ADDITIONAL ACTIVITIES
Youth classes don’t always go according to plan. Sometimes it’s raining on the day you want to go riding or you finish an Earn-a-Bike class to learn that no one knows how to ride a bike. In addition, sometimes students will be absent, and it’s great to plan in some make-up time to everyone gets a chance to learn all the material.

We suggest planning in at least one make-up day for every 6-ish classes and definitely one on or before the last day of graduation. These classes are important for many reasons. They allow students to miss a class and still graduate with all the skills. They allow students to have time to work on particularly challenging parts of their bike without rushing. And they provide an opportunity for youth to teach each other in a teach-back format.

These classes should follow the same pedagogical guides as all our other units, and this is a great time to make these four guides known to the youth who will be doing much of the teaching.

- Ask twice as many questions as you answer.
- Emphasize a hands-on approach to learning.
- Focus on “problem solving” and “troubleshooting.”
- Safety is part of every lesson.

A helpful tool for these classes is the idea of “mentor mittens.” These can be actual or metaphorical mittens that peer teachers should be wearing while working with fellow students. As a peer teacher, youth should not be doing any repairs that they couldn’t do with mittens on. Let the student do the repair and use words to help them along. Suggest this idea to students when they are teaching each other. Emphasize explaining the work, not doing the work for someone.
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**LESSON**

**Bracelets and Key Chains:**
This is a great way to practice using the chain tool, to talk about “stiff links” and to make something that youth can take with them. A “stiff link” is when a pin doesn’t roll smoothly within the chain. It often happens because of rust or dirt, but you can create them by pushing the pin a tiny bit with a chain tool. Create “stiff links” with the chain tool to create a star, heart, circle, and more! You can also spray paint them gold or other colors with enamel spray paint.

**Chain Widgets:**
Make a “chain widget” by connecting 4 pieces of chain into a little toy that can move back and forth. This is a great toy for students who have trouble keeping their hands off the tools during explanation time. Encourage youth to keep their to pull out their chain widget to keep their hands busy while you are talking.

**Gifts:**
This is particularly fun to do around the holidays. Have students make any of the above widgets or keychains and create little pouches out of innertubes in order to give them as gifts.

**Rewards:**
Make some stars, widgets or other designs. Spray paint them gold and hand them out as rewards! You can do rewards daily for “hardest working”, “best at dealing with frustration”, “most helpful” etc. At the end of the day have the winner from yesterday chose who to pass it on to today. Or make a bunch and hand them out at graduation!

**MATERIALS**
Old (or new) chains
Cleaning supplies
Simple Green Toothbrushes
Tub of water Rags
Chain breaker

**RESOURCES**
None
**THE "I CAN"**

Encourage positivity in the classroom!

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**MATERIALS**

Can of candies or something sweet with the label removed and a carrying loop attached.

**RESOURCES**

None

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**LESSON**

1. Introduce the bland can at a time when the students seem plagued with the thought that “I can’t do this.”
2. Anytime someone says, “I can’t...” they then receive the “I Can” and must carry it on their body until someone else says “I can’t!”
3. If the group stops saying “I can’t,” celebrate by opening the can and indulging in the contents.
4. It might be good to precede the introduction of the “I Can” with a discussion about the difference between “Can’t” and “Won’t.”
OUTSIDE SCAVENGER HUNT

Explore the community and how it interacts with the class.
Get moving and get outside.

LESSON

On a particularly nice day, after standardized tests, or whenever you need to change the energy of a group, it can be great to get out of the shop! Use the Outside Scavenger Hunt/Jugar a los Escondidos (p. 218) or make your own!

1. Have youth form groups or have them work in one large group.
2. Hand out one scavenger hunt paper to each group along with a pen or pencil and a digital camera if possible. Youth can also use their phones to “document” findings. Make it clear if a picture is necessary for a find to “count.”
3. Assign boundaries. For example, “Stay between MLK Jr. Drive and Rainier Street and don’t go farther east than Bike Works or farther west than the coffee shop.”
4. Assign a time to meet back at the classrooms.
5. If you have enough staff you can send a staff with each group, but be sure to let students work out team roles on their own.
6. Once you all meet back at the classroom, share what you found and tally up points. (Or call everyone a winner and have a snack.)

MATERIALS

Scavenger Hunt sheets
Pens or pencils
Digital camera for photographing finds (optional)

IMAGES

Outside Scavenger Hunt/ Jugar a los Escondidos (p. 218)
COMMUNITY MAP PROJECT 1 OF 2

Explore the community and how it interacts with the class. Learn/Review how to use community resources like maps and public transportation for travel by bike.

LESSON

This is a good way to familiarize youth with bike maps, multi-modal transportation and route planning. It’s also a great project if you were planning on riding bikes and it is raining, snowing, 100 degrees or otherwise a terrible day to be outside.

1. Using the individual maps or group maps, have students put a dot on the map where they live, or places they often visit. Also be sure to put a dot on your current location. Stickers can work well, or markers.

2. If time and weather permit, go outside and use the map to walk around the area. Notice the different codes for streets according to the key on the map—what does a “bike trail” look like as opposed to a “sharrows” (chevrons) street or a specified “bike lane.” Try to see as many different kinds of roads as possible. (This may take some prior planning on the part of the staff to craft a short but diverse route.)

3. Next, take some time to plot the best routes from students’ homes to the location of the class. Set a reasonable radius—probably less than 3 miles for biking. If students live outside that radius, talk about multi-modal transport—can they take the light rail or subway somewhere nearby? Is the bike share system an option? What about the bus system? How do you carry bikes on each of these transit options?

CONTINUED ON P. 153

MATERIALS

Community bike maps (if available)
Other maps of the area:
Topographic maps
Street maps
Trail maps
Bus maps
Train maps
Any other maps you can find
Stickers (optional)
Markers

SOURCE

WE Bike NYC

NOTE

This can be adapted for different skill levels. If you have older students, you might want to give each of them their own bike map. If you have younger students, it might be good to all work together on one map. Keep in mind also, many youth are used to maps on computers and may need a refresher/introduction to orienting a map, how to use the key and scale.
**LESSON (CONTINUED FROM P. 152)**

4. Practice picking up bikes, walking up and down stairs and standing bikes up on the rear wheel in tight spaces.

**NOTE**

If you carry a bike rear wheel first, arm OVER top tube, seat on shoulder going up the stairs, you won’t strain your back. To go down the stairs, go front wheel first, seat on shoulder, arm over top tube.

Be creative with your maps—have students plan a ride for the group to take. Or make a “school—after school—home loop” for each student. Pick a location and have groups work together to make a route from the class to the location. Compare maps—what was the group’s priority? To stay on bike lanes? To take the fewest turns? To avoid hills?
Opportunity for leadership and peer-teaching.
Review key concepts.

### MAKE-UP ACTIVITIES

<table>
<thead>
<tr>
<th>LESSON TIME</th>
<th>STUDENT AGE</th>
<th>STUDENT LEVEL</th>
<th>STAFF LEVEL</th>
<th>GOOD FOR GROUP</th>
<th>TOOL KIT</th>
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</thead>
<tbody>
<tr>
<td>varies</td>
<td>all</td>
<td>beg</td>
<td>1</td>
<td>yes</td>
<td>none</td>
</tr>
</tbody>
</table>

It is likely that some students will miss some classes. For this reason it is a good idea to build in AT LEAST one class for every 6 classes that is a “Make-Up Day.” This is a great way to get a feel for how students are doing as well as provide a leadership opportunity.

Depending on how many students missed what class, this can be done in several ways.

**SMALL GROUP PRESENTATIONS (15 MIN)**

If a large portion of the class was out the same day (class field trip, day before a holiday, etc.) you can use the day with few students to prepare a lesson they will teach the class later.

**EXPERT STATIONS (30 MIN)**

If there are a few students out at different times, keep track of who missed what class(es). Then set up “teach-back stations.” If you have had five classes, set up five stands and assign a topic to each stand. Then assign an “expert” to each stand to teach that skill. You can pair students up based on what classes they missed, or do a round-robin where each student is at each station for a few minutes, learning key ideas, before moving on to another station. Peer teaching is a great way to foster leadership. In particular, allowing students to present to each other in small groups helps build confidence in a low-stakes setting.

**MATERIALS**

Tools and bikes necessary for the lessons you are reviewing.

**RESOURCES**

None

**SOURCE**

YMCA “GOLD” program
David P. Weikart Center for Youth Program Quality

CONTINUED ON P. 155
LESSON (CONTINUED FROM P. 154)

ROVING EXPERTS (30 MIN)
Another way to do teach-back stations is to have a series of stands set up with an instructor at the first stand.

1. Have the rest of the group play a game such as “Earth People” (p. 58) while the instructor teaches a student about the task at that stand—for example “brakes” for about five minutes. This should be mostly a review, so five minutes should be enough.

2. Then have student A stay at stand #1 while the teacher moves to stand #2.

3. Have another student (Student B) go to Stand #1 and learn the five minutes of information from Student A.

4. Then have Student A move on to stand #2, while student B stays to be the expert at stand #1.

5. Continue until all the students have gone through all the stands having a chance to be the student and the expert.

TEAM STATIONS (30 MIN)
Set up the stations in a round-robin format and have students travel in pairs or small groups to each station. There they can work together to complete a task or teach each other the skill for that station.

END OF DAY TEACH-BACKS (5 MIN)
Have one student boil down what was learned that day into 1-2 sentences. This can be a great daily ritual if you save time for it!

Teach-backs can be incredibly valuable for catching up students who have fallen behind, reviewing for students who may have forgotten, and providing opportunities for students to lead and teach one another.

CONTINUED ON P. 156
LESSON (CONTINUED FROM P. 155)

JIGSAW (30 MIN)

1. Begin with students in small groups of 3–5. Determine which subtopics you want small groups to discuss. For teach–back, these may be the lessons that have been covered so far in the class.

2. Have small groups “count off” up to the number of subtopics.

3. Assign one subtopic per number and have youth with that number meet with others of that number.

4. Give the new small groups enough time to become “experts” in their subtopics.

5. Have the original small groups re–form.

6. Provide time for each youth to share the information they learned while in his or her “expert” group with their original group.
WAYS TO BREAK INTO GROUPS 1 OF 5

Help youth break into groups using these fun ideas!

WAYS TO BREAK INTO GROUPS

FAMOUS TRIO

1. Before the activity decide how many different groups you need and create sets of cards that reflect famous trios. Each card should have one member of the trio on it. You can use words or pictures.

2. As you begin the activity, distribute one card to each participant.

3. Explain, “Your card contains one member of a famous trio. Find the other two members of your trio to form groups of three for the next activity.”

4. Go around and make sure that groups are forming correctly.

BIKE VARIATION:

Instead of using cards, have a set of bike parts—bottom bracket, cranks, pedals; headset, handlebars, grips; etc. It is also possible to use tool and part combos—cone wrench, hub, bearings; 10mm wrench, 10 mm nut, matching bolt; etc.

CONTINUED ON P. 158
LESSON (CONTINUED FROM P. 157)

FIND YOUR MATE

This is great for youth who don’t yet know each other!

1. Give each participant a slip of paper or index card with the name of another participant designated as his or her partner.

2. Ask participants to introduce themselves to others in the room until they find the person listed as their partner.

3. Partners all sit down once they have found each other.

VARIATION: UNIQUE FACTS

At the end of one class, have each participant write something unique about themselves on an index card. At the beginning of the next class, hand out the index cards. Participants must interview each other until they find the person who has the unique skill or trait listed on their card.

CHALKBOARD

This works well when youth are staggered when finishing a task.

1. Explain, “When you finish you individual work and are ready to work in a trio, write your name on the chalkboard. If someone has already written their name, write your name under it and then go and sit with that person. If two names are already there, erase both names and go sit with those two people and begin your trio work. The next person writes his or her name to begin a new trip group.”

2. Monitor the groups as they form to make sure that youth follow the instructions and no one is left out.

CONTINUED ON P. 159
LESSON (CONTINUED FROM P. 158)

ANIMAL SOUNDS/ MOVE LIKE A...

1. Decide on the number of groups you need and the number of youth per group.
2. Create cards based on certain categories.
3. Distribute cards to participants.
4. Give everyone an opportunity to think about their category.
5. Instruct participants to wander around the room representing what is on their card with their movements. Noises are OK but no words should be spoken.
6. After a minute or so, instruct participants to find peers who are acting out the same category.
7. Check to make sure groups were formed correctly, and then proceed with the activity.

Example categories:

- Animals (either specific animals- i.e. find another pig, or categories like reptile, mammal, bird, etc.)
- Professions (medicine, construction, food industry, law, education, etc.)
- Musical genres (hip-hop, rock, country, classical, etc.)
- Written genres (poetry, novels, comics, news, etc.)
- Types of bike (mountain bikes, road bikes, BMX, etc.)

COUNT-OFF

The old stand-by! Have the group count off by 3’s, 4’s, and 5’s to fit your needs. Have each number re-group somewhere in the classroom.
LESSON (CONTINUED FROM P. 159)

FOLD THE LINE

1. Determine how many groups you need and what size they should be.
2. Instruct youth to form a line. You can be creative here—have students like up by height, birthday, age, rainbow t-shirt color, etc.
3. If there are an even number of participants, instruct the youth at one end to “fold the line” by moving to stand across from the youth at the other end of the line. The rest of the line follows, with each youth facing another youth in the line.
4. If there is an odd number of participants, have the person exactly in the middle step out of the line and join a group after everyone is paired off.
5. Form your groups by separating off groups of participants from the folded line. Those across from each other can be partnered or put into groups based on the size the facilitator would like, pairs and fours work best.

GROUP BY CATEGORIES

1. Determine how many groups you need and what size they should be.
2. Determine what category you want to form groups by.
3. Instruct youth to form groups based on the given category.
4. Instruct youth to talk about what it’s like to be a member of that particular category before moving on to the main activity.

Example categories:
- Age groups
- Season or month born
- Extracurricular interests/ activities

CONTINUED ON P. 161
LESSON (CONTINUED FROM P. 160)

INDEX CARD PUZZLE
1. Cut index cards in half creatively (or thirds or quarters)—so that only those two parts match.
2. Pass out one half-card to each student.
3. Instruct students to find the matching half of their card.

TONGUE DEPRESSOR NAMES
1. Keep a can of tongue depressors with the name of every student on a depressor.
2. Choose two depressors at a time; they are partners.

MATERIALS & RESOURCES
See p. 157