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.

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.

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?

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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
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?