



Bikeability Plus Delivery Guide

For registered Bikeability
training providers and
instructors in England

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INTRODUCTION

This guide has been prepared by the Bikeability Trust, which manages **Bikeability** and the **National Standard for Cycle Training** (the National Standard) for the Department for Transport, the government department with oversight of Bikeability and the National Standard.

What is this guide for?

Bikeability Plus complements and supports Bikeability at Levels 1, 2 and 3. Bikeability Plus modules aim to increase the take up and impact of Bikeability on children’s cycling. Bikeability and Bikeability Plus are underpinned by the National Standard.

The modules address some of the barriers to getting more children cycling, more safely, more often. For instance, they help to get non-riders riding, parents involved and supportive, those without access to a working cycle included, and provide knowledge about local cycling routes/opportunities to enable cycling after Bikeability training.

Bikeability Plus is a series of 10 modules designed to ensure children, families and other people in the community are given opportunities, skills, support and guidance to make cycling part of everyday life. The modules aim to increase the take up and impact of Bikeability on children’s cycling by

- raising parental awareness and support for cycling
- improving access to working cycles
- ensuring people know how to cycle
- improving knowledge about local cycling opportunities and routes.



Who is this guide for?

This guide is for the delivery of Bikeability Plus by registered Bikeability providers and instructors. Only Bikeability providers and instructors registered with the Bikeability Trust can deliver Bikeability Plus.

This guide explains how to deliver Bikeability Plus, drawing on the **Bikeability delivery guide** where appropriate. Instructors **must** read the *Bikeability delivery guide* before delivering Bikeability Plus. The introductory sections, particularly Principles, Practices and Progression, and Learning, Teaching and Assessment, apply equally to both delivery guides and should be referred to when delivering Bikeability Plus modules.

This guide will be used by registered Bikeability providers and instructors when planning and delivering Bikeability Plus, and observing, mentoring and developing instructors and quality assuring the delivery of Bikeability Plus. Use of this guide will ensure instructors deliver Bikeability Plus competently, consistently and confidently.

What is in this guide?

This guide presents guidance on the delivery of the 10 Bikeability Plus modules. The aim for each module is stated at the outset: increasing participation in Bikeability, increasing cycling after Bikeability, or both. Where appropriate, relevant National Standard assessment criteria are provided before detailed delivery guidance is provided, including advice on inclusive guidance, sample questions and risk management.

Terminology

This guide includes the words **must**, **should** and **may** (in bold). The meaning of these words is as follows:

- **must** – the instructor or rider is required to carry out the activity in the manner described
- **should** – the instructor or rider is recommended to carry out the activity in the manner described when possible and appropriate
- **may** – the instructor or rider is encouraged to carry out the activity in the manner described at their discretion.

Module timings and ratios

Any changes to the following module timing and ratios **must** be approved by the Bikeability Trust before implementation. Bikeability providers and instructors **must** adhere to the following Bikeability Plus module ratios and timing.

MODULES	MODULE DURATION AND SESSIONS	INSTRUCTOR:PARTICIPANT RATIOS
Bikeability Balance	4 - 6 sessions lasting between 20 and 45 minutes (maximum).	1:6 maximum ratio, or 2:12 when instructors are aided by a teaching assistant.
Bikeability Bus	Regular daily, weekly or fortnightly bus rides lasting around 20 minutes.	Minimum 2 instructors, maximum 12 riders.
Bikeability Fix	2 sessions lasting 2 hours in total.	1:6 maximum ratio, 12 maximum participants.
Bikeability Learn to Ride	Duration and number of sessions dictated by rider progression.	1:3 maximum ratio.
Bikeability on Show	Maximum 45 minutes for demonstration format. Maximum 30 minutes for presentation format (or 15 minutes when delivered to a whole-school assembly).	Standard ratios for Bikeability at levels 1, 2 and 3 apply for demonstration format.
Bikeability Parents	Duration and number of sessions dictated by rider progression.	Standard ratios for Bikeability at levels 1, 2 and 3 apply.
Bikeability Promotion	Flexible.	Minimum of three instructors to manage the main event, more if additional modules are offered.
Bikeability Recycled	If run as a stand-alone event, allow one half day, or as required to enable enough cycles to be donated, checked and distributed.	n/a
Bikeability Ride	Rides are typically up to 2 hours long but may be longer. Duration will depend on the length of the route, the capability of the riders, and the time needed to stop at the destination.	Standard ratios for Bikeability Level 2 ratio apply, maximum 18 riders. For larger groups, confident adult riders can be used to make up the ratio, with a minimum of 2 instructors.
Bikeability Transition	One hour for the route planning session. Duration of the ride will depend on the length of the route, the capability and development needs of the riders, and the time needed to stop at the destination.	1 instructor is sufficient for the route planning session. Standard ratios for Bikeability at Level 2 apply, maximum 12 riders.

1 Bikeability Balance

Aim: increase take up of Bikeability

Bikeability Balance prepares pupils in Reception and Year 1 for participation in Bikeability Level 1 by using games to develop their cycle handling and awareness skills. Riders **should** be ready to progress to pedal cycle training at the end of this course.

Part 1. Prepare myself and the cycle for a journey

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> recognise if I am able to ride independently or require assistance ensure that I have appropriate clothing or accessories to help me ride comfortably and safely name the parts of the cycle fasten a helmet correctly (if present), with assistance if necessary 	<ul style="list-style-type: none"> the range of support I might need to ride (e.g. adapted cycles, a riding assistant) how to dress to be comfortable on any ride, in any weather how the main parts of the cycle work how the cycle should fit me

Bikeability Balance **may** be delivered outside (e.g. in a school playground) or indoors (e.g. in a school hall). All cycles used for training **must** have at least one brake.

Instructors **must** have additional training in delivering Bikeability Balance and **should** observe at least one session before delivering Bikeability Balance.

Instructors **may** demonstrate techniques on a standard cycle by removing pedals and lowering the saddle. Instructors **should** teach using games and stories (see below) to ensure the riders have fun.

The instructor **must** perform a final check of riders' clothing and fitted helmets (if used) and cycle fitting, making adjustments if required.

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- identify clothing or accessories that can help cycling (e.g. gloves and jackets in cold weather outdoors, light clothes in warm weather or indoors) and adjust own clothing if necessary
- if helmets are used, identify the main adjustable parts (headband, Y straps, chin strap) and fit their own helmet (two-finger gap above brow and below chin, with assistance if required)

- identify the main parts of a cycle including frame, handlebars, wheels, brakes
- check the saddle height (slightly bent leg with foot flat on the ground while seated) and brake lever reach (two finger gap) are comfortable.

Riders **should** progress by identifying other riders' helpful clothing and accessories and fitting helmets for other riders.

Inclusive guidance:

- instructors should monitor and discuss with the rider, their parent or carer, their 'physical and emotional' state and the best way to facilitate learning
- some riders may take longer preparing themselves and the cycle for riding and instructors should allow additional time for this if required
- some riders will need an assistant.

Sample questions:

- what clothes are good to wear on your cycle?
- is your helmet fastened correctly?
- what are the main parts of your cycle?
- where should your feet be when you are seated on your cycle?

Risk management:

- a rider's helmet is unsuitable for cycling (instructor replaces with a spare helmet)
- a rider is too tall or there are not enough cycles (instructor converts standard cycle by removing pedals).

Part 2. Set off, glide and stop

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> ● apply brakes before getting on the cycle ● sit securely on the seat ● look for hazards ahead and behind before setting off ● set off straight ahead ● propel the cycle forward ● remain seated securely ● look in the direction of travel ● make the cycle go where I want ● cover the break levers ● control my speed ● cooperate and communicate with others ● find an appropriate place to stop ● look for hazards ahead and behind when preparing to stop ● apply brakes to bring the cycle to a smooth stop ● apply brakes before getting off the cycle 	<ul style="list-style-type: none"> ● likely hazards that could delay setting off ● how to maintain control when stopping smoothly and quickly ● why I should cover my brakes ● how to maintain momentum without pedalling ● how to make the cycle change direction at different speeds

Instructors **should** optimise the use of the space provided and ensure each rider has enough space. Initial assessment of riding **may** be done by observing riders one at a time or by observing the whole group ride in a straight line. Some riders will require time getting used to handling their cycling by lifting, putting down and walking the cycle. Most riders will instinctively learn how to balance with their handlebar without the instructor bringing this to their attention.

Riders **must**:

- apply brakes while stationary, and cover them while riding
- push off firmly
- propel themselves forward using big strides looking ahead with their head up
- ride faster and slower

- glide after gaining momentum
- slow down and stop smoothly
- look out for other riders and hazards ahead, slowing down or stopping if necessary.

Riders **should** progress by playing more games that encourage more complex manoeuvres.

Inclusive guidance:

- some riders with Down syndrome, autism, low muscle tone, poor balance, arthrogryposis, and cerebral palsy may find riding a cycle easy and should be integrated into a mixed ability group.
- some riders with learning difficulties may struggle to focus for long activities and sessions, so instructors should keep activities and sessions short.
- riders with autism, dyspraxia dyslexia, and other learning difficulties, where sequencing is difficult, may benefit from breaking the tasks down into small chunks (e.g. first walking with the cycle, steering it and using the brakes, before getting on).
- some riders with autism may find it difficult to watch demonstrations, they learn best kinaesthetically, through repeated tasks that develop muscle memory.

Sample questions:

- how do you start riding your cycle?
- why is it good to glide? (maintain momentum)
- how do you slow down or stop?
- where should you look while riding?
- where should you look while changing direction?
- how do you stop quickly, and when may you need to do this?

Risk management:

- a rider struggles to balance while gliding (riders may be tense and resist the nature of the handlebar movement, instructor gives them a break and lots of encouragement to help them relax).
- a rider crashes into an object (in most cases there will be no injury, instructor follows their Bikeability providers' standard emergency procedure and deals with the incident positively to get them riding again).
- two riders crash into each other (instructor runs activities only after riders have demonstrated good control skills).
- riders crash while going around objects (instructor ensures objects are well spaced out initially, making the course more challenging only after riders' skills have improved).

GAMES

Once riders learn to change direction instructors **should** introduce games where riders interact with each other and are no longer riding in straight lines. Instructors **must** ensure riders communicate and cooperate with each other during games.

Instructors **must** introduce games appropriate to the skill being learned and **should** change the games frequently (e.g. every five minutes), long before riders get bored. They **should** ensure that games are carefully managed so that weaker riders are not continually losing or being the first to be 'out'. Instructors **should** keep explanations short and clear and should start even if all riders do not yet fully understand as many will learn by watching and doing.

Here are some examples of games instructors **may** use:

- **Follow the leader/chase the instructor** – an instructor or a rider leads a line of riders around the playground or hall
- **Grandmother footsteps** – riders ride towards an instructor with their back to them and must stop quickly when the instructor turns around
- **Obstacle course** – objects (e.g. bean bags, school bags, cones) are arranged in a course that riders navigate individually, in pairs or groups
- **Delivery rider** – riders take an object (such as a bean bag) from one person and deliver it to another (to practice one handed riding)
- **Dozy pedestrian** – riders ride past an inattentive instructor who changes direction randomly (riders should be encouraged to communicate, say 'excuse me' etc).

2 Bikeability Bus

Aim: increase take up of Bikeability and cycling after Bikeability

Bikeability Bus is a group ride to school for pupils, parents and school staff. Starting from a local focal point, such as a park or hall, the bus ‘picks up’ riders along the way at pre-arranged ‘stops’ before reaching school where the riders ‘disembark’.

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> ● recognise if I am able to ride independently or require assistance ● ensure that I have appropriate clothing or accessories to help me ride comfortably and safely ● apply brakes before getting on the cycle ● sit securely on the seat ● set pedals at the start position ● look for hazards ahead and behind before setting off ● set off straight ahead ● propel the cycle forward ● remain seated securely ● look in the direction of travel ● make the cycle go where I want ● control my speed ● avoid hazards ● cooperate and communicate with others ● pedal steadily using gears (if present) ● cover brake levers while pedalling ● look for hazards ahead and behind when preparing to stop ● apply brakes to bring the cycle to a smooth stop ● apply brakes before getting off the cycle 	<ul style="list-style-type: none"> ● the range of support I might need to ride (e.g. adapted cycles, a riding assistant) ● how I need to dress to be comfortable on any ride in any weather the advantage of getting on the cycle on the left ● likely hazards that could delay setting off ● the pedal start position for my cycle ● how gears (if present) assist steady pedalling ● how to maintain control when stopping smoothly and quickly

Linking Bikeability Bus to Bikeability Level 1 and Level 2 can help riders transport their cycles to and from school for training and encourage regular independent cycling after Bikeability. Instructors **may** deliver Bikeability Bus at other times after assessing riders’ have sufficient cycle handling skills to participate. This module will also benefit parents, teachers and members of the wider community who would like to start cycling regularly.

The ride **should** take around 20-30 minutes and arrive at the school gates ahead of the start of the school day. Instructors **may** run Bikeability Bus at the end of the school day if responsible adults will be waiting at the bus stops for the rider.

Instructors **must**:

- collect postcodes (not actual addresses) of riders to plan the route
- collect contact numbers for the parents of confirmed participants
- share a map of the route showing the stops for all confirmed participants
- communicate changes to the route or plans with all confirmed participants
- risk assess the route on each day the Bikeability Bus operates
- follow the snaking guidance set out in the *Bikeability delivery guide*.

Riders **must**:

- be accompanied by a responsible adult who waits with them at the stop until the Bus picks them up (and collects them if the Bus operates after school)
- ensure that parents contact the instructor if they are going to be late, or not join the Bus
- arrive with a roadworthy cycle dressed appropriately, and ensure any bags are secure
- demonstrate the National Standard assessment criteria while riding in the Bikeability Bus
- be able to ride ‘doubled up’ and return to single file as appropriate (see *Bikeability delivery guide* for snaking guidance)

- follow and understand the 'rules of the Bus'
 - follow the line in the road taken by the front instructor
 - leave an appropriate space to the rider in front
 - keep both hands on the handlebars unless asked to signal by an instructor
 - follow all instructions.

Inclusive guidance:

- riders can participate using different cycles such as tricycles and handcycles. Instructors must ride in a manner appropriate for different cycles, such as slowing down while turning and not stopping where the road is cambered. Tandems may be used to include people who are visually impaired.
- some riders may be able to take part in Bikeability Bus by riding with an assistant beside them or riding with them on a side-by-side cycle.

Sample questions:

- what will you need to do to make sure you and your cycle are ready to join the Bus?
- what will you do if the rider in front of you stops suddenly?
- what are the 'rules of the Bus'?
- what will you ask your parents to do if you are going to arrive late or not join the Bus?
- how will you carry things that you need to bring to school?

Risk management:

- a rider struggles to control their cycle (instructor assesses all riders' cycle handling skills before agreeing to them joining the Bus)
- there is too much traffic, or the route feels hazardous due to driver speed (instructor plans and rides alternative routes at the same time of day as the Bus would run and chooses only realistic and appropriate routes)
- a rider crashes, or there is an altercation with a car driver (instructor ensures cycles are checked, communicates positively with all other road users, and if necessary, follows their Bikeability provider's emergency procedure).

3 Bikeability Fix

Aim: increase take up of Bikeability and cycling after Bikeability

Bikeability Fix shows riders how to prepare their cycles for a journey and fix a puncture. When delivered before Bikeability training at Level 1, Bikeability Fix can improve the roadworthiness of cycles used in Bikeability. Knowing how to check a cycle and repair a puncture will give riders confidence to use their cycles after Bikeability at any level.

Two hours are allocated for Bikeability Fix. How much time riders actually require **may** depend on the faults they identify and the simple fixes they need to perform. Instructors **should** have the following tools:

- 15mm, 10mm, 6mm spanners or adjustable spanners
- Allen key sets
- Phillips and flat head screwdrivers
- puncture repair kits
- track pump.

Part 1. Check the cycle is ready for a journey

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> • name the main parts of the cycle • check all the tyres are inflated correctly • check all the brakes are working properly • check the chain is in good working order (if present) • check the handlebars are fitted correctly (if present) • check the cycle fits me • ask for assistance if necessary 	<ul style="list-style-type: none"> • how the main parts of the cycle work • how to carry out a basic cycle check • how the cycle should fit me

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- identify the main parts of a cycle including frame, forks, wheels, brakes, drive chain and gears (if present)
- check all tyres are hard, all brakes stop the wheels firmly, the chain (if present) is clean and lubricated, and the handlebars (if present) are firmly attached to the frame, and identify any faults

- check the saddle/seat height (for pedal cycles, straight leg with heel on fully extended pedal, able to put ball of foot down while seated if possible) and brake lever reach (for handlebar brakes, leave a two finger gap) are comfortable and identify any faults
- make minor adjustments within their own competence.

The instructor **must** perform a final check of riders' cycles and cycle fitting and make adjustments if required.

Riders **must** have a basic understanding of how their cycle works, and know how to identify faults accurately, make small adjustments and recognise the limits of their own competence.

Riders **should** progress by making minor adjustments to more cycle parts and by assisting others in diagnosing faults and making minor adjustments.

Each rider who attends the course **should** receive a puncture repair kit.

Inclusive guidance:

- if a rider is physically unable to perform checks themselves, they may instruct another person in what to check
- some riders with learning difficulties may require support from an assistant
- instructors should keep instructions short, showing rather than telling.

Sample questions:

- what would you check on a cycle?
- what tools would help you make quick repairs?
- how do you know if a tyre is properly inflated?
- how do brakes stop your cycle?
- how can you tell if a brake block is worn or in the incorrect position?
- when should you lubricate a chain?
- what would you do if you found a fault you don't know how to fix?

Risk management:

- a rider may hurt their hands attempting to use a spanner or Allen key tool (instructor demonstrates and explains correct use, observes riders and corrects errors)

- a cycle may fall and hurt a rider (instructor ensures there is enough space for the activity, avoids turning cycle upside-down and demonstrates correct use of cycle stands or mini stands).

Part 2. Repair a puncture

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> ● identify a suitable place to repair a puncture ● use basic cycle maintenance tools ● release a brake and remove a wheel ● remove a tyre and tube ● check the tyre for damage and remove any debris ● find and patch a puncture ● fit a tube and tyre to a wheel ● put a wheel back on ● pump a tyre to the correct pressure ● adjust a brake if necessary ● ensure the wheel rotates freely. 	<ul style="list-style-type: none"> ● how to reduce the risk of a puncture ● how basic puncture repair and brake adjustment tools work ● the routine for removing and fitting wheels tyres and tubes ● the rim and tyre clearances required for brake blocks, stays and mudguards (where present).

Following a brief introduction (and demonstration if necessary) by the instructor, riders **must**:

- release a brake to be able to remove the front wheel (the systematic routine for this will depend on the type of brake)
- use a 15mm spanner effectively (or quick release if present) to remove a front wheel
- deflate the tyre, and use tyre levers to remove the tyre and inner tube
- locate and mark on the tube a (pre-prepared) puncture using a pump to inflate the tyre
- check the tyre for damage and debris
- use a systematic routine to patch a puncture
 - use sandpaper to roughen an area larger than the patch area
 - apply enough rubber (vulcanising) solution to cover the area
 - wait until the solution is almost dry (it will change from looking glossy to matt)

- peel the patch and put it firmly on the punctured area
- scrape some chalk dust over the whole area

- return the inner tube and the tyre to the wheel without using tyre levers
- return the wheel to the cycle and tighten the wheel nut or quick release (if present)
- pump up the tyre to its recommended pressure (printed on tyre wall)
- re-attach the brake
- ask for assistance (if necessary).

The instructor **must** perform a final check of riders' cycles ensuring the wheels are fitted correctly and tyres are pumped to the correct pressure.

Riders **should** progress by using the techniques described on different types of brakes and valves.

Inclusive guidance:

- a rider hasn't the strength to loosen/tighten nuts or to replace a tyre (riders with low muscle tone may require help with some task such as tightening nuts, removing and replacing tyres)
- some riders with learning difficulties may take longer to follow a systematic routine, instructors should allow time for this.

Sample questions:

- what could cause punctures and how can you prevent them?
- what is in a puncture repair kit and what is each item used for?
- how do you use tyre levers?
- how can you locate a puncture?
- how do you know the correct pressure for your tyre?
- what does rubber solution do?
- why do we use chalk dust after putting on the patch?

Risk management:

- a rider may not have the strength to put a tyre back on a wheel (instructor shows riders the correct technique and if they still struggle, lets them replace the tyre on another cycle such as a friend's MTB which may be easier)
- a rider's skin reacts to rubber solution (instructor checks participants don't have rubber solution allergies and ensures the session is delivered in a well-ventilated space).

4 Bikeability Learn to Ride

Aim: increase take up of Bikeability and cycling after Bikeability

Bikeability Learn to Ride is for children, parents, teachers and members of the wider community who are unable to ride independently. Riders who are not yet able to balance **should** start with Bikeability Balance before beginning this module.

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> ● recognise if I am able to ride independently or require assistance ● ensure that I have appropriate clothing or accessories to help me ride comfortably and safely ● fasten a helmet correctly (if present), with assistance if necessary ● apply brakes before getting on the cycle ● sit securely on the seat ● look for hazards ahead and behind before setting off ● set pedals in the start position ● set off straight ahead ● propel the cycle forward ● look up in the direction of travel ● cover brake levers while pedalling ● make the cycle go where I want ● control my speed ● avoid hazards ● cooperate and communicate with others ● share space with pedestrians and other riders ● find an appropriate place to stop ● apply brakes to bring the cycle to a smooth stop ● apply brakes to bring the cycle to a quick stop ● apply brakes before getting off the cycle 	<ul style="list-style-type: none"> ● the range of support I might need to ride (e.g. adapted cycles, a riding assistant) ● how I need to dress to be comfortable for the ride ● the advantage of getting on the cycle on the left ● likely hazards that could delay setting off ● the pedal start position for my cycle ● why I should cover my brakes ● how to make the cycle change direction ● how cycling near vulnerable pedestrians (e.g. with physical, sight or hearing impairments) requires particular attention ● how to maintain control when stopping smoothly and quickly ● the advantages of getting off the cycle to the left

Bikeability Learn to Ride **should** be delivered on a large tarmacked space. Instructors **should** avoid delivering this module on grass where it is harder for riders to control their cycle.

Instructors **must** give riders sufficient space to change direction when adjusting their steering to correct balance while pedalling, and to make wide turning arcs while learning how to make the cycle go where they want. Instructors **may** introduce games, such as riding in an increasingly smaller area or riding in smaller figure of eights with other riders, to develop riders' skills and confidence.

Instructors **must**:

- provide individual instruction throughout the module
- demonstrate each stage of learning to ride
- ensure the training cycles fit the riders, making adjustments where necessary
- remain close to the rider while they are practising even if they no longer require support, including running alongside if necessary
- correct errors, such as riders not covering brakes or scooting rather than pedalling to start
- minimise new riders' nervousness by
 - removing distractions, such as other people watching
 - encouraging the rider to breathe and relax their arms
 - offering lots of encouragement for progression no matter how small
 - building in many rest breaks and ensuring the rider is hydrated.

Instructors **should**:

- deliver the session 1:1 or in small groups up to 1:3 considering local safeguarding guidance
- reduce the scope for embarrassment that older riders may experience by training them separately from younger riders
- use a range of different techniques to teach and support new riders, such as
 - sitting on the saddle/seat and propelling the cycle forward without pedalling
 - practising gliding first to build confidence before starting to pedal

- walking the cycle with fingers on the brakes while
 - » stopping using the brakes with arms braced
 - » changing direction using the handlebar.

Instructors **may**:

- combine with another instructor to deliver the module with 2:6 riders in the same space
- make small adjustments to the handlebar height to help riders balance
- lower riders' saddle below the normal riding position so they can place both feet flat on the ground at the beginning, raising the saddle as they gain skills and confidence
- support riders until they can make the cycle go where they want it to by using some of the following techniques with the rider's permission
 - holding the rider's handlebars while they learn to start and stop the cycle while standing in-front of the rider
 - supporting riders with a light hand on their back or shoulder (where local safeguarding guidance allows this) while standing or walking beside the rider.

Following a brief introduction and demonstration by the instructor, riders **must**:

- fasten their helmet (if present)
- get on and off the cycle holding their brakes (ideally from the left)
- set their pedal with the crank parallel to the down-tube with their preferred starting foot
- start by pushing down on their pedal hard enough to gain momentum, place their other foot on the other pedal and keep pedalling
- look in the direction of travel keeping their head up
- stop by using both brakes then putting a foot down
- maintain balance by turning their handlebar in the direction of intended movement
- change direction turning left and right in gentle arcs with tighter turns as they gain control.

Riders with step-through frames **may** get on their cycle by stepping-through rather than swinging a leg over the saddle

Riders **should** understand that they use their handlebar to balance on a cycle, that while they are learning to pedal the cycle will keep changing direction and this will improve with practice.

Riders **should** progress by pedalling with increasing independence, on cycles that are fitted for independent cycling (i.e. with a saddle and handlebars restored to the correct riding position), setting their pedal before stopping, and moving on to use gears and stop quickly.

Inclusive guidance:

- learning to ride requires focus and may be tiring, and riders will require frequent breaks
- riders learning to ride on different cycles, such as tricycles or adapted cycles, will require different rider skills and therefore instructor preparation and planning before use
- riders with less mobility in their hips will find it easier to get on a step through cycle
- some riders with learning difficulties may benefit from 'backward chaining'- first learning about pedalling, steering and braking, and finally learning how to set their pedal. This gives them the reward of momentum and the thrill of controlling the cycle first.

Sample questions:

- how can you keep the cycle from moving while you get on and off?
- how do you stop a cycle?
- what's the best position for the pedal to be in to get a good start? Why?
- how do you balance on a cycle while pedalling?
- where should you be looking while riding?

Risk management:

- rider senses they are falling by leaning rather than turning their handlebar to change direction (instructor ensures the rider has already demonstrated they are able to stop with their brakes to prevent a fall)
- rider is very nervous about falling, becomes tense and struggles to progress (instructor uses relaxation techniques such as breathing, and guarantees that the training will progress in small steps and they will be fully supported by the instructor as long as required)
- rider struggles to get enough momentum to start riding and falls (instructor ensures the cycle is in a low gear and that the rider is not braking while trying to start, and demonstrates again the correct starting routine)
- rider falls while practising (instructor always remains close to the rider while they are practising, even if they no longer require support)
- rider becomes tired (instructor looks out for signs of tiredness and ensures there are plenty of breaks).

5 Bikeability on Show

Aim: increase cycling after Bikeability

Bikeability on Show allows parents, carers and teachers to observe or discuss the skills and confidence riders gain during Bikeability. They will gain a better understanding of Bikeability and what National Standard cycling looks like and be able to plan how best to support their rider's cycling before or after Bikeability.

Parents, carers and teachers **may** observe a session or part of a session of any Bikeability level or take part in a discussion before or after the training. Instructors **must** provide them with information about the National Standard before observations take place and give an explanatory commentary during observations.

This module provides parents and teachers with knowledge and understanding to support riders as they prepare for Bikeability or improve their cycling after Bikeability. With support from informed parents and teachers, riders **should** be able to progress after Bikeability towards demonstrating some of the following National Standard assessment criteria (these are not assessed during the module).

NATIONAL STANDARD ASSESSMENT CRITERIA	
I can:	I understand:
<ul style="list-style-type: none"> continue to develop my cycling ability recognise when my ability to cycle safely and responsibly is affected by factors such as health, having a break from cycling, or changing to an unfamiliar cycle assess the risks associated with these factors and plan to improve their cycling ability participate in further cycle training (if necessary) continue to respond correctly to current road signs and markings continue to cycle according to current law on the use of a cycle on public roads 	<ul style="list-style-type: none"> how to assess my ability to cycle safely and responsibly the advantages of cycle training with a qualified instructor where to find information about changes to road signs, markings and legislation

The module **may** be delivered in one of three formats.

Demonstration

Maximum length: 45 minutes. Bikeability training ratios apply.

Riders demonstrate cycling to the National Standard after completing Bikeability. Instructors managing the demonstration **must** risk assess the demonstration routes and sites and perform dynamic risk assessment during the demonstrations. Riders **must** demonstrate cycling to the National Standard without instruction. The attendant instructor (i.e. the instructor not managing the demonstration) **should** ask questions and offer explanations to the observers.

After a brief introduction by the attendant instructor, participants **should**:

- become familiar with relevant National Standard assessment criteria
- follow observation ground rules agreed with the attendant instructor
- understand that Bikeability is based on a National Standard and includes the Highway Code
- actively observe without distracting the riders performing the demonstration
- provide questions and answers for the attendant instructor
- appreciate the central importance of systematic routines and the four core functions that underpin safe and responsible cycling
 - making good and frequent observations
 - choosing and maintaining the most suitable riding position
 - communicating intentions clearly to other road users
 - understanding priorities on the road, particularly at junctions
- understand how Bikeability instructors manage risk to maximise learner progression while safeguarding riders
- plan how they will support the cycling improvement of their rider
- consider participating in Bikeability themselves.

Presentation

Maximum length: 30 minutes (15 minutes if delivered in a school assembly).

Instructors present the National Standard and Bikeability to parents and teachers before or after Bikeability delivery. Instructors **must** include relevant parts of the National Standard and *Bikeability delivery guide* with particular reference to the four core functions and systematic routines required for safe and responsible cycling strategies. Presentations delivered before Bikeability **should** cover instructor risk management, rider pre-requisite cycling skills, cycle preparation, and the rider learning, assessment and awarding experience. Presentations delivered after Bikeability **should** cover how parents, carers and teachers can support rider improvement and cycling after training. Instructors **may** use a range of appropriate learning resources and materials such as presentation software, handouts and flipcharts during the presentation.

After a brief introduction by the attendant instructor, observers **should**:

- become familiar with relevant National Standard assessment criteria
- understand that Bikeability is based on a National Standard and includes the Highway Code
- provide questions and answers for the attendant instructor
- appreciate the central importance of systematic routines and the four core functions that underpin safe and responsible cycling
 - making good and frequent observations
 - choosing and maintaining the most suitable riding position
 - communicating intentions clearly to other road users
 - understanding priorities on the road, particularly at junctions
- understand how Bikeability instructors manage risk to maximise learner progression while safeguarding riders
- plan how they will support the cycling improvement of their rider
- consider participating in cycle training themselves.

Supplementary activity: Create project

Riders **may** also create their own 'What Bikeability means to me' project and present this before or after the demonstration or during the presentation outlined above. This **may** be a multi-media project shown in assembly or a poster display for parents, carers and teachers to view before or after they observe the demonstrations. Riders **may** work with parents, carers and teachers to create materials that communicate what Bikeability means to them. Here are some examples:

Riders **may**:

- make a poster entitled 'What Bikeability means to me'
- write a story about their experience doing Bikeability

- create a top-tips poster about what they learnt
- write a Cycle Diary about trips they have cycled
- make a video or photo-montage of a Bikeability session (with appropriate media permissions).

Parents and teachers **should** progress by making a plan for supporting their rider's cycling improvement after Bikeability, and taking part in Bikeability Bus, Bikeability Parents or Bikeability Ride.

Inclusive guidance:

- instructors follow the inclusive guidance outlined in the *Bikeability delivery guide* to ensure riders of all abilities can take part in demonstrations for Bikeability On Show
- instructors risk assess sites and routes near to the school to ensure on-road cycling demonstrations are accessible, and check accessibility of presentation venues for parents and teachers with mobility difficulties
- instructors keep language simple and ask others to translate where necessary to ensure parents and teachers with language difficulties can participate in demonstrations and presentations.

Sample questions:

- what do you know about the National Standard and Bikeability?
- what are the four core functions and systematic routines and why do they matter?
- what should riders be able to do before riding on roads?
- how do you prepare rider's for Bikeability?
- what are the main things riders can do to minimise risk when cycling on the road?
- what's the best way to learn how to ride on roads?
- how will you support your rider as they improve their cycling after Bikeability?

Risk management:

- a parent disagrees with elements of the National Standard and Bikeability, such as the primary riding position (instructor explains Bikeability is based on the National Standard approved by the Department for Transport and published alongside other road-use national standards on the DVSA website, and provides rationale for the disputed element)
- a rider gets distracted by their parent observing them (instructor managing the demonstrations monitors rider attention and reinforces ground rules for riders, while the attendant instructor reminds parents of the ground rules for observers)
- observers obstruct the pavement or the road while watching the demonstrations (instructor risk assesses demonstration sites including adequate space for a group to watch without blocking the pavement or road).

6 Bikeability Parents

Aim: increase uptake of Bikeability and cycling after Bikeability

Bikeability Parents is simply Bikeability training for parents, carers and school staff. Bikeability is based on the National Standard that describes competent cycling for everyone, including adults. This module presents an opportunity for instructors deliver Bikeability training, slightly modified as necessary, to parents, carers and teachers.

NATIONAL STANDARD ASSESSMENT CRITERIA

Relevant National Standard assessment criteria are set out in the *Bikeability delivery guide*.

This activity **may** be delivered at or around the same time as a school Bikeability Level 2 course to facilitate conversations between young people and their parents, carers and teachers about cycling. The module **may** be offered to groups of school staff in a separate group (such as part of a school INSET day) or together with parents and carers. Instructors **may** deliver Bikeability Parents as a family cycle training course with children, or after parents and carers have attended other Bikeability Plus modules, such as Bikeability On Show or Bikeability Learn to Ride. It should be delivered at a time that is convenient for parents, carers and teachers, such as after work, during summer evenings or at the weekend.

Instructors **must**:

- deliver Bikeability Parents to the same National Standard assessment criteria as they would to a group of school pupils
- pitch the learning to adults, many of whom will also be drivers and will understand many of the systematic routines involved, especially priorities involved in shared road use
- be prepared to address specific issues some participants may have about riding position, offering explanations with reference to the Highway Code, the National Standard and risk management.

Instructors **should**:

- be flexible and adjust course timings after assessing participants' skills against National Standard assessment criteria
- consider teaching parents and carers to ride with their children, and explore the family's local cycle routes and destinations
- inform participants of other cycling opportunities in their area such as local cycling clubs, organised rides, challenges, cycle routes, etc.

Inclusive guidance:

- follow the inclusive guidance in the *Bikeability delivery guide* to ensure training is accessible and open to all. Ensure

all Bikeability Parents promotional materials communicate inclusive training, including images of diverse riders using different cycles.

Sample questions (in addition to those mentioned in the *Bikeability delivery guide*):

- what do you hope to achieve doing cycle training?
- what Bikeability level did your child achieve?
- how do you plan to cycle as a family?
- how does your family normally get around?
- what kinds of trips do you make and what distances do you travel?
- what would help you make some of these trips on a cycle?

Risk management:

- a rider attends training on an expensive cycle and refuses to let the instructor check or adjust it (instructor explains they are obliged to ensure the cycle fits the rider correctly and is roadworthy, and suggests the rider checks the cycle themselves under observation)
- a rider disagrees with what the instructor is teaching, such as riding in the primary position (instructor explains Bikeability is based on the National Standard approved and published by the Department for Transport alongside other road-use national standards for driving, provides the rationale for the disputed element, and if the rider still refuses to ride according to the National Standard the instructor suggests the course may not be for them following a risk assessment)
- a rider isn't focused or is distracted, for example, by using their mobile phone (instructor agrees ground rules with riders at the start of training and requests riders turn off their phones unless they have a legitimate reason not to).

7 Bikeability Promotion

Aim: increase uptake of Bikeability

The objective of Bikeability Promotion is to associate Bikeability with the discovery of cycling for children, families and the wider community in a fun and low-risk environment.

Promotion **should** promote:

- Bikeability and Bikeability Plus
- cycling for people who don't currently cycle.

Bikeability Promotion enables local communities to have a go at cycling in a fun, family-friendly atmosphere. Instructors **should** focus on 'trying' rather than 'teaching' or 'training'. Bikeability providers **may** create promotion events that reflect their size, the needs of their local community and the resources available to them.

The location **should** accommodate logistics for transporting cycles and equipment, provide a large and secure site for the event, with space to store cycles and equipment before, during and after the event. Instructors **should** make contingency plans in case of poor weather or low turnout.

Bikeability **providers** should consider incorporating Bikeability Promotion within an existing non-cycling community event that attracts a large crowd, such as a school fete. Bikeability Promotion may include different types of cycle to try, maintenance checks on riders' own cycles, other Bikeability Plus modules, and information about the National Standard and Bikeability.

This activity **must** be coordinated by the Bikeability provider and **may** involve working with schools, community centres, local cycle advocacy groups and cycling clubs. Delivery **may** involve other specialist organisations offering enjoyable activities based around cycles, such as providers of adapted cycles or cycle displays.

Instructors **should**:

- welcome people to the event
- rotate groups around different activities in a structured way
- signpost participants to resources for Bikeability, Bikeability Plus and cycling opportunities
- provide information sheets for participants to take away.

Examples of activities that could be delivered by Bikeability instructors are described in the *Bikeability delivery guide* and *Bikeability Plus Guide*, and **may** include:

- Bikeability Level 1 games
- Bikeability Level 2 taster session
- Bikeability Fix taster session

- Bikeability Ride for families
- Bikeability Recycled
- information and advice promoting Bikeability and Bikeability Plus
- information and advice promoting local cycling opportunities.

Other fun activities that instructors **may** deliver include:

- trying different cycles for different functions, such as cargo cycles, e-cycles, side-by-side cycles, tandems, etc.
- BMX track, taster and display
- cycle ballet
- Doctor Bike
- smoothie cycles

Inclusive guidance:

- in order to ensure that people with Special Educational Needs and Disabilities (SEND) can access the event, consider the use of different cycles, such as side by-side-cycles, to facilitate access from a transport hub
- use images of people riding a variety of cycles when promoting the event
- check the suitability of infrastructure for cycles of different sizes for group rides and taster sessions
- for display events, such as a BMX displays, ensure that there is a place reserved for people with SEND to view.

8 Bikeability Recycled

Aim: increase uptake of Bikeability and cycling after Bikeability

Bikeability Recycled redistributes cycles to those in the community who do not have the resources to buy their own. By providing families with better access to cycles, more children and adults will participate in Bikeability and take up cycling.

Instructors **may** deliver this activity as a one-off event, as part of a wider event such as Bikeability Promotion, or as an ongoing community- or school-based programme.

There are two main delivery formats.

DONATE AND REFURBISH

Donated cycles are refurbished by qualified cycle mechanics and then redistributed to families at a single event or programme events, or through participating community groups or schools.

BRING AND SWAP

Brought cycles are swapped for more suitable cycles, such as a cycle that fits a growing child. The cycles are not repaired or refurbished but are swapped with a clear disclaimer that they must be checked by a qualified cycle mechanic before use.

Planning

Bikeability providers **must**:

- employ, contract or partner with qualified cycle mechanics to refurbish donated cycles
- provide clear disclaimers that all swapped cycles need to be checked by a qualified cycle mechanic before use.

Bikeability providers **should**:

- assess the need for Bikeability recycled in their local community based on geography and social and demographic characteristics to decide which delivery option will work best
- assess current delivery options and potential partners who already refurbish or swap donated cycles (this may include cycle retailers and community groups)
- identify the best day(s) to run Bikeability Recycled to supply cycles for Bikeability and Bikeability Plus modules and promote cycling in the wider community in single or multiple events
- set clear eligibility criteria for receiving a refurbished cycle in which participation in Bikeability training or Bikeability Plus modules are prioritised
- decide logistical issues such as:
 - event duration and timing, including time and resources for planning, receiving, refurbishing/ticketing and distributing cycles and promoting the event(s)

- transportation requirements for cycles, equipment and promotional materials
- information to be provided with donated/refurbished cycles, including
 - » Bikeability and Bikeability Plus training opportunities
 - » local clubs, routes and other cycling opportunities
 - » local cycle shops and community groups
- storage for cycles, equipment and materials before and during the event
- contingency plans for poor weather and too many/few cycles/participants
- registration process for receiving donated cycles ahead of the event day
- preparation of cycles for the event day(s) - fixing disclaimers to bring-and-swap cycles, refurbishing donate-and-refurbish cycles.

Promotion

Bikeability providers **should**:

- prepare leaflets and posters about the Bikeability Recycled event to include:
 - description of the event and its benefits using encouraging language ('pre-loved cycle' sounds better than 'second hand cycle')
 - if running 'Donate and Refurbish' mention that the cycles are serviced and checked by qualified mechanics
 - if running 'Bring and Swap' mention that people need to get the cycles checked and serviced by qualified mechanics before riding
 - date, time and venue for the event(s)
 - promote images of refurbished cycles (including non-standard cycles if possible)
 - if people are expected to donate cycles ahead of the event(s) include dates, times and venues when donated cycles can be received.
- distribute leaflets through schools and community groups to reach the widest possible audience turnout within and beyond the host school

- put posters up around the local community in schools, local cycle shops and other community hubs
- promote the event in local authority and community newsletters
- speak about the event in school assemblies and bring a refurbished cycle to show
- encourage local cycle shops to offer discounts to people who attend and seek additional financial support to extend the reach and impact of Bikeability Recycled.

Inclusive guidance:

- consider including different cycles such as tricycles and tandems and including images of these cycles in promotional material
- when working within a community where English isn't the first language, consider translating promotional leaflets and flyers into other languages.

Risk management:

- tools and cycles get stolen (instructors ensure the public cannot access the space where mechanics work or where cycles are stored)
- a refurbished or swapped cycle has a mechanical failure (only qualified mechanics refurbish cycles, completing and dating a standard list of what they have checked and fixed on donated cycles, and providing a clear disclaimer for swapped cycles).

Delivery

Bikeability providers **must:**

- prepare space where cycles can be received/collected, and where participants can watch mechanics work without getting in the way
- ensure staff are available on the day to receive and register cycles
- train staff to triage the cycles, and only accept those that can be refurbished, swapped or used for parts without requiring too much work (as advised by the mechanics, with any cycles that cannot be received removed by the donor)
- ensure recipients of swapped and refurbished cycles sign a form accepting responsibility for their cycles
- ensure mechanics are qualified, have the appropriate tools and record cycle checks and refurbishments using a standard checklist showing what has been checked/fixed
- ensure swapped cycles are issued with a clear disclaimer stating the cycle must be checked by a qualified mechanic before use
- allocate space to give people the opportunity to try-out the cycles with the support of a Bikeability instructor
- ensure any photographs and videos of the event are taken with media consents for use.

9 Bikeability Ride

Aim: increase cycling after Bikeability

Bikeability Ride offers led rides along pre-determined, risk-assessed and low- or no-traffic routes. Families can be motivated to cycle together after a child has completed Bikeability training. Bikeability Ride offers a supervised opportunity for doing this.

Participants range from new or returning riders to those who are looking to ride longer distances or start cycle commuting. Instructors **should** aim to encourage regular cycling among participants, and help trained riders put into practice the skills and confidence they have gained in Bikeability. Bikeability providers **should** encourage Bikeability riders' families and others in the school community to take part in Bikeability Ride.

Instructors **should** plan rides that are relatively short and focus on leisurely/pleasant/practical routes to attractive destinations. The module should take two hours of instructor time to deliver, including:

- 15-minute introduction and bike check
- 35-minute cycle to destination and 35 minutes return leg
- 35-minute refreshment stop/picnic.

NATIONAL STANDARD ASSESSMENT CRITERIA

The *Bikeability delivery guide* provides National Standard assessment criteria for Bikeability Levels 1, 2 and 3, and delivery guidance for instructors moving groups. Instructors **should** reinforce the four core functions and systematic routines that underpin safe and responsible riding strategies. Bikeability riders **should** ride to the National Standard at all times. Formal assessment against National Standard assessment criteria during Bikeability Ride is not required.

Bikeability Ride **may** be delivered to riders who have completed Bikeability Level 1 even if they haven't yet started Level 2, since riders will not be making independent decisions on-road. Routes **may** be short and include fun elements and interesting places. Rides **may** have a specific theme such as nature, local history or architecture, link to a specific season (such as a solstice ride) or have an interesting destination like a public park or landmark building. Instructors **may** consider running Doctor Bike sessions or delivering Bikeability Fix ahead of the ride to ensure participants' cycles are roadworthy. Routes typically last around five miles on motor traffic-free or on-road routes depending on the ability of the riders (more experienced riders **may** go on a longer ride, perhaps 10 miles). Bikeability Ride **may** also serve to acquaint Bikeability-trained riders and their families with local cycle routes.

The Bikeability provider **must**:

- promote the ride in schools where Bikeability is delivered, for instance using posters and leaflets, presenting details at assemblies and speaking to parents and school staff (possibly as part of Bikeability on Show)
- communicate to the school community about the ride and how to prepare including
 - who can take part
 - the route map and theme
 - distance and timings
 - guidance on what clothes to wear and what to bring (water and refreshments)
 - the need to bring a roadworthy cycle (and helmet if required)
 - any contingency plans (such as what to expect in the case on an incident)
 - how to register a place on the ride and relevant contact details.

Before the ride, instructors **must**:

- plan, ride and risk assess the route, including
 - the ability of the riders
 - a familiar and accessible starting point, such as a school
 - appropriate on and off-road infrastructure for group riding, including traffic density and speed
 - a circular route
 - alternative routes to use if the planned route is closed
 - seasonally relevant factors including daylight and weather
 - interesting features along the route and a desirable destination, such as a café or park
 - places to accommodate riders for rest breaks which have access to refreshments and toilets
- record the route using a route map template noting specific risk assessment points and how to manage these (such as places where crossing a busy road on foot may be appropriate).

On the ride, instructors **must:**

- ride the route noting any changes to the original plan
- record the school contact details
- provide the school and Bikeability provider with a copy of the route map, the register of participants with confirmed consent, and Bikeability Ride information covering the ride date and times, the risk-assessed route and destination (and alternates), equipment requirements and instructor contact details
- bring a set of tools and a pump, some extra water and refreshment such as fruit, and first aid kits
- take a register of attending riders noting
 - riders' specific health and other issues
- check riders' cycles are roadworthy and make minor adjustments if required
- allocate roles to other instructors (and competent adult riders) to include
 - front instructor who knows the route and sets the pace
 - rear instructor(s) who manage(s) road users behind the group
 - floating instructors who can offer riders advice and encouragement, and move ahead of the group to ensure smooth negotiation of junctions
- gather riders together before heading off to tell them what to expect on the ride and agree riding ground rules
 - remain behind the front instructor
 - leave enough space to stop to the rider in front, including enough space (wobble room) while riding alongside another rider in a double snake
 - follow instructions, such as when to double up or ride in single file
 - follow the riding position of the lead instructor.

The front instructor **must:**

- ride at the speed of the slowest rider and position the slowest riders at the front of the group to prevent it splitting up
- communicate intentions to turn or change road position with high hand signals, ensuring the group and other instructors know the plan in good time
- communicate positively (smiling and thanking) road users ahead, such as oncoming drivers
- wait for floating instructors to indicate roads are clear at junctions before turning
- pull over if the group gets split up such as after going through traffic lights which turn red, or after going through junctions.

The rear instructor **must:**

- remain at the rear of the group and never overtake riders in front
- communicate positively with road users behind, smiling and thanking them for their patience
- ride in a position that deters hazardous overtaking by following drivers.

The floating instructors **must:**

- encourage riders in the group by offering advice about riding technique (such as when to change gear or cover their brakes)
- arrive at junctions and lights ahead of the group
 - if the lights change to red while the group is moving through, they stop the group, wait until the lights change to green, then take on the role of front instructor to lead them through the lights
 - they do not block drivers on main roads at junctions, however if a driver cedes their priority, the instructor can then move in front of that driver and indicate to the front instructor to proceed through the junction.

Inclusive guidance:

- in order to ensure that people with SEND can participate, consider the use of different cycles, such as side by side cycles, tandems and tricycles
- allocate a rider with SEND a riding buddy or assistant if required
- use images of people riding a variety of cycles when promoting rides
- check the suitability of infrastructure along the route for cycles of different sizes.

Sample questions:

- how do you know if your cycle is roadworthy?
- what would be good to bring with you on a ride?
- what riding rules will ensure we ride together well as a group?

Risk management:

- a rider has a puncture or minor crash (instructor fixes quickly if there is time, or has a plan to enable the rider and their cycle to return to base with an instructor, acting in accordance with the Bikeability provider's safeguarding guidance)
- a driver gets angry at being held up (instructor maintains positive communication and avoids engaging in lengthy discussion or arguments)
- a rider is injured during the ride (instructor follows the Bikeability provider's emergency procedure for responding to and reporting incidents, including taking details of anyone involved in an incident including witnesses).

10 Bikeability Transition

Aim: increase cycling after Bikeability

Bikeability Transition provides riders moving from primary to secondary school with the route planning skills delivered in Bikeability Level 3, and an opportunity to review and improve their cycling practice. Bikeability providers **must** only deliver Bikeability Transition after riders have completed at least Bikeability Level 2 and before they start secondary school. Close collaboration with the primary and secondary schools will be required when planning this module.

Instructors **must** use the *Bikeability delivery guide* (Activity 3.1A) to guide riders' route planning before leading a ride from their primary school to their new secondary school. Instructors may also refer to National Standard Unit 5.1 Review and improve cycling practice to help riders identify riding development opportunities on the planned routes.

Where possible, Bikeability providers **should** involve parents and carers so riders can demonstrate cycling to the National Standard and improving cycling practice, thereby increasing parent and carers' confidence in supporting their child's cycling to secondary school. Involving a Year 7 student who cycles to secondary school can help Year 6 transition students know how to access the secondary school and where to store their cycles.

This module **may** be delivered in one or more of the following formats:

- after Bikeability Level 2 delivered in Year 6
- during Year 6 summer term transition activities for incoming Year 7 students
- during the summer holidays between Years 6 and 7.

Bikeability Transition is an opportunity to promote Bikeability Level 3 to riders who recently completed Bikeability Level 2.

Instructors **should** ensure planned routes avoid Bikeability Level 3 roads if riders have not yet completed this level of training unless they have identified aspects of Level 3 for improving their cycling.

Bikeability Transition has two parts.

- Part 1 is a classroom-based session looking at planning routes and preparing to make the journey to secondary school. At the same time, riders **may** review their cycling practice and plan improvements to be implemented under instructor supervision when undertaking the planned ride. The planned route **should** include opportunities for riders to improve areas of cycling practice they have prioritised for development.
- Part 2 involves riding the route. The planned route **should** be suitable for a rider who has completed Bikeability Level 2. Riders **should** improve their cycling practice in the priority areas they have identified. If appropriate, this **may** result in the planned route including new learning at Bikeability Level 3.

NATIONAL STANDARD ASSESSMENT CRITERIA

I can:	I understand:
<ul style="list-style-type: none"> • plan suitable routes to my destination including alternative routes • estimate the time needed to complete my journey, including any breaks • plan where to lock or store the cycle securely • use maps or electronic journey planners to plan my route (if required) • choose and pack suitable clothing, equipment, food and drink for my journey (if required) • select and fit equipment for carrying loads or passengers (if required) • select and fit lights (if required) • ask for assistance (if required) • continue to develop my cycling ability • continue to respond correctly to current road signs and markings • continue to cycle according to current law on the use of a cycle on public roads 	<ul style="list-style-type: none"> • where cycling is permitted • how changing traffic, weather and lighting conditions, my cycling ability and the cycle route I ride, may affect the choice of suitable routes • the need to build in extra time to allow for unforeseen delays • how to choose a secure lock • where to get information on likely weather and traffic conditions (if required) • the legal requirements for carrying loads or passengers (if required) • the legal requirement for lights (if required) • where to report a stolen cycle • how to assess my ability to cycle safely and responsibly • where to find information about changes to road signs, markings and legislation

Part 1. Plan the route

Instructors **must** teach this one-hour session in a classroom or a playground which has a quiet place for a group to sit where they can look at maps and write on worksheets (if used). Bikeability providers **should** liaise with the school to see if teachers would like the planning session to be delivered to a whole class.

The instructor **must** introduce the session stating its aims and find out which secondary school riders will be attending and what plans they have already made to travel to school. The Instructor **should** hand out (photocopied) maps showing the primary school, the riders' residential area and the secondary school to groups of two-to-four riders. The instructor **may** discuss with riders' technological options for planning routes such as online maps and apps.

Riders **should**:

- mark on the map
 - the location of their school
 - the location of their street
 - the location of their secondary school
- identify other features of the map including
 - main roads
 - residential and other local roads
 - parks and other off-road routes
 - other places of interest
- mark routes on the map from their primary school or home street to their secondary school aiming to avoid main roads and use off-road routes where possible
- use a piece of string and refer to the map distance legend to measure the length of their planned routes
- work out how long it will take to ride their planned routes (with guidance that their average cycling speed is around 10 mph)
- compare their routes and time required with riders from other groups
- with the instructor, discuss and agree a preferred route to ride.

Riders **should** progress by marking a wide range of alternative routes to secondary school and routes to other places of interest in their neighbourhoods.

Inclusive guidance:

- rider with learning difficulties struggles with the task (instructor involves class teacher and learning support staff in planning this activity to ensure all riders can participate).

Sample questions:

- what are your travel options for getting to secondary school?

- what are the advantages and disadvantages of these?
- how confident do you feel about riding the routes you have marked?
- which parts of the route require new learning (if any)?
- what do you need to think about before riding to school?
- which areas of your cycling practice need most development?
- where on the planned route could you develop your cycling practice?

Risk management:

- (N/A for this classroom-based session.)

Part 2. Ride the route

Instructors **should** develop a route to ride based on routes the riders have created, and with an understanding of each riders' cycling capabilities and priorities for practice improvements. The length of the ride will depend on the agreed route and the range of improvements that need to be addressed.

Instructors **must**:

- decide the start location for the ride, ideally from the primary school or residential area where riders live
- include locations where Level 2 riding can be assessed at the start of the ride
- ride the planned and alternative routes ahead of the session and complete route risk assessments (to be filed with the Bikeability provider)
- develop ride plans including locations where new learning will take place
- cleave a copy of the routes, plans and risk assessments with the participating school/s
- if teaching activities from Bikeability Level 2 or Level 3, comply with Bikeability ratios
- use the guidance in the main *Bikeability delivery guide* for information about teaching Levels 2 and 3.

Inclusive guidance:

- riders with SEND may require the support of a riding 'buddy'
- riders of some cycles, such as hand-cranked cycles and tricycles, may be significantly slower than other riders, and the routes and ride plans should take this into account
- instructors should monitor and discuss with the rider, their parent or carer, their 'physical and emotional' state and the suitability of them participating in the transition ride.

Sample questions:

- what rules can we agree to ensure an enjoyable and developmental group ride?

- how would you tackle this junction?
- who would like to demonstrate this section for the group?
- what feedback would you provide to the rider ahead of you?
- how long do you think it will take to ride from your home to school?
- how can you avoid getting lost?

Risk management:

- riders are unable to demonstrate skills learned during Bikeability Level 2 (instructor checks Bikeability Level 1 and Level 2 skills at the start of the ride, and if necessary, considers teaching a refresher Bikeability course in place of the transition ride)
- riders crash into each other while riding as a group (riders agree group-riding rules and practise group riding off-road before the ride)
- part of the planned route is closed (instructor has planned and risk assessed alternative routes).



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