth can generate more ideas by working together in groups of two or three with one person writing the ideas. Provide copies of the activity guides and the list of project meeting ideas.

Next, have each person share his/her ideas in round robin fashion. One person shares an activity idea, then the next person and so on until all ideas have been given and recorded on a blackboard or a large sheet of paper. List the ideas quickly without discussion, comments or judgments. After all ideas are listed, provide time for the person who suggested the idea to clarify or explain it. Others can add support, questions or criticism. After a short discussion, move to the next idea.



Planning is part of the fun!

From all the ideas generated and discussed have each individual rate the items in the order of preference on a separate sheet of paper. You may want to have participants indicate their top five, 10 or whatever choices. If 10 choices are indicated, the top choice would receive a 10 and the last choice a 1.

Read each idea and have all members give their rankings. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, outline the list of topics for the year's program.

Deciding Who Does What

Now that the group has decided what they want to do and learn, you will want to be sure everyone shares in the responsibility of seeing that it happens. Allow as many members (and families) as possible to have a specific job on the year's program. Recreation, demonstrations, community service, refreshments and hosting the main program are all possibilities. If the group is large, the team approach is encouraged.

Completing the Program

Write an outline so everyone can see the plan taking shape. After the program is completed, make copies for each family. You might include a list of everyone's name, phone number and e-mail address.

BACKTRACK

GET ROLLING (Share)

- What have you learned about planning?
- What do you think will be the most fun to do this year?

CRUISING (Process)

- Why are decisions made through discussion often more accepted than those made by voting?
- Why is it important for youth, parents and leaders to work together on planning activities?
- What life skills did you practice when you planned?

SPINNING (Generalize)

- How will this experience help you plan family experiences?
- How will it help you plan other areas of your life?

FINAL LAP (Apply)

- How will the way you plan your week or year change as a result of this experience?



PLANNING TIPS

Planning for Success – Making a Lesson Plan

A lesson plan (in some format) should be developed for each and every club meeting, event, activity, fieldtrip or experience. These plans can serve as “maps” to help you get to where you and the group want to be.

The more time you spend planning, conducting and evaluating these experiences the better “teacher” you will become. Remember that this program is based on the belief that experiential education is often the best type of learning. This is as true for leaders and teachers as for anyone else. Get the youth involved in learning by doing it!

A lesson plan moves from the general to the specific. For example:

- **Purpose** – Why are we having this meeting?
- **Goals** – What should the youth get from this meeting?
- **Objectives** – How will I know if he/she got it?
- **Procedure** – What steps need to be taken to reach the objectives?
- **Materials/resources** – What things/people are needed for this?
- **Evaluation** – Did this activity work?

Planning a Group Meeting

Remember what it was like to be a kid. Try to be in touch with the feelings of kids. What is fun? What is exciting? What is interesting?

Make the time to plan for each experience, regardless of whether it is a meeting, bicycle trip, bike rodeo or individual lesson.

Plan for the individual members—consider who they are, what they are to learn and how best to help them experience the activity—and evaluate if things went as well as they could have.

Make Safety a Priority

Provide members and their families with a printed list of guidelines for participation. Guidelines may include expected behavior, personal items they are expected to bring, things you will provide (i.e., list of participants with phone numbers, first aid kit, how you will handle situations like severe weather) and your goals for the group. You should have a standing set of safety guidelines for your activities and bike outings including off-limits areas, spacing of bikers, use of safety equipment and other rules appropriate to the type of biking your group is doing.

Bicycle Project Group Calendar

Name of group _____

Name of leaders _____

Bicycle Project group goals for the year _____

- All members complete at least one-half of their bicycle achievement programs.
- Practice the life skills of decision making and planning.
- Involve each family in activities.

Meeting Date, Time and Place	Meeting Topic and Planned Activities	Who is Responsible	What to Do Before Next Meeting
May 12, Garcia's 7:00	Bicycle Skillathon	Mary and Alex	Each family collect Skillathon station supplies
_____	_____	_____	_____
_____	_____	_____	_____

Find a master calendar online.



PEDALING HARDER

1. Promote your group in the community by doing one of the activities listed in the Bicycle Meeting Ideas on page 34.
2. Organize another bicycle club in the community.

JOURNALING YOUR ADVENTURE

Periodically in the Bicycle Adventures series, youth are encouraged to record special accomplishments and log their progress in the Achievement Program. Keeping a journal or a scrapbook is a natural extension of this process. Even a very young child can benefit from learning to express his or her thoughts in writing and graphically. This activity will introduce the youth to journaling.

GETTING STARTED

You can have individuals bring a notebook or journal to this session—or have them make journals as part of the activity. Start a discussion about journaling by asking the youth if they've ever kept a diary. Ask them to describe the kinds of things they wrote about. Make the point that by writing things down, people often make better sense of their thoughts.

A journal is not only a place to record special milestones, but also a place to write about day-to-day progress and goals that they set for themselves. Some athletes keep a journal to gauge their growth and progress; gardeners may keep journals to remember what is planted where and to record information about what works and what doesn't in the garden; writers keep journals to record ideas for stories and to free up their ideas.



Once the youth have their journals, ask them to write one entry each during the meeting about bicycle experiences they have had. Suggest they start by recording the age when they started bicycling and describing the skills they have learned so far. Encourage them not to worry about making spelling errors: A journal is a place to record your thoughts as they come to you. No one has to read it or "grade" you on it. After everyone has written something ask for volunteers to share their entries.

Bicycle Skill:	Keeping a journal
Life Skill:	Marketable skills (acquire, communicate, organize, use, and evaluate information; use computers to process information)
Educational Standard:	[NCTE 5] Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
Success Indicator:	Makes regular journal entries about bicycling
Time Involved:	45 to 60 minutes



Scrapbooking (journaling) helps us remember, evaluate progress and express ourselves.

BACKTRACK

GET ROLLING (Share)

- Why is journaling a great way to keep track of your cycling experiences?
- What about the journal you chose will make it easy to use?

CRUISING (Process)

- What kinds of entries will you make in your journal?
- What will help you remember to write in your journal often?

SPINNING (Generalize)

- Why do you think that keeping a journal or making a scrapbook is so popular today?
- How will keeping a journal improve your ability to write?

FINAL LAP (Apply)

- How might you use your journal in the future?
- How would a journal you write only for your own use be different from one you want to share with others?



**Sharing your journal entries
is a great way to learn.**



JOURNALING TIPS

There are no rules for journaling, but these tips may be helpful. Discuss these with the youth.

- Ask youth to select a notebook or journal to use. They can buy a "blank" book available at bookstores or get a composition book and decorate the cover with a bicycle theme. Remind them that a journal needs to be something that is comfortable to write in.
- It is also good to pick one that fits conveniently in a backpack, bike pack or bike rack to take along on trips. They can keep a supplemental journal to take on trips.
- Suggest they also get a pencil or waterproof pen to keep with their journal. Some youth might prefer to make electronic journal entries using a word processing program on a computer.
- If you want to design journals as part of this activity, gather an assortment of craft supplies for the youth to use.
- Always date entries, so you can look back and remember special occasions and track your progress.
- Make entries in the form of lists for an easy, fun way to free thoughts and ideas.
- Each time you start writing, leave space at the top so you can give your entry a title later.
- Your journal can go beyond words. If you like to draw, illustrate your entries too.
- Take pictures of places your community has created to encourage bicycling (bike paths, signage, bike racks etc.) to add a community section to your journal.



PEDALING HARDER

1. Develop a scrapbook of your bicycle adventures.
2. Exhibit a journal or a scrapbook about your bicycle adventures at the county fair.
3. Create a community section in your journal that you fill with ideas on how communities can support bicycling as a sport and economical transportation.

BIKE SHOP SCAVENGER HUNT

A scavenger hunt is a great way for your group to be introduced to the local cycling community as well as discover what products are available to cyclists. In this activity your group will develop teamwork skills as they search for bike information and answer questions.

GETTING STARTED

Meet with the manager of your local bike shop to discuss the activity and determine the best time to conduct the scavenger hunt. Prepare the Scavenger Hunt handout to provide to each team. Developing a list of questions with the group and assigning a question or two for each person to ask the bike shop employees will get everyone quickly involved and thinking about the activity. Prior to going to the shop introduce the handout so the activity can start quickly once you arrive.



When you arrive at the shop, make introductions, provide a brief overview of the activity so the shop personnel know what to expect and divide the group into teams of two or three individuals. Allow 10–20 minutes to find the items on the handout and answer the questions. Ready!

Set! Go! After the teams have completed the scavenger hunt process the experience and allow time to ask the shop operator questions. If space allows, going to each location in the store to discuss the questions will work well.



- spokes
- truing stand • kevlar
- aerodynamics • clipless pedals
- cleats • suspension
- saddle • titanium
- carbon fiber

Bicycle Skill:	Recognizing bicycle products
Life Skill:	Developing team work
Educational Standard:	[CFR2.1] Demonstrates management of resources through comparison shopping
Success Indicator:	Participates in a bicycle scavenger hunt
Time Involved:	One hour



Discovering new equipment together is fun.

BACKTRACK

GET ROLLING (Share)

- What was most interesting?
- What was new to you?
- What surprised you?

CRUISING (Process)

- What would you like as your next purchase?
- How did you work as a team to complete the scavenger hunt?

SPINNING (Generalize)

- What bike did you find that you would like for the kind of riding you do?

FINAL LAP (Apply)

- How could you use this bike shop in the future?



BICYCLE SHOP SCAVENGER HUNT ITEMS

1 - Frames

List three types of frames:

- Q. How do the frames differ?
- Q. How are the frames designed for a particular type of riding?
- Q. **Shop Operator:** What type of frame material do you prefer for different types of cycling and why?

2 - Tire Treads

List three types of tires:

- Q. How are the treads different on each type of tire?
- Q. What tires are designed for what type of terrain/riding?
- Q. Why aren't the front and rear tires always alike?
- Q. **Shop Operator:** What makes a good tire? What are the advantages of a foldable tire?

3 - Bikes

List three makes of bikes:

- Q. Which company makes the most expensive bikes?
- Q. What is the most common make of bike in the shop?
- Q. **Shop Operator:** What is the most popular bike that your shop sells?

4 - Clothing

List three pieces of clothing that are just for cyclists:

- Q. How do cycling clothes differ from everyday clothing?
- Q. What features have been included specifically for cyclist?
- Q. **Shop Operator:** How do avid cyclists deal with seasonal weather changes?

5 - Pedals

List two different kinds of pedals:

- Q. How do pedals differ on different types of bikes?
- Q. What is the advantage of having your foot held securely to the pedal?
- Q. **Shop Operator:** Why do "clipless" pedals seem to have clips?

6 - Helmets

List the name of the helmet with the most holes and the one with the least holes. List three categories of helmets.

- Q. What kind of cycling would each kind of helmet be best suited for?
- Q. What are the differences between inexpensive and expensive helmets?
- Q. How do (or don't) the added features add to the safety of the helmets?
- Q. How does a helmet protect the head?
- Q. How safe is a cracked helmet?
- Q. **Shop Operator:** How do you know if a helmet is on correctly?

7 - Safety Equipment

List three pieces of safety equipment other than helmets:

- Q. What parts of the body need safety equipment to protect them?
- Q. What safety equipment did you find on the bikes?
- Q. **Shop Operator:** What safety equipment do you recommend for the beginning rider?

8 - Food for the Ride

List one food to be consumed for each of the following times—before a ride, during a ride and after a ride.

- Q. How do foods that are meant to be eaten at different times differ?
- Q. How are these foods designed to be easily eaten by the rider?
- Q. **Shop Operator:** How popular are specialty foods for cyclists?

9 - Air Pressure

Q. List three recommended tire pressures:

- Q. What bikes have the highest recommended pressure?
- Q. Where is the recommended air pressure for a tire shown?
- Q. **Shop Operator:** What are the most popular tires?

10 - Wheels

List four wheels with different types of spoke patterns:

- Q. How do the patterns of spokes on different wheels differ?
- Q. What is the difference between how a front wheel is spoked and how the back wheel is spoked?
- Q. **Shop Operator:** What tools do you use to build a wheel?



PEDALING HARDER

1. Find in your community examples of five different kinds of bikes discussed at the shop.
2. Explore on the Internet the type of riding that interests you (mountain biking, cross country, dual slalom, trail, urban assault, BMX, road cycling, etc.).