



How can Level 3 Bikeability benefit secondary school students?

Bikeability is organised and delivered locally by qualified Bikeability instructors. Cycling is a life skill and cycling safely with confidence is key to enjoyment and participation. Cycling also helps to develop lifelong physical activity habits.

Level 3 Bikeability equips cyclists with the skills, knowledge and confidence to use more challenging roads and traffic situations, using local roads and routes. Level 3 training is delivered either 1-1 or in small groups of up to 3 cyclists with 1 instructor, helping students prepare journeys to and from school.

Level 3 Bikeability is so much more than a cycle training programme for students. Cycling can support them to develop key personal and social skills, support health and wellbeing, promote positive behaviours and contribute to attainment and achievement.

How can Bikeability support your secondary school students



ATTAINMENT AND ACHIEVEMENT

Engaging students in Level 3 Bikeability can support their personal development, their cultural capital and their attainment and achievement.

Research shows pupils;

- with better attention skills make more progress across the four key stages. (1)
- who use problem-solving skills to overcome obstacles do better academically. (2)
- who reported they enjoyed school at age 11 had better attainment at key stage 3, especially for maths. (3)
- engaging in self-development activities (including sport, physical activity) achieved 10-20% higher GCSEs. (8)
- participating in extra-curricular activities also positively affected attainment. (9)

WELLBEING

Students engaged in Bikeability Level 3 can benefit from enhanced physical and emotional wellbeing through the training. They can be active with others, build their self-esteem and confidence and the benefits associated with that too. Studies found;

- pupil wellbeing predicted their later academic progression and engagement in school (1)
- the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. (4)
- that individuals who are more active have lower rates of depression (10)
- physical activity can boost mental wellbeing ... The link between physical activity and depression is well established. ... people who are inactive have 3 times the rate of moderate to severe depression of active people. (11)
- that higher levels of physical activity are associated with a reduced response to psychosocial stress including lower 'cortisol and heart rate reactivity'. (12)



PHYSICAL ACTIVITY

Bikeability Level 3 can support students to travel actively to and from school, engage them in more cycling out

of school hours and develop a lifelong physical activity habit. Evidence of the impact of physical activity shows;

- a positive association exists between academic attainment and physical activity levels of pupils. (3)
 - physical activity has been linked to improved classroom behaviour across the whole school. (8)
 - children and young people who are aerobically fit have higher academic scores. (5,6)
 - the intensity and duration of exercise are both linked to improved academic performance, including GCSE results at age 15 and notably girls results in science. (7)
- Bikeability can help students achieve the CMO recommended daily physical activity minutes of 60 minutes average each day. (CMO 2019 for all 5-18 year olds.)

TRANSITION

Bikeability Level 3 can be used as a positive transition tool for students moving from primary to secondary school. Communication between secondary schools and Bikeability training providers can build on the success of Bikeability Levels 1 and 2 at primary school and help students overcome the challenges of transition. Providing opportunities to become familiar with the school, create new connection with staff and students. Evidence shows;

- A clear association between a poor transition experience and emotional problems, such as the increased use of antisocial behaviours, feelings of depression and anxiety, lack of wellbeing and general psychological distress. (14)
- "Mental health problems experienced by adolescents, during this time of intense social and emotional development often appear to track into adulthood". (15)
- the transition from primary to secondary school, coupled with the onset of puberty, can therefore be a difficult period for young people to negotiate at a critical period of their developmental pathway. (16)

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HOW IS BIKEABILITY LEVEL 3 DELIVERED TO STUDENTS?

Delivery can be flexible, meeting the needs of schools. It can be delivered as an extra-curricular activity, during lesson time (morning or afternoon) on a weekly basis or as a full day. Some schemes offer it as a holiday activity but take up is lower when delivered this way.

TOP TIP:

Consider when you are most likely to engage your target students. Lunchtime, curriculum time, after school, holiday competencies are associated with greater health and wellbeing, and better achievement.

WHO IS BEST PLACED TO ACT AS THE CONTACT AND ENABLE THE PROGRAMME TO FLOURISH?

Bikeability Level 3 supports a range of outcomes for students and there are many staff within schools who may be best placed to enable this to happen. For example, current schools delivering the training use the transition manager to support year 7, PHSE staff, Duke of Edinburgh Award lead, Education Welfare Officer, and Heads of Year, teachers with a keen interest in cycling and PE staff and technicians.

WHICH STUDENTS BENEFIT MOST FROM BIKEABILITY LEVEL 3?

All students can benefit from taking part but schools can target students, especially if places are limited. Targeted groups could be those not involved in other physical activity opportunities, those with low confidence or self-esteem, or those students in transition to Year 7. They must, however, have completed Level 2 at primary school.

TOP TIP:

Consider how the scheme could support school priorities and target students accordingly. If places are limited organise an application and interview process to support the development of life skills too. Consider the best ways to communicate with families.

RECRUITING STUDENTS TO BIKEABILITY LEVEL 3

Developing and maintaining a good partnership between the training provider/instructor and the school contact is important. Once students have been identified, consider the best ways of recruiting them. It may be an individual written or emailed invite would work well or an informal chat; this will depend upon those students identified. Consider how to communicate with families too.

TOP TIP:

Once recruited, organise a meeting between students and instructors prior to the start of the scheme to share plans, expectations and allay any concerns.

HOW TO RETAIN STUDENTS AND SHARE PROGRESS

Sharing as much information as possible with students and families about the scheme will help with recruitment, expectations and retention. Share plans and progress with other school departments to highlight progress and outcomes achieved by students.

TOP TIP:

Maintain communication between school, the students and the trainers throughout the scheme.

