SPARKS FLY SPIN BIKE USER GUIDE

sparks.runforlife.ca

WELCOME TO THE SPARKS FLY FAMILY!

Whether this is your first time to use a Sparks Fly spin bike, or you have used them for years, you are part of a growing and exciting program that helps keep children on the move, focused and ready to learn.

In order for us to keep in contact with you and to give you an opportunity to ask us questions, exchange ideas with others and post success stories, we ask you to visit our Sparks Fly website at **sparks.runforlife.ca**, go to the "staff room" tab and then use our quick step process to create an account. The benefits of this will definitely be worth your time! You will get access to research, funding possibilities, and have the opportunity to contribute to research and program improvement, as well as connect with other educators.

Many teachers who use spin bikes are interested in, or already use information from Dr. Stuart Shanker's research on Self-Regulation. By registering with us, you will also have access to up to date Self-Reg information, opportunities for training, and connections with other teachers across North America who love what Self-Regulation has done for their students.



USING SPARKS FLY SPIN BIKES

WITH REQUIRED DISTRICT LEARNING OBJECTIVES

Teachers sometimes express concern with time constraints around teaching required learning objectives and integrating the bikes into their class programs. There are hundreds of ways creative teachers use to integrate the bikes with curriculum. Here are a few ideas teachers using the bikes have found helpful:

- Integrate use of the bike into daily routines i.e., Daily Five and Math Stations.
- Many students enjoy using the bike during silent reading time, while others find participating in class discussions easier on the bike.
- *Health lessons are easily demonstrated and taught around the bike.*
- Use the bike for lessons involving time, measurement, motion, energy, and geometry, to be demonstrated with the bike.

IDEAS FOR GETTING STARTED

- Post a class list so that all students can rotate through their turns in an organized fashion. This establishes that the bike is for all.
- Place names of some students in the rotation for extra turns if needed. Discuss this beforehand with the student(s) to avoid embarrassing them
- Reiterate with the class that all students have different energy levels, and diverse needs by explicitly teaching lessons on this topic (Kuypers, 2011).
- Create a system with the class involving hand signals for using the bike and/or quietly tapping the shoulder of the next person if they don't know it's their turn is helpful.
- Have Brain or Body Break cards available. When someone needs a break they can place their card on their desk or hold it up for the teacher to see.

MORE IDEAS FOR GETTING STARTED

- Take ownership of your class bike by naming it, making up a song, making video clips of children telling things about the bike.
- Set up a quiet timer to time turns so that you don't have unnecessary interruptions or dings and buzzes. One idea is a sand timer attached to the bike with Velcro.
- Build in flexibility over time through monitoring and discussion with individuals.
- Brainstorm and discuss rules and expectations around the bike and then create a chart to post in the classroom.

FREQUENTLY ASKED QUESTIONS

How long should students stay on the bike?

- Although students will reap the best benefits if they cycle for a longer time, this is not always possible during class time. Although most teachers opt to NOT give their students a specific duration to bike for, other teachers typically specify
- 5-10 minutes as the target duration. Some students use the bike for silent reading time, and others use it during class discussions. Each teacher/facilitator will discover what works best in their environment.

What is the best placement in the classroom for the bike?

- The placement of bikes in the classroom can make a difference in the effectiveness of their use. Move the bike around until you find an optimal location; this may entail moving it based on the type of activity for example, up to a desk, in front of a computer, close to where most whole class lessons are taught, placed so that view of others is not blocked, and so student on bike can see and hear.
- Position the bike at the back of the class where the student can see the teacher but not block other students' views. This seems to work best.



PROPER BIKE SET-UP

Saddle Height

- One crank arm at bottom of pedal stroke. ٠
- Foot flat. •
- Only a slight bend in knee (20-25 degrees). ٠

Saddle Fore-Aft (moves seat back and forth)

- A good starting point for the fore-aft location of a saddle is the Knee Over Pedal Axle rule.
- Crank arms parallel to the ground. ٠



PEDAL INSTALLATION

Istalling pedals on any new bike can be a bit tricky. Problems with pedals are probably the most consistent issue with the spin bikes. Correct installation and regular checks and maintenance will be the key to a long serving, useful bike.

Also, please be sure and complete the warranty card that comes with the bike. This is essential in case of a mechanical issue that goes beyond routine maintenance. Run For Life is not responsible for any mechanical failures of the bikes as this is a manufacturer's responsibility, thus the importance of the warranty cards. Thank You!



ATTENTION PEDAL TIGHTENING

Users must take care when assembling their FMI bike to ensure that the pedal securely tightened. Failure to properly tighten the pedals may lead to loosening of the pedal during use, damage to the pedal crank arm, and possible injury. Damage to crank arms from improperly fastened pedals is not a warrantable item.





There is a left and a right pedal. The right pedal is usually marked with an "R" on the pedal shaft. The right pedal will thread clockwise and the left pedal will thread counterclockwise (towards the front of the bike each side) into the crank arm. Take care to ensure the pedal is threaded properly and not cross-threaded. Crossthreading will damage the crank arm.



Ensure the pedal is a tight as possible to the crank. A 15mm wrench is included with each bike that fits over the flat part of the pedal shaft. If you need more leverage source a larger 15mm wrench. Regularly check the fastness of your pedals. Crank arm damage due to pedals loosening and stripping the threads is not a warrantable item. For more information on Run For Life, Spin Bikes, Self-Regulation, and Teacher driven research, please remember to register with us at **sparks.runforlife.ca**, and navigate to the *"Staff Room"* tab.

To order more bikes, visit **sparks.runforlife.ca** and navigate to the "*Buy Bikes*" tab.

To read more about Self-Regulation, check out these great books by one of our champions Dr. Stuart Shanker:

- Shanker, S. (2013). Calm, Alert and Learning: Classroom Strategies for Self-Regulation. Toronto, ON: Pearson Canada Inc.
- Shanker, S. (2016). Self-Reg: How to help your child (and you) break the stress cycle and successfully engage with life. Penquin Press.

You can also check out the official Self-Regulation website at https://self-reg.ca

Thanks to Jane Wilson for allowing ideas contained in her research work "Pedaling to Peace: Best Practices for the Effective Use of Spark Bikes in Schools" (June 2015) to be used in this manual.

