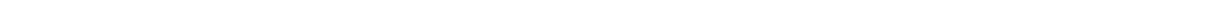




Level 1 Course Manual





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Introduction

The Bikeability materials available here are designed to be an easy guide to what you need to do to deliver a Level 1 Bikeability course. It is split into two parts:

The course summary with details of a 3 hour session model of delivering the course. There are many other ways of delivering Bikeability and this can be altered to fit your model without affecting the detailed delivery of each outcome.

The course details of how to deliver each outcome.

This manual is designed for new schemes starting Bikeability and documents how you can teach each National Standard outcome. These outcomes are laid out in a sequential way and options are indicated where there is more than one common way of teaching an outcome.

One of the most important Bikeability requirements is that you use National Standard trained instructors. As part of their training they will have received more detailed documentation and technical instruction. This manual is intended as a scheme manual and relies upon the expertise of trained instructors. Detailed notes for instructors are not included although this manual should not conflict with any training that your instructors will have received.

Instructor practice and your documentation will develop over time. These documents should provide a solid base to build upon. We encourage schemes and their instructors to build on what is here to develop their schemes. Nearly all of the outcomes presented in this document are required as part of Bikeability and therefore must not be omitted, where an outcome is optional it is clearly marked.

Aim of a Level 1 course

- To encourage and develop cycle control skills
- To give trainees the confidence to use their cycles more



Course Summary

There are a set of minimum requirements for Bikeability:

For large groups there should be 3 hours of training although the outcomes can be achieved in less time with smaller instructor to trainee ratios.

Each session must be at least 1 hour long. The instructor to trainee ratio must be no higher than 1:15.

Instructors should be National Standard qualified and where Assistant Instructors are used they must be supervised on site by a fully qualified instructor.

Level 1 can be taught to single trainees or small family groups by single instructors in one or more 2 hour sessions. This course is usually taught on school playgrounds or similar traffic free locations. All Bikeability training is designed to maximise the opportunity for each trainee to achieve the required standard. The training is therefore outcome lead and if the outcomes are achieved quickly the time needed is less or the training can progress to Level 2. If more time is needed then additional sessions should if possible booked.

For groups, training consists of 1 session of 3 hours (or two 90 min sessions), with an ideal maximum of 30 children. Ideally trainees should be able to balance on a bike and have basic control skills. There will be two qualified instructors or more present and the instructor to trainee ratio will never be more than 1:15.

All participants will be assessed on each outcome and detailed feedback will be given at the end of the course. Those who have achieved all of the outcomes will be awarded a Bikeability Level 1 badge.

Course Sessions

The suggested content of the session is set out below. The suggested order for the outcomes does not have to be followed although they are presented in a way that builds ability sequentially.

Session 1. Delivered on a playground or other suitable off road area.

Bicycle check – The trainee is taught to check their own bike but each bike is also signed off by the instructor.

Equipment check – Those wearing helmets are taught how to adjust them and there is a discussion of safety equipment and what to wear.

Getting on and off and starting and stopping in a circle.

Cycle in a straight line turn and return.

Further steering and control exercises can be incorporated if needed

Emergency stop exercise with the swerve exercise added in when the group is stopping effectively

Cycle in a straight line and look behind. The instructor holds up a number of fingers and the trainee tells the instructor how many they saw.

Cycling in a straight line and signal direction of turn (assess both left and right).

Whole group cycles in a circle to practise using different gears

Further control exercises if time permits, figure of 8 or slow cycle race

Course Details

This section describes the range of ways in which the Bikeability outcomes can be delivered. Some of these will be in combination.

The way in which trainees would be expected to demonstrate they had achieved each outcome is described in separate modules. Each module also includes a description of the reasoning why the outcome should be demonstrated in this way.

As some elements of a demonstration may be optional the 'observed demonstration' descriptions use the words "must", "should" and "may" to differentiate these. The meaning of these terms is as follows:

Must The trainee must always carry out this element of the outcome in the manner described.

Should The trainee should, where possible, be able to carry out this element in the manner described but it may not always be appropriate for them to choose to do so. There may also be an optional aspect to the element e.g. which foot to use for 'pedal ready'.

May The trainee should know that they can choose to carry out the element in this manner. However, because of how they choose to carry out the rest of the outcome they may never need to demonstrate the element in this way.

Order

Level 1 is delivered in a sequence that builds upon the previous outcomes. This is designed to boost the confidence of the trainee and to minimise risk. It is possible to vary the order although this is more likely to apply to trainees that already have good control skills.

For each module a range of possible delivery options is listed and one of these is described in detail with an accompanying diagram as a demonstration option.

Teaching style and approach to training

There are several different approaches to cycle training, but it is ultimately a practical skill based exercise. The best courses are aimed at empowering the trainees to learn by doing, as well as by hearing and observing and also have educational resources to accompany them. This manual is not aimed at detailing this, as Bikeability must be taught by qualified instructors (and assistant instructors) and this is an essential part of the instructor training process.

This manual is for new schemes and as time progresses a course normally develops new ways of working and the manual and delivery will evolve.

Module 1

Carry out a simple bike check

Observed Demonstration

Trainees must be able to carry out a simple check on their bicycle's brakes, tyres, wheels, steering and chain.

They should also know that correct cycle set up will mean them being able to sit on the saddle, when stationary, with the ball of one foot touching the ground. The saddle should be no lower than this.

Reasoning

While we would not necessarily expect trainees, particularly children, to make repairs to their bicycle we should expect that they are able to spot simple faults that require attention.

Some trainees will also have bicycles that are the wrong size for them. The trainee should be made aware of the ideal sized bike for them, although it may not be possible to adjust their current bike.

Delivery Options

The instructor demonstrates a bike check and each trainee checks their own bike

The instructor talks the trainees through checking their own bike

The instructor talks the trainees through checking another trainee's bike

Demonstration Option

Using one bicycle as an example, identify the parts shown on the cycle check form that need to be checked and maintained.

Each pupil can check their partner's bicycle pointing out any faults. The instructor will need to supervise and give advice whilst pupils are carrying out this check. This can be done in stages with trainees reporting faults back to the instructor. If they feel able to, one instructor, with the trainee's permission, may rectify faults, while the other continues the session.

It is important that cycles fit their riders, and if necessary Instructors may make adjustments to saddle and handlebars. They may use their discretion and refuse to take any cycle they consider unsafe on the road e.g. one without 2 effective brakes.

Following the check, pupils who have faults with their cycle should be given a fault report form to take home to their parents so that faults can be rectified before the next session.

Before riding, Instructors should check that if helmets are being worn they fit properly i.e. straps are done up quite tightly and the helmet is positioned correctly. Trainees should be shown how to make any necessary adjustments to their own helmet.

Module 2

Get on and off the bike without help

Observed Demonstration

The trainee should get on and off the bike, with control, from the left hand side. While doing so they must be applying the brakes with both hands.

Reasoning

Mounting and dismounting on the left will normally be on the kerb side, away from other traffic when cycling on a road.

Applying the brakes while mounting and dismounting will hold the bike steady.

Delivery Options

Teach getting on and off as part of the bike check.

Teach getting on with pedal ready and getting off as part of next exercise.

Demonstration Option

As part of the bike check and sizing exercise the trainee is talked through getting on and off their bike. It is unusual at this stage to have complete beginners as part of the group and therefore getting on and off may not have to be taught from first principles. With most groups the main issue is therefore about which side to get on and off from and remembering to apply the brakes. It can be useful to talk about the clean side (left side) as the best to get on from in most circumstances. Getting on and off can then be corrected during the rest of the course, if appropriate.

Module 3

Start off and pedal without help

Observed Demonstration

With left foot on the ground the trainee should find the “pedal ready” position (right pedal above horizontal in roughly the 2 o’clock position) with their right foot on the pedal.

They must keep their brakes applied until ready to go.

They must keep both feet on the pedals while in motion and should pedal with the balls of their feet.

They must look up while riding along and continue to cover their brakes.

Reasoning

The “pedal ready” position is the most effective way to enable a cyclist to set off quickly and with control. Getting pedal ready with the right foot would also mean that they would have their left foot on the ground, leaning to the left, the kerb side when in a road environment. However, some children will habitually get their pedal ready with their left foot and should not be discouraged from this as the key advantage is in setting off quickly.

Peddalling with the ball of the foot also allows the greatest control and power to be applied when cycling.

Delivery Option

The trainee gets on their bike and cycles off to a described point, turns and cycles back to the instructor stopping under control. While cycling they are encouraged to look ahead of them and not down at their bike.

Demonstration Option

See below

Module 4

Stop without help

Observed Demonstration

Trainee must slow down by braking with both brakes and should brace their arms ready to stop.

On stopping they should put their left foot down on the ground and get their pedal ready to set off again with the right foot.

Reasoning

Trainees should understand that braking with the front brake only could cause them to lose control and go over the handlebars, and with the back brake only instigate a rear wheel skid. Trainees must not brake by using their feet on the ground

Delivery Options

The trainee gets on their bike and cycles off to a described point, turns and cycles back to the instructor, stopping under control.

The trainee cycles in a circle and gains confidence in starting and stopping.

The trainees set off and the instructor supervises their stopping. Where there are volunteers or more instructors one can supervise setting off and another stopping.

Demonstration Option

The trainees form a circle, get on their bike whilst the brakes are on, and set the pedal ready using their right foot leaving their left foot on the ground. They set off and try out stopping by applying the back brake before the front brake. The focus of this drill is to allow all of the trainees to gain confidence and demonstrate that they can stop effectively.

Module 5

Ride along without help for roughly one minute or more

Observed Demonstration

Trainee must cycle along observing ahead and steering to keep their balance. They should continue to cover their brakes while riding along.

Delivery Options

The trainee gets on their bike and cycles off to a described point, turns and cycles back to the instructor, stopping under control.

The trainee cycles to a demarked point and stops.

The trainees set off and the instructor supervises their stopping, where there are volunteers or more instructors one can supervise setting off and another stopping.

Demonstration Option

The trainee gets on their bike whilst the brakes are on and sets the pedal ready with their right foot and their left foot on the ground. The trainee then cycles off to a described point, looking straight ahead, then turns and cycles back to the instructor, stopping under control preferably placing their left foot on the ground. If trainees consistently use their left foot for setting the pedal or stopping it is not essential to correct this although the instructor may encourage them to try and change.

Module 6

Make the bike go where they want

Observed Demonstration

Trainee must be able to manoeuvre with control while turning both right and left.

Delivery Options

There are many delivery options for this outcome. At its simplest it is an outcome that is judged throughout the Level 1 course. However, there are a number of described options which can help if there is time:

- Cycling a slalom course
- Cycling in a figure of 8
- Follow my leader involving the whole or part of the group
- Turning in a restricted area

Demonstration Option

This outcome can be judged throughout the course over a series of manoeuvres. If there is an observed difficulty then more time must be given by either changing the groups or introducing specific activities. With most courses there is often time to build in steering and balance exercises.

Module 7

Use gears correctly (where cycle has gears). This is not an essential outcome but many schemes teach this.

Observed Demonstration

Trainees should cycle at a steady cadence. They should be able to stop in a low gear, ready to start again.

Trainees should be able to make smooth gear changes.

Reasoning

Trainees should be able to understand how to use the gears they have on their bicycle. If riding a multi-gear bicycle they should be able to select an appropriate gear while training.

Delivery Options

This outcome is usually best judged throughout the course and taught by analysis and correction whilst the trainee is cycling. An early outcome is to help the trainees set an easy gear to set off in when slowing or stopping. Although there are many ways of describing gear selection it is quite difficult to be sure that the trainee really understands their gears.

Exercises include:

Cycling in a circle and selecting different gears and describing the effect. If the group cycles clockwise around the instructor it is easier to view which cogs the chain is on (if appropriate)

One trainee cycles in a very high gear and the other races them in a low gear

Signing off this outcome is left until the end of a level 1 / 2 course (combined course)

Demonstration Option

Although the outcome is taught by cycling in a circle (as option 1) it is not signed off until the end of the course. As some trainees take some time to understand gears, a variety of teaching methods and ways of describing the outcome should be used. It is especially important to check that the trainee understands and demonstrates their competence with this outcome as differing learning styles may need a different approach to instruction. Some trainees may not have gears and therefore may need to be involved in another exercise if the group dynamics permit.

Module 8

Stop quickly with control

Observed Demonstration

The trainee must use both brakes together to come to a sharp, controlled stop. While doing so they must remain seated and should brace their arms.

Reasoning

During an emergency stop the cyclist's weight will be thrown forward. While it may be possible to teach trainees to shift their weight to the back of the bike when braking, this technique may be too complex for beginners and children.

Delivery Options

All the trainees cycle in a circle and stop when the instructor shouts "stop". The last one that stops is "out" (after a couple of practice attempts) and joins the instructor in the centre of the group to help judge who will be "out" next.

Whilst the trainees are carrying out other exercises the instructor shouts "stop" to check that they can perform the exercise.

A specific "emergency" stop exercise is used for each trainee, for example, the trainees cycle towards the instructor and are asked to stop or pass by his/her left or right.

Demonstration Option (Delivery option 3)

The trainees cycle one by one towards the instructor. The instructor shouts stop when they are a few metres away and can help them if they lose balance or control.

Module 9

Manoeuvre safely to avoid objects

Observed Demonstration

The trainee must be able to manoeuvre with control to avoid objects at speed. They should also be able to manoeuvre around more closely placed objects that require control at slow speeds.

Trainees manoeuvring around objects at speed may be able to learn the technique of flicking their front wheel towards the object first. They may also raise the pedal nearest to the object while manoeuvring round it.

Reasoning

Manoeuvring with control is gained through practice. Once cyclists have gained confidence they may be able to learn the front wheel flick, however, as this is an instinctive technique it is likely to be counter-productive to concentrate on teaching it to trainees. Manoeuvring at slow speed is an excellent skill as it requires greater balance than at higher speeds. Raising the pedal nearest to an object will help avoid it striking the object or the ground.

Delivery Options

The outcome is judged as the course progresses as some of the other outcomes will show any specific problems.

The group are given a slalom, figure of 8, or other group cycling exercise.

A specific exercise is used for each trainee, for example the trainees cycle towards the instructor and are asked to stop or pass by his/her left or right.

Demonstration Option (Delivery option 3)

This outcome can be combined with the emergency stop exercise. The trainees cycle one by one towards the instructor who shouts either left or right and the trainees swerve around the instructor in the direction indicated. As competence increases speed can be increased.

Module 10

Look all around, including behind, without loss of control

Observed Demonstration

The trainee must be able to look behind and take in information while riding in a straight line, without loss of control.

Reasoning

Good rear observation is possibly the most important technique to be learnt, enabling the trainee to achieve most other outcomes more easily.

Delivery Options

The trainee cycles away from the instructor and looks behind (usually over the right shoulder). The instructor holds up any number of fingers and the trainee either shouts out or tells them when they return.

The instructor shouts out which shoulder to look over.

Other tests are used to check that the trainees actually look and see what is behind them.

Demonstration Option

As option 1. This exercise may highlight other balance and control issues, for instance many trainees have some difficulty looking behind and continuing to cycle in a straight line. If this is the case then additional time must be given to develop this competence. It may be that the outcome is not wholly signed off until later in the course.

Module 11

Signal right and left without loss of control

Observed Demonstration

While riding along the trainee must be able to give clear right and left hand signals, without loss of control. These should always be preceded by a rear observation. The trainee should signal by holding their arm at ninety degrees from their body with the palm of the hand held flat in a vertical position.

Reasoning

Trainees need to understand that the training is a preparation for learning to ride on the road. Observation and signalling are essential on-road skills. Trainees should understand that the decision to signal is made following all round observation, as the cyclist needs to know if there are others who should be made aware of their intentions.

Signals need to be clear and long enough for others who need to see. The flat vertical palm maximises the area of signalling arm visible and in many cases may also offer a distinctive contrast to dark sleeves that may reduce the effectiveness of the signal.

Delivery Options

The trainee cycles away from the instructor and takes one hand off the handlebars and then puts both hands on them to turn and cycles back taking the other hand off the handlebars. This is then developed into a signal with further goes.

The trainee cycles away from the instructor and signals either left or right, and then places both hands on the handlebars, turns the way that they signalled and cycles back.

The trainee does as option 2 but looks behind them before they signal.

Module 11 (continued)

Demonstration Option

All of the above exercises are done in sequence if time permits. The final part is a good preparation for any on-road cycling as the basic procedure of look – signal – move should be embedded at this point. At this point the instructor may judge (depending on the course) whether on-road training is advisable for each trainee. If on-road training does follow this competence may not be signed off until later in the course as specific turns and situations may unearth faults (for instance downhill turns are difficult for some trainees to signal on).

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