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Selecting a Bike

Part One - Planning

I. Objectives

- A. Student knows which bike s/he will be working for and how many hours it will cost.
- B. Student is more aware of features that determine the value of a bike.
- C. Student becomes more familiar with the standards for fitting a bike.

II. Materials Needed

The primary materials needed are a good supply of potential bikes from which the student(s) can pick. If not all the bikes have wheels installed, there should also be a decent supply of wheels of every size that could be needed. You will also need tools to adjust seat and handlebar heights and perhaps to attach wheels.

Part Two - Activity Instructions

I. Tool Check! Students & instructors enter the tool area and confirm as a group that all the tools are there.

II. Process

A. **Goal** — We want the students to end up with a bike that will excite and motivate them throughout the rest of the course, but which will not cost so much that the students will get frustrated trying to finish up the needed hours.

B. **Fit/Sizing** — What does the student remember from the safety video about proper bike fit?

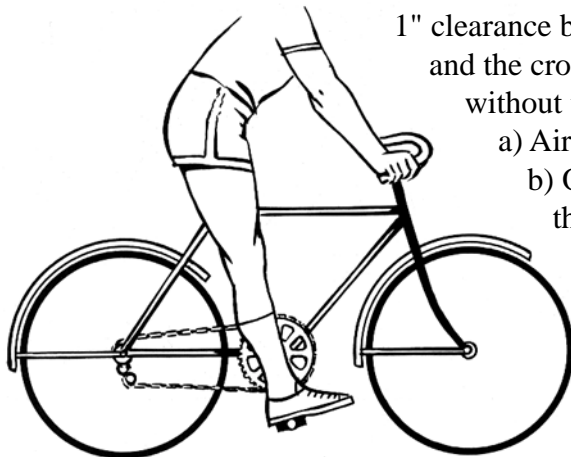
1. Stand over the bike. Is there at least 1" clearance between the top tube and the crotch? Can the student lift the front wheel at least 1" off the ground without the top tube touching him/her?

a) Air in tires?

b) Open frame bikes — Make sure both that the top tube, if it were there, would give adequate clearance; and that the student's leg is not overextended when the seat is in its lowest possible position.

c) Don't let anyone get a bike that is too big!

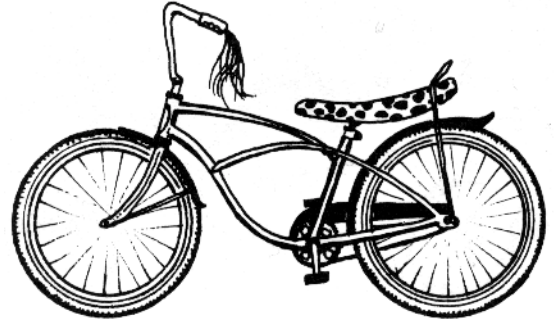
2. Front to Back Reach — With your elbow on seat tip, your fingers should extend to handlebars, give or take an inch.



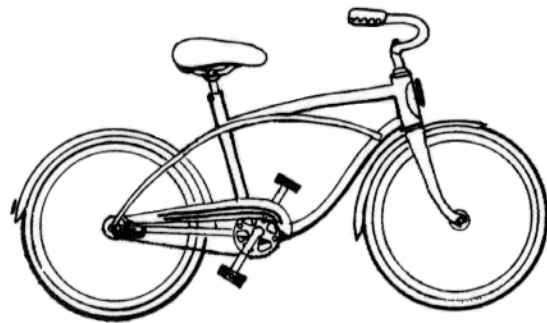


C. **Type of Riding** — What does the student want to do with this bike?

1. Handlebars — Any road bike can be fitted with upright bars — it'll add 5 hours to the cost of the bike.
2. Gears — You'll want them in order to do any serious riding. Push gears! We want EABers to experience their bikes as reasonable forms of transportation.
3. Tire width and tread type — Knobs slow you down on pavement, provide great traction in snow, mud or loose stuff. Students will have to pay cash for the knobby style tires which we have bought new (for 27 x 1 1/4" and 26 x 1 3/8" tires).

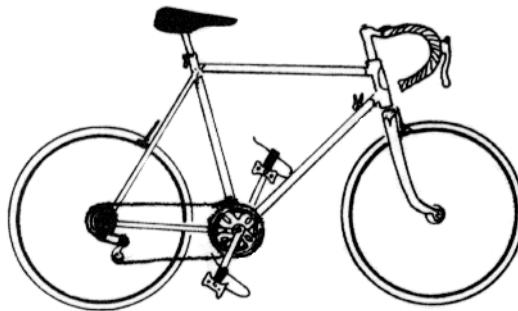


D. **Competition and Jealousy** — If more than one student wants the same bike (and it's an appropriate bike for each of them), have them draw straws.



E. **Cost**

1. While in EAB classes, students earn a credit of \$2/hour towards their bikes.
2. Accessories you add on later will cost. Suggest racks to people!
3. Desirability Factors
Color, Condition of paint
Style (Mtn. vs Road vs BMX)
Frame quality (show them drop outs)
Who knows???
4. Get the Lead Instructor to set the prices. Ranges are approximately:
Road bikes, 10+ speeds: \$80 to \$130
Low cost Mountain Bikes: \$80 to \$130 (e.g. Huffy, Columbia; depends a lot on wheels)
BMXs: \$40 to \$100



Of course, there are plenty of used bikes in all of these categories that cost a lot more than the above ranges, but we do not recommend students take on really expensive bikes as their first EAB challenge.

**III. Finishing Up — Seal the Deal**

- A. Label Bike
- B. Note Price on student's Time Sheet. Include notes on any parts not currently with the bike.
- C. Create a parts bag — Label a plastic bag with the students name, the date, and their phone number (on a tag, tied to the bag), and hang it from the handlebars.
- D. Make sure the students understands the prices. Do the math with them, and get them to figure out about how many weeks it's going to take to earn their particular bikes.

VI. Review**VII. Clean Up**

VIII. Tool Check! Leave tool area as a group after confirming that all tools are present.