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# Cycle Activity Templates

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Active  
Travel  
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# 1. Introduction

The Activity Templates support the **Cycle Training Delivery Guide** and the **Ride Guide**. Created by The Bikeability Trust, these resources are designed to help instructors plan, deliver and review cycle training sessions according to the [National Standard for Cycle Training](#). These guides provide guidance on good practice and support quality assurance programmes. They also form the reference materials used by instructors during their qualification, the Level 2 Award in Instructing Cycle Training.

This guidance is not law and does not provide legal advice, which can be found in the Highway Code.

## 1.1. About the Activity Templates

The Activity Templates provide a complete set of activities for teaching and coaching on-road cycling. We have organised these activities in the order in which you would normally teach them – starting with the basics in traffic-free environments and moving to more complex on-road manoeuvres in any level of traffic. By following this sequence, you can help your riders to build their confidence and develop their abilities in a logical and structured manner.

Each activity is linked to the National Standard for Cycle Training, and gives you instruction points for teaching, coaching and assessing. It also gives you ideas on how to run the activity and how to adapt it to the needs of your riders.

You should use these templates as you plan and prepare your training. You can also refer to them during your sessions to help guide instruction. When delivering your training, you can select activity ideas from different templates to best meet the needs of your riders in a particular session – and to help you deliver the necessary instructing points.

We use the words ‘teaching’ and ‘coaching’ to describe what you do in your role as instructor. Teaching is about helping a rider learn new things, while coaching is about helping someone who already has some knowledge or skill to improve and develop their abilities further.

As you gain more experience, you will develop your own style and be able to experiment with new teaching and coaching techniques. After each session, reflect on what went well and consider what you could have done differently. If you work with other instructors, it is good practice to reflect together.

## 1.2. The four key skills

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The National Standard sets out four ‘core functions’ (or key skills) that every rider should have:

- **Observation:** Being aware of surroundings and the actions of others
- **Position:** Choosing and maintaining the most appropriate place to ride
- **Communication:** Being able to communicate intentions clearly
- **Priorities:** Following priority rules in line with the Highway Code

Although the National Standard uses the term ‘core functions’, we have decided to use ‘key skills’ in these templates. This is because it’s important to use clear language that riders will understand.

When teaching younger children, it may be useful to describe the key skills as follows:

- **Observation:** Where do you need to look?
- **Position:** Where do you need to be?
- **Communication:** Who do you need to tell?
- **Priorities:** Who needs to go first?

The language you use may change, but the key skills stay the same.



## 1.3. Independent decision making



During every activity, you should encourage riders to make independent decisions. This should always be done under your supervision and, if necessary, with your support. It's important that riders do not simply copy or follow the lead of another rider, but instead, make their own decisions during training. Explain to your riders that this will help them to be safe and responsible on the road.

### **General strategies for encouraging independent decision making:**

- Use open questions that get riders thinking for themselves. So, instead of telling riders to “cover your brakes”, you could ask: “Where do we need to keep our fingers?” and “When do we need to do this?”
- Avoid too much ‘talk time’ – most of the training session should be spent on the cycles. Try to let the riders make their own decisions and only prompt them when necessary.
- Ask the riders to reflect on the session and give feedback to the group. This can help them evaluate what good cycling practice involves.

### **Independent decision making during traffic-free training:**

- Teach using games that combine independent thinking and teamwork. An example of this could be to ask riders to ride together in a shared space. First, let them decide where they each want to ride, before getting them to work together to form an orderly line of riders themselves.

### **Independent decision making during on-road training:**

- Involve riders in the planning process when deciding where on-road training will take place. This can involve asking them what route is the best to take. You can then pick the best places to teach your activities on this route. Where you teach should be increasingly busy and complicated, and the way you prompt and support riders should reduce over time.

- Make sure training takes place in realistic on-road environments where riders get to experience increasing traffic speed and volume. For example, when coaching riders how to ride past side roads, use a site that has enough traffic on that side road. This will teach riders to make decisions for themselves when sharing the road with others.
- For independent riding exercises:
  - Let your riders know that it is their responsibility to check and decide if it is clear to start their journey. You can say something like: “Go when there is time to move away.”
  - Let riders know that they need to check and decide whether or not to move forward at junctions. Unless there is a potential risk, do not say “Stop” or “Go” when a rider approaches Give Way Lines at junctions. Instead, if a rider needs prompting or support, you can ask them, “Is it clear?” or “Where do you need to look?”
  - Only prompt riders verbally if necessary – the less you say, the more independent decisions they make.
  - Do not block other road users or direct traffic and do your best not to get in the way of riders’ observations. Instructors should not influence other road users to give the group priority but may assist a group moving through a junction if priority is given.
  - When you coach riders on specific cycling routines, make riders aware of the need for an *informed decision* after observing. Riders need to understand that they should not automatically change their position after looking behind. Instead, they should decide whether or not to move after they observe what’s around them: *Check, **decide**, move if clear*. Equally, riders should know to only communicate or signal to other road users after deciding it is necessary to do so.
  - Provided riders are ready, consider progressing activities by increasing the distance that they cycle. This means that they are more likely to encounter traffic while cycling, which allows them to practise independent decision making.
  - Consider letting riders choose where they should start or finish their on-road journeys (provided it is within a specifically defined area where riders are always in sight of an instructor).
  - Consider giving riders the option of performing ‘flowing’ U-turns rather than always performing ‘stopped’ U-turns that do not require as much independent decision making.
  - Carefully consider the pros and cons of riders cycling on their own or with a partner. Riding alone usually gives a more independent riding experience compared to riding with a partner or in a group. If riders are carrying out an exercise with a partner, ensure they understand that they are both responsible for practising the four key skills when cycling together. They should not simply follow the rider in front and should be given opportunities to switch their positions. You can also encourage riders to support each other through verbally prompting or supporting each other when they ride together.

### **Riding as a group:**

- When moving groups out on the road, use active learning strategies that support independent decision making. For example, when starting a journey in a snake, the rear instructor could choose to ask each rider to check for themselves at the start of every journey and do the same when finishing on-road journeys, rather than telling riders that it is clear to go.
- Explain why the skills that riders learn from independent riding activities are just as important when riding as a group. If they have just learnt the routine for riding past a side road, encourage them to practise this when they ride past side roads all together in the group. When negotiating junctions in the snake, all riders should check themselves if it is clear to go. If the snake becomes split, think of it as a positive and realistic experience. It means that riders have individually checked for priorities and made an independent decision (rather than simply following riders in front).
- Provided the risk can be managed, give different riders the opportunity to lead the snake by riding ahead of the front instructor. Also consider rotating the rear rider in the snake so that different riders experience communicating with road users behind the group. Switching the order of the snake will also give riders the opportunity to support different riders in the group.
- When cycling behind riders during Level 3 training, provided the risk can be managed, consider dropping further back to help give the riders a more independent riding experience.



## 1.4. Training in different environments



No junction is the same. Every site will be different in some way – whether you’re riding through it or stopping to deliver training. There are so many variables, including: the amount of pavement space (if any); sight lines; suitable places to stand the cycles; the width of a junction; the presence of road markings; and the amount, speed and type of other road users. Suitable sites may also be far from your training base.

Training in rural communities comes with particular challenges, for example certain types of infrastructure may not exist. But remember that these are the roads that local riders have to use, so use this as a positive learning experience.

In these instances, you have to adapt and make decisions about what and how to teach.

What to consider when delivering training:

- Remember that this is the riders’ local area and these are the roads they will be using – be positive and adapt your training to the site.
- Plan a journey that includes local infrastructure and work with the infrastructure available. Do not worry if this does not fit a traditional progression of activities.
- Focus on helping riders apply the four key skills in whatever scenario they find themselves, including situations they are likely to encounter locally (for example, riding with agricultural machinery on the roads).
- When moving groups, ask questions and encourage independent decision making.
- Think about the size of your group and whether or not you’re working with a co-instructor. Are the ratios suitable for the environment?
- In areas where there is no traffic, use riders in the group to create some. Encourage independent decision making in the area that you have defined, and allow more riders on the road at one time.
- How far can you ride with your group? Do you need to change the length of the journey accordingly, or can riders and cycles be transported to another location?

## 1.5. Use of language

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These templates and associated resources (including the Cycle Training Delivery Guide and Ride Guide) are based on the National Standard, but they deliberately do not use the same language. We have adapted the language to make the documents more accessible and inclusive by using plain English.

Plain English is a style of writing that allows the reader to understand the message the first time they read it. It uses short, clear sentences and everyday words while avoiding the use of unnecessary jargon where possible.

This approach will also help you to teach and coach using appropriate language, especially when working with children, and to avoid jargon or language normally found in policy documents.

However, there will always be some specific words or language that you will need to use when teaching people how to cycle, for example 'the Highway Code', 'gear' or 'pedal ready'. Make sure you explain these terms clearly.



## 2. Template

This template describes what is covered in each part of the activity plan. Timings are not included as they will depend on the riders you are instructing.

<b>ACTIVITY NAME – TEMPLATE</b> Learning objective/outcome: The skill you are teaching/what the riders will be able to understand and do.	
<b>National Standard reference</b>	Reference to the role, unit and element in the <a href="#">National Standard for Cycle Training</a> that is linked to this activity.
<b>Instructing points</b> A detailed breakdown of what you need to teach, coach and then observe the riders demonstrate. Observing your riders demonstrating these elements is how you can assess a rider's progress. This will help you provide appropriate feedback and support their progress.	
<b>Extra resources</b> Extra resources to support your delivery including videos, games, photos and diagrams.	
<b>Activity ideas</b> Strategies for delivering each particular activity, including how to maximise active learning, how to use the site well, and communication and group management.	
<b>Sample questions to check understanding</b> These are questions that you can use to check whether riders understand the theoretical elements of cycling, for example priority rules at junctions.	
<b>Differentiation (how to adapt the activity to suit different needs)</b> Inclusion: Suggested adjustments to support riders of different abilities or those using different cycles.  Extension: Extra activities and outcomes that can challenge riders.  This is split into 'Simplify' and 'Challenge'.  Both inclusion and extension activities can be used within a mixed-ability group to enable everyone to learn together.	
<b>Risk benefit assessment</b> Specific hazards and advice on how to reduce risks (mitigation) while running this activity. Also includes the benefits of running an activity in a particular way.	



### 3. Preparing for cycling (including checking you are fit and ready to cycle, checking clothing and fitting a helmet, and checking your cycle and making sure your cycle fits you.)

**National Standard reference:** 1.1, 1.2.1, 1.2.3

#### Instructing points

##### Rider wellbeing

Think about whether you're feeling well enough to cycle and if you need any help.

##### Clothing and equipment

- Make sure that any clothing you are wearing is suitable for riding. Everyday clothes are fine, but think about the weather and how visible you are to others when cycling.
- Think about the most appropriate footwear to use.
- Ensure nothing can get caught in the cycle. For example, shoelaces should be tied, baggy trousers, jilbab, burqa and scarves should be tucked in, luggage is secure.
- If using a helmet, check that it isn't damaged and that it fits.

##### Helmets

- Helmets must conform to EN 1078. Check the sticker inside the helmet.
- Check the helmet for any signs of damage – there should be none.
- The straps should not be twisted.
- The position of the helmet on the head is important: it should rest roughly one or two fingers' width above the eyebrows.
- The helmet should be snug on the head. Use the rear adjuster strap (if you have one) to tighten it.
- The shape of the straps around the ears should form a Y shape.
- The helmet should be fastened under the chin with two fingers' width between the chin buckle and chin.


##### Basic cycle check

- When standing next to your cycle, keep a brake on to keep it under control.
- Check air pressure by squeezing the sidewall of the tyre.
- Check both brakes by rolling the cycle forward to check the front brake, then backwards for the rear.
- Spin the chain backwards to check for snags and stiff links, and that the chain is oiled.
- Check the frame, saddle and attachments.
- Check steering – handlebars should be secure (you can check this by holding the front wheel between your knees and trying to turn).
- Check the cycle fits. The balls of your feet should normally reach the ground when sitting on the saddle. Your leg should be almost straight when your foot is on the pedal set at its lowest point.
- Check that when covering the brakes your wrists are straight and you can reach the brake levers with your fingers.

## Additional resources

Have a pump and toolkit ready for minor fixes or adjustments.

 [Video: How to fasten a helmet correctly](#)

 [Video: How to check a cycle](#)

## Activity ideas

### Introduction

Ensure the riders line up in a position where they can see the instructors and each other (semi-circles work well for this).

Find out riders' previous riding experience. This will tell you whether someone still has to learn how to balance on a cycle. They may not be able to take part in the later cycling activities but can still take part in this activity. Have a backup plan to support them.

Check seat height. Be careful not to make less experienced riders feel self-conscious. Remember that some riders may not have ridden for a long time, so may need to warm up to the activities.

### Rider check

Ask riders how they are feeling and if they feel well enough to cycle. Then ask riders to look at their own clothing (or a partner's) and comment on its suitability by asking if there's anything that could get caught or hamper riding in any way.

With the riders still in a semi-circle, show them how to adjust and fit a helmet. Demonstrate this at the same time as riders fit their own helmets.

Then ask riders to pair up and look at one another to check if their partner's helmet fits.

### Cycle check

Let riders know that you expect them to check their cycle at the start of each training session. Before explaining a simple cycle check, first ask riders, "What do you need to check before you ride?" This supports independent thinking and decision making.

Demonstrate each element of a simple cycle check (the 'ABCD' of Air, Brakes, Chain and Direction check works well for this). Then ask the riders to do the same in front of you. Ensure riders are aware that they should not use their cycles if they notice any problems and ask them to report any issues. If these are very minor you can demonstrate how to fix these to the group. If this will take you more time, have a backup plan for riders. This could be a spare cycle, a cycle share system or a good communication/cycle check form which clearly explains that the cycle is unsafe and you cannot support a rider to take part.

## Activity ideas (continued)

After checking cycles once as a group, consider asking the riders to practise again. Ask them to partner up and help each other to check each other's cycles and name parts of the cycles to each other. You should be confident that the cycles are mechanically sound before letting the riders ride them, either by checking them yourself or by very close observation.

### Cycle fit

Show riders how you fit your cycle. This will involve coaching them on how to get on and off their cycles: squeeze brakes, tilt the cycle to the side, swing your leg around the back. Then ask riders to get onto their cycles. A rider should be able to touch the floor with their toes. Consider asking them to work in pairs to check if their partner is comfortable on their cycle. Riders should tell you if they think their cycle needs an adjustment and tell you what to adjust.

If you are working with non-standard cycles, ensure you have a member of staff who understands the models of cycle you are working with and how to fit them.

## Sample questions to check understanding

- Q. How can feeling unwell or tired affect your riding?
- Q. How should you dress for cycling?
- Q. What should you check on a cycle before riding?
- Q. What can you adjust on a cycle to ensure it fits you?

## Differentiation

### Inclusion

- Riders unable to check their cycle themselves can do so by telling someone what to check.
- Riders who don't speak English or are Deaf can mirror you as you teach.
- Some riders with special educational needs and disabilities may benefit from being asked to act as an assistant or to demonstrate to the group, which can help them focus.
- Certain hairstyles can make fitting a helmet difficult so instructors may need to be flexible and supportive in such cases.
- Riders of the Sikh religion who have a turban are not required to wear helmets.
- Ensure you know how to check, adjust and fit non-standard cycles (such as a hand-cranked cycle where present) and access support to do this if necessary.

### Extension

#### *Simplify*

- Riders with less experience may benefit from a slightly lower saddle height at first. The saddle height can then be increased when they are able to stop with more control. Some cycles may require the rider to come off the saddle when stationary.



## Differentiation (continued)

### *Challenge*

- Riders learn to identify parts of the cycle.
- If you're delivering another session with the riders, ask them to arrive for the next session with their clothing ready for cycling.
- Riders to 'lead' the cycle check (with instructor supervision).
- Riders to complete the cycle check within a certain time frame, for example 20 seconds.
- Riders find out the right tyre pressure shown on the tyre and use a track pump to pump tyres to the correct pressure.
- Add further elements to the cycle check. For example, checking that quick releases/wheel nuts are tight, the saddle is secure, and gears (if present) are indexed.
- Riders learn how to park cycles both individually and in a group.

## Risk benefit assessment

### **Risk**

You have raised a saddle – a rider may not be used to a raised saddle and is unsteady.

### **Mitigation**

Give the rider time and space to get used to the newly fitted cycle and consider raising the saddle height bit by bit.

### **Benefits**

After practising with a saddle at a more suitable height, the rider can cycle with more control.

## 4. Pushing your cycle and balancing

**National Standard reference:** 2.1.1, 2.1.2, 2.2.1

### Instructing points

#### Push a cycle

- Walk with your cycle, giving yourself enough space to not bump into it.
- Keep your fingers covering the brakes and stop the cycle using both brakes.
- Make turns when pushing your cycle by using the steering.

#### Get on and off

- Get on and off from both sides of your cycle.
- Understand the advantage of getting on and off from the left in the UK.
- Pull your brakes before getting on or off the cycle, or when stationary.
- Lean your cycle towards you to lower the saddle (if required).
- Put your leg over the saddle or step through the cycle (if appropriate) when getting on or off.
- Keep at least one foot on the ground when stationary or when getting on or off.

#### Balance and glide

- Look and turn your head in the direction you want to go.
- Sit with a straight back to avoid leaning to the side.
- Push along with both feet alternately (stride) to create enough speed to glide.
- Steer into the direction you feel the cycle is leaning to put the cycle back under yourself.
- Use your brakes to slow down or stop.

### Activity ideas

Check the riders' cycles and ensure they fit them. They should be comfortable and stable when sitting on the saddle when their feet are on the ground. When teaching someone to balance and glide, start with a lower saddle than normal as this will help them to start by scooting with their feet and gliding. Raise their saddle as they get more skilled.

#### Push a cycle

Start by getting riders to practise pushing their cycles. Demonstrate this first, pushing the cycle with your fingers covering the brakes. Brake gently to slow down and to stop, showing that you are avoiding 'snatching' the brakes or lurching forward. Walk and turn by using the handlebars rather than leaning the cycle or lifting it. Ask the riders to then practise this. For groups, consider a 'follow the leader' exercise where riders practise walking their cycles and stopping from time to time. You could also use coloured cones and ask riders to walk to, and around, a particular cone.

## Activity ideas (continued)

### Get on and off

Demonstrate how to get on and off, asking riders to observe your technique. See if they can offer the instructing points themselves as you demonstrate. For group sessions, ensure the riders have enough space between them and then ask them to practise getting on and off. Practise this on both sides and consider if you need to emphasise the left side (for the UK).

### Balance and glide

You should not need to have any physical contact with riders or their cycles when teaching them to balance and glide; this should be a skill they develop naturally.

First consider playing a balance game: ask riders to lift one foot off the ground when they are seated on the saddle. Then switch feet. Then, ask them to bring both their feet out wide, and then close together. They will see how keeping their feet wide will help with balance (this will also be helpful for when pushing along later). Then ask them how long they can lift both feet off the ground at the same time when stationary. See if they can do this for one or two seconds.

After this, you can start balance bike-style activities where the riders push along with their feet and glide. Demonstrate this first, showing both 'giraffe' steps (pushing with one foot at a time) or 'kangaroo' steps (pushing with both feet at the same time). This is a good moment to explain key coaching points for learning balance:

- Look in the direction that you want to go.
- Sit up straight.
- Push off hard so you can glide as far as possible.
- Lift your feet up for as long as possible.
- Cover your brakes!

Use circuits that enable the riders to practise lifting their feet off the ground for as long as possible. Using a smooth, flat training area will help riders progress. Also consider using a gentle slope. You could do a game where riders have to try to cross an imaginary river without getting their feet wet. Make the space wider as they manage to glide for longer.

Consider snaking-based activities where each rider has the chance to be the 'leader'. For mixed-ability groups, consider allowing riders to overtake each other provided they give enough space. Ensure that the riders experience regular changes in direction. Once the riders can scoot and glide for a few metres in a straight line, they will have learnt the basics of how to balance! As they progress, they can practise stopping with their feet off the ground, keeping their brakes on after stopping.

## Sample questions to check understanding

- Q. Where should your fingers and thumbs be? How hard do you need to grip?
- Q. Where should you look to help your balance?
- Q. Why is it important that you stay sitting down (on the cycle)?

## Differentiation

### Inclusion

Some riders will need more time to learn than others. They may start with walking with the cycle underneath them at first. Support them by sharing the key coaching points and be mindful that all riders progress at their own pace. Riders for whom English is not their first language will also need clear demonstrations.

Some riders will use a cycle that does not require them to balance. These riders can advance straight on to the next activities. If you are working with a mixed group, you can include riders on non-standard cycles in the games, and focus on the other skills listed.

### Extension

#### *Simplify*

Demonstrate the activity one to one with a rider who needs more support or ask them to watch a friend who can already do it. Give them one instructing point to focus on and practice.

#### *Challenge*

Carry out dynamic snaking-based games where groups of riders can snake around at higher speeds while practising lifting their feet up for longer distances each time.

## Risk benefit assessment

### Risk

- Two riders who are learning collide with each other when travelling in opposite directions.
- If scooting on a pedal cycle, a rider bangs their shins with the pedal while scooting along.
- Riders become tired and lose concentration.

### Mitigation

- Ensure the riders travel in the same direction to avoid collisions. Use cones to mark the space clearly.
- Ensure riders are aware of where their pedals are while pushing and striding. Consider removing the pedals.
- Plan a session which is a suitable length, and is not beyond your riders' physical capabilities.

### Benefits

Riders learn to balance at a rider-led pace and without unnecessary incidents.



## 5. Getting on and off your cycle

National Standard reference: 2.1.1

### Instructing points

#### Getting on and off a two-wheeled cycle

- Understand the advantage of getting on and off from the left of a cycle in the UK.
- Pull your brakes before getting on or off the cycle.
- Lean your cycle towards you to lower the saddle (if required).
- Put your leg over the saddle or step through the cycle (if appropriate) when getting on or off.
- Keep your brakes on when stationary and when sitting on the saddle.
- Keep a foot on the ground that is far enough away from the frame of the cycle to help with balance when seated and stationary, or when getting on or off.
- Keep your brakes on, lean on one foot and swing your leg over the back of the cycle to dismount.

### Activity ideas

Consider teaching getting on and off when checking that the cycle fits.

Demonstrate getting on and off, asking riders to watch what you are doing to make this easy. Draw out the key coaching points from them as you demonstrate.

Ensure that riders who are standing with their cycles have sufficient space between them. Then ask the riders to practise getting on and off. Practise this on both sides and then place particular emphasis on the left side and discuss why this is normally the preferred side in the UK.

### Sample questions to check understanding

- Q. What is the advantage of getting on a cycle from the left in the UK?
- Q. Why should you pull the brakes when getting on and off or when your cycle is stationary?

## Differentiation

### **Inclusion**

Riders using specialist or adapted cycles may require a different technique for getting on or off their cycles. For all cycles, brakes should be applied when getting on or off.

### **Extension**

#### *Simplify*

Demonstrate the activity one to one with a rider who needs more support or ask them to watch a friend who can already do it. Give them one instructing point to focus on and practice.

#### *Challenge*

Riders will benefit from learning how to get on and off from both sides. This will improve their balance and co-ordination and may help them if cycling abroad in future.

Challenge riders to get on or off their cycles in a swift, single movement.

## Risk benefit assessment

### **Risk**

A rider may fall over another member of the group after stepping onto their cycle when getting off.

### **Mitigation**

Ensure riders have sufficient space between each other when practising getting on or off.

### **Benefits**

Riders are able to develop their technique getting on or off their cycles without falling over.

## 6. Starting, stopping and controlling your cycle

**National Standard reference:** 2.1.1, 2.1.2, 2.2.1, 2.2.2

### Instructing points

#### Starting and stopping

- Set your pedal to the start position by hooking your toe under the pedal.
- Look all around (and at the last moment behind) to check it's clear to set off.
- Release your brakes and push down on the pedal to set off.
- Choose a suitable place to stop and look behind before stopping.
- Slow down before you stop by gliding and using both brakes.
- Stop your cycle using both brakes and then put your foot down.

#### Peddalling, making the cycle go where you want it to

- Pedal when you want to accelerate or if necessary to maintain speed.
- Glide to help you slow down and when going around tighter corners.
- Cover both brakes with your fingers while riding and squeeze them when necessary to slow down.
- Decide when you should be covering your brakes.
- Ride straight and change direction.
- Carry out wider and tighter turns as well as U-turns.
- Look behind before changing position or direction in order to check it's clear.
- Keep both hands on the handlebars while turning.
- Vary your speed using your brakes.

### Additional resources

 [Video: Set off, slow down, pedal and stop](#)

 [Video: Pedal\(general\)](#)

### Activity ideas

Demonstrate getting onto your cycle and setting the pedal. Then ask riders to practise this. Coach them to do this with one foot, practising all together. Then task them with setting the pedal without looking down.

Ask the riders if they can spot any hazards in the training area. Then demonstrate starting, riding along, changing direction and stopping. Ask riders to observe where your hands are, where you are looking and where your feet are.

Set out this activity as a point-to-point exercise, with as many riders as you can meaningfully assess starting at once so you can carry out an initial assessment of their cycling. This enables you to quickly move into snaking-based activities, or activities that involve riding around a rectangle.

## Activity ideas (continued)

Next teach riders responsibilities for riding in a group:

- Remain behind the rider in front. If they slow down or stop, you need to slow down and stop too.
- Keep a cycle length between you and the person in front.
- All riders have responsibilities to make their own decisions when cycling in the group. Do not just follow the person in front!
- Support each other.
- Look towards the shoulders/head of the person in front (not at their rear wheel) to judge distance.

Ask the riders to cycle around a circuit where they take turns leading the snake. Your instructing position should normally be on the outside of the space so you can clearly observe the riders.

Consider calling individual riders out of the group and asking them to cycle up the centre of the circuit (a central 'path' of cones down the middle of the rectangle can work well for this). They then have to stop for riders on the outside of the circuit who have priority.

Snake around the traffic-free area to practise changing speed and direction, and U-turns. Ask the riders to do this as a group with riders taking turns leading the snake. Prompt riders to check behind whenever they start, stop or change position, to practise observations.

## Sample questions to check understanding

- Q. What do you look out for before setting off?
- Q. When should you cover the brakes?
- Q. Why do we look behind before starting or stopping?
- Q. Why do we look behind before changing position?

## Differentiation

### Inclusion

Riders may have a preferred starting foot. There is no need to insist that they start with their right foot.

If always cycling in the same direction around a circuit of cones, inexperienced riders may get 'locked in' to turning a certain direction. Make sure the riders have a go at regularly changing direction to improve their balance and co-ordination.

Do not insist that riders check their right shoulder before starting a journey (in many cases, such as when riding in a park, a left shoulder check is more appropriate). Instead, coach riders to look over the shoulder where they can best see what is behind.



## Differentiation (continued)

### Extension

#### *Simplify*

Some riders may need help to set their pedal; they can set it before getting on their cycle with their hands or foot.

On a pedal cycle, set this to the position the rider feels most confident starting in.

#### *Challenge*

- Set the pedal with one foot and without looking down.
- Stop with pedal set ready to start again.
- Be able to start with left and right foot.
- Carry out tighter turns/U-turns.
- Riders remember to look behind before starting, stopping or changing their position without instructor prompting.

## Risk benefit assessment

### Risk

- Riders may find it difficult at first to ride in a group.
- Riders may struggle to carry out tighter turns.

### Mitigation

- Consider starting with a linear activity until they are more confident. Ask the rider to first build up their skills on the side of the training area, or ask them to be positioned at the rear of the snake for group riding exercises.
- Start with wider turns first and coach riders to slow down before turning, and to turn their head in the direction they wish to move to help their balance. Use a circuit that allows for differentiated activities including wider or tighter turns.

### Benefits

Riders are supported to develop their skills and technique so they can ride effectively in a group and join in with various activities.

## 7. Stopping quickly and managing hazards

**National Standard reference:** 2.1.2, 2.2.2

### Instructing points

#### Quick stop

- Pull both of your brakes evenly. Do not ‘snatch’ at the brakes.
- Brace both your arms when slowing down or stopping suddenly.
- Stay low and move to the back of your saddle (or off the back of it if appropriate).
- Shift your weight back by pushing on the pedals with your feet, keeping them parallel with the ground.
- Look ahead when you stop quickly to help you balance.
- Put your foot down after the cycle has stopped.

#### Manoeuvre around a hazard

- Ride towards a hazard.
- Swerve around the hazard and remain close to it.
- Return to your original riding line after passing the hazard.

### Activity ideas

#### Stopping quickly with control

Demonstrate a quick stop, asking riders to observe what you do with your hands, arms, feet and body weight. Emphasise the need for weight shifting. Stop in a place where all riders can clearly observe you bracing your arms while pulling both brakes, moving your weight back and pushing back on the pedals. Consider demonstrating in different directions to ensure riders can see the technique.

Draw out the key coaching points from the riders.

Ask the group to line up side by side and with enough space between each rider. Then ask the group to set off all at once and then practise the quick stop when you call out “Stop!” For larger groups, the riders can be given a number (1 or 2) and then be set off in two groups. Give feedback between attempts and progressively increase the speed that riders practise their quick stops. Ensure that the riders always ride towards an instructor who will be able to see them clearly and assess their technique.

You can potentially come back to this activity as part of a later group riding exercise by asking riders to practise stopping quickly using a central path of an oval cone circuit. Call individual riders up the central path inside the oval where they can practise their quick stops while the rest of the group continue to cycle around the oval.

## Activity ideas (continued)

### Manoeuvring around a hazard

Demonstrate by cycling towards an object (such as a cone or a drain/pothole). Swerve around the hazard (getting close to it) then get back into your original line. Ask riders to observe how close you passed the hazard, and what you did after you swerved around it.

Ask the riders to practise by swerving in and out of cones in an oval circuit. Progress the activity further by asking the riders to swerve in and out of cones using two separate lines of cones on either side of the main oval. Ensure that these two lines are of contrasting levels of challenge – once riders have completed the easier of the two lines, they can attempt the more challenging one.

Alternatively, ask riders to cycle through a ‘gate’ of cones and swerve around you (swerving to the side that you point to at the last moment). The riders will need to swerve around you but also return to their original line by cycling through a second gate (in line with the first gate).

## Sample questions to check understanding

- Q. What do you do to keep control when stopping quickly?
- Q. What can happen if you only pull the rear/front brake, not both?
- Q. Where should we look when stopping quickly?
- Q. Why is it better to swerve close to a hazard such as a pothole rather than wide of it?

## Differentiation

### Inclusion

Some cycles may brake by back-peddalling or back-hand-cranking. Before delivering the activity, check the technique required and assess the rider’s normal stopping technique.

Riders using BMXs or mountain bikes with low saddles may be required to come off the back of the saddle and position themselves above the rear wheel to stop quickly.

Riders of cycles with more than two wheels will need to explore techniques for swerving around hazards and will need to swerve wider in some cases.

### Extension

#### *Simplify*

Ask riders to watch an extra demonstration, or have a go at each activity slowly, gradually building up their confidence and speed.

## Differentiation (continued)

### *Challenge*

Consider mixing up quick stops and swerves for riders who demonstrate good stopping and swerving skills. Ask them to cycle towards you. At the last minute, indicate whether the rider should stop or swerve.

Provided riders are ready, practise quick stops down a slope.

When stopping at even higher speeds, coach riders to move to the back or even off the back of the saddle.

## Risk benefit assessment

### **Risk**

- A rider goes over the handlebars when attempting a quick stop with an incorrect technique.
- The surface in the training area is slippery and this leads to a rider falling off due to skidding when attempting a tight swerve.

### **Mitigation**

- Practise quick stopping slowly at first so riders who still need to master the technique do not go over their handlebars. Build up speed as they demonstrate good technique. Also ensure they cycle towards you so you can provide verbal coaching when required.
- Deliver swerving or quick stopping activities at suitable speeds that consider the surface conditions. Where necessary, practise at slower speeds. Also ensure that riders don't ride over cones which could make them slide.

### **Benefits**

Riders are able to develop their technique in a safe and progressive manner so that they can improve their overall control skills.



## 8. Using gears

**National Standard reference:** 2.2.2

### Instructing points

- Understand that effective gear use makes cycling more comfortable: low gears make it easier to start, ride at a slower speed and cycle up hills. High gears are suitable for riding faster.
- Use shifters to change gear.
- Pedal while changing gear if your cycle has derailleur gears.
- Change gears to vary your speed.
- Change to a lower gear when slowing down or stopping.
- Rather than looking at numbers on the gear shifter, feel the gears in your legs and change accordingly.

### Activity ideas

Learning how gears work is best done while riders are riding rather than giving them a long explanation. Now that riders can start, stop, make the cycle go where they want and ride together in a snake, consider moving straight into teaching gears on the move. Riders may first need to be shown where the gear shifter levers are on their cycles.

One option is to ask the group to ride in a snake behind one instructor who reduces or increases the speed. The instructor does this significantly enough that riders will need to adjust their gears to maintain control of their cycles.

The other instructor asks riders to figure out how to shift their gears, and in which direction to maintain the same pedalling speed (cadence). You can also get individual riders to lead the snake, though it can be helpful, and in some cases safer, for an instructor to lead and set the speed. Ensure that the snake regularly changes direction.

Riders who struggle to change gears might need you to show them how to use their gear shifters on their cycle. They then rejoin the group when ready.

Riders learn to shift to a lower gear as they stop. They may stop in a high gear at first and then find it hard to start again. They then practise varying speed and shifting gears accordingly, starting and stopping repeatedly until all riders constantly start riding on a low gear.

You can also consider coaching riders to use their gears when practising U-turns (changing to a lower gear can help you accelerate from the U-turn). Coach this when riders are on the move to increase riding time.

When describing gears, terms like 'easy' and 'hard' gear can help describe low and high gears. Using numbers to describe might not help, as different people will feel comfortable pedalling at different cadences.

### Sample questions to check understanding

- Q. What are gears used for?
- Q. Where are the gears on your cycle?
- Q. What is a good gear to start in?
- Q. Where should we look when changing gears?
- Q. What do we need to do when changing gears?

### Differentiation

#### Inclusion

Include riders with one gear (such as BMX cycles) in this activity. They can demonstrate understanding outcomes by answering questions. Ensure riders with different shifting mechanisms know how to use them.

#### Extension

##### *Simplify*

Show the rider on their own cycle how to use their gears, and how to change from a higher to a lower gear.

##### *Challenge*

While most riders will learn how to change their rear gears using their right hand, teach more competent riders how to use both front and rear gears if present.

Ask riders to move to a slope or between a tarmacked area and grass and to change gears accordingly.

### Risk benefit assessment

#### Risk

- A rider looks down at the shifter rather than looking where they are going and rides into the person in front.
- When stopping, a rider shifts their derailleur gear down without pedalling, causing their chain to jump as they start, which could cause a fall.

#### Mitigation

- Ensure riders have enough space between them and the person in front. Remind them to look up, to feel the gears in their legs, and to cover their brakes.
- Watch out for 'non-peddallers', prompting them as necessary to shift back up and start pedalling. Alternatively, when they have stopped, move their shifters, or spin the pedals to align the chain.

#### Benefits

Through effective gear use, riders become able to cycle with more control and comfort. They also learn to cycle up hills and to ride faster with control.

## 9. Looking behind, riding with one hand and signalling

National Standard reference: 2.2.2

### Instructing points

#### Look behind

- Look over each shoulder when you ride in a straight line while pedalling to maintain speed.
- To help you look behind, rotate your neck, shoulders and (if necessary) hips while keeping your arms still and rest your chin on your shoulder.
- Identify what is behind you and make eye contact with someone riding behind you.
- Check it is clear before you turn or change position.

#### Ride with one hand

- Ride with one hand with control: you're able to lift your hand, wave and signal.
- To help you balance, sit up straight, relax, look straight ahead, do not over-grip the handlebars and pedal in a comfortable gear.
- Take your hand off the handlebars, so you can do the following:
  - tap the handlebars
  - touch your knee or helmet
  - signal with a straight arm and with your palm facing forward
  - wave
- Carry out the *look, tell, check again* routine (look back, signal and perform a last check before turning or changing position).

### Activity ideas

#### Look behind

Demonstrate by riding away from the riders in a straight line and looking back at them with clear eye contact. Ask them to watch what you do with your head and your pedalling, and whether they were able to make eye contact with you.

Explain techniques for looking behind: rotate the hips to the side, aim your chin towards your shoulder, changing position on saddle, keeping arms still.

Ask riders to cycle down a central path (in an oval of cones). As they ride away from you, ask them to look back over their shoulder (they should practise both sides). Ask them to get information from behind such as how many fingers you are showing, or what colour cone you are holding up. Ensure they practise looking over both shoulders. If working with a co-instructor, they can also ask the riders to look behind at a different point of the circuit.

## Activity ideas (continued)

### Play the 'snake and split' game:

1. Get the riders to cycle inside an oval of cones – riding any direction they like provided they ride slowly and observe before they change their position.
2. Nominate a particular rider in the group to lead the snake. On calling their name, all the riders need to check again that it is clear and then move into a snake behind that rider.
3. Ask the lead rider to look and name the rider behind them, then ask the same to the second rider, the third rider, and so on. You can also ask questions such as, “Is [name of the rider behind] covering their brakes?” or “What colour is [name of the rider behind]’s helmet?” Ask these questions when the riders cycle down the central path (where they must look behind when riding in a straight line). Also, prompt riders to make eye contact with the person behind.
4. Once all the riders have looked behind, get the group to split up and move back into the oval of cones to ‘free ride’, before naming another leader for the group to follow.
5. Repeat the above, giving each rider a turn being the leader of the snake.

### Riding with one hand

Demonstrate by raising your hand a little or waving. Ask riders to notice what you do with your head, body position, arm and hand, and pedals. Ask them why pedalling can help when riding with one hand.

Then get the riders to ride towards you mirroring what you do. Mime holding some handlebars then lift a hand up and then down from them, then left and right off them. Eventually end up with a full signal with a straight arm and palm facing forward.

The riders cycle around an oval of cones and on reaching you at the top or end of the oval, turn down a central path. They then need to look back at you (you will be directly behind them) and attempt to signal in the direction that you point. Before reaching the end of the path, they should put their hand back on the handlebars and perform a last check before turning in that direction at the end of the path. If riders are asked to turn in different directions, when they ride around the oval and reach the ‘gate’ for the central path again, they will need to negotiate with each other before entering the central path again. Consider allowing the riders to choose which way to signal and turn.

### Sample questions to check understanding

- Q. Why do you need to be able to look behind while cycling?
- Q. How can we ride one-handed with control?
- Q. What should we do if we are not comfortable taking our hand off?
- Q. What is the communication routine if you want to signal?



## Differentiation

### Inclusion

Riders with one arm or a prosthetic limb should be asked to remain in control of their cycle, and alternative methods of communication will be explored during on-road training. This may also apply to some non-standard cycles.

Riders with restricted mobility may struggle to look behind or to perform a sequence. If, due to a health condition, they can look over one shoulder but not the other, consider asking them to use that shoulder all the time. Also consider using mirrors or a 'ride buddy'.

Riders with dyspraxia, co-ordination issues or restricted mobility may struggle to ride one-handed. Progress activities at their pace.

### Extension

#### *Simplify*

For riders struggling to ride with one hand, start by asking them to only lift a hand off the handlebars. You can then move on to waving and signalling when they are ready.

#### *Challenge*

Get riders to signal for longer or when riding at slower speeds.

Challenge riders to maintain as straight a line as possible when looking back.

Practise signalling while braking or at the same time as looking behind.

## Risk benefit assessment

### Risk

- A rider wobbles and may fall while looking behind or signalling.
- A rider falls off after squeezing their brake when riding with one hand.

### Mitigation

- Build up skills gradually. Ask riders to start with quick glances, or to lift their hand slightly off the handlebars. Ensure that they keep pedalling in a comfortable gear for balance. Also make sure that they attempt the activity away from hazards and consider asking riders to cycle two cycle lengths apart.
- Advise riders to start one-handed riding activities without using the brakes and then progress onto this when ready. Coach them on the need to use 'soft' braking if riding with one hand.

### Benefits

Through progressing activities at a suitable pace for each rider, they are able to develop their technique as smoothly as possible and without incident.

## 10. Sharing space off road with pedestrians and other riders

**National Standard reference:** 2.2.2

### Instructing points

- Ride at an appropriate speed for the environment in which you are riding, and slow right down when sharing space with pedestrians.
- Understand where pedestrians have priority.
- Communicate with pedestrians if you wish to pass them, by speaking or politely ringing your bell.
- Pass people walking slowly and, when there is room, pass them wide. Otherwise, remain behind them if there is no room for you to pass.
- Remain behind other riders until there is room for you to pass.
- Communicate with slower riders if you wish to pass them, by speaking or politely using a bell.
- Give enough space when you pass other riders.
- Pass other riders slightly faster than their riding speed.

### Activity ideas

Ask riders to ride up and down the traffic-free space while you walk randomly in that space, pretending to be a person who is not paying attention. You change your line by walking onto the path of riders, requiring them to stop or change their position to avoid a collision. Ensure the riders are kept in sight when carrying out this activity (possibly by a co-instructor being positioned on the outside of the training area).

Ask riders to 'free ride' within a designated space. Riders can ride in any direction provided they ride slowly, observe before changing position and communicate with each other. Asking riders to do this without putting a foot down adds another level of challenge. The space can also be made smaller for further progression.

The training area may be shared with other people (such as a school playground where people may cross). If so, tell the riders to look out for people walking in the space as they will have priority.

### Practise 'doubling up'

Explain the exercise when all riders are lined up in single file in the snake (or when riders are 'on the move' if they can manage this). Give each rider a number – either number 1 or number 2 – with the intention that the number 2's normally double up on the right-hand side of the number 1's in front when an instructor calls out "Double up". Riders should check over their shoulder before doubling up or singling out, and only move if clear. Ensure that riders experience being on both sides. Suggest that the riders quietly talk to their partner if this helps them to double up/single out.

## Activity ideas (continued)

You can also get riders to ride in a snake with larger gaps between each rider. The rear rider moves through the snake passing through gaps between riders in front, saying “Excuse me” or “On your left” or “On your right” and passing slowly and wide. Then the next rear rider does the same.

## Sample questions to check understanding

- Q. Who has priority on a park path, people walking or riding?
- Q. How would you like a faster rider to overtake you on a cycle path?
- Q. What can you do to help each other when doubling up or singling out?
- Q. When riding in a group, how can you make each other aware of hazards?

## Differentiation

### Inclusion

Riders riding on wider cycles may need to wait longer until there is space to overtake.

Riders with a hearing impairment may not hear a verbal cue or a bell.

Riders who lack experience may require a wider space and a more experienced partner if practising doubling up.

If riders carry out games that focus on sharing space, ensure that activities do not exclude riders who struggle. The least skilled riders will need the most time to practise.

### Extension

#### *Simplify*

A rider who is less confident to follow and copy a rider who is more confident making independent decisions. Using a larger training area can also help less confident riders by giving them more space.

#### *Challenge*

Get riders to ride randomly around the traffic-free space, asking some to ride slower than others. Encourage them to tell people that they wish to overtake, or make eye contact with riders coming towards them. They can communicate verbally or through body language to show which direction they intend to pass.

Change the order of the snake and get riders to double up with a different partner (without you prompting them on which side they should double up).

When riders are cycling in the snake, give each rider a number (according to their position in the line). When a rider's number is called, they need to make their way past the other riders to the front.

## Risk benefit assessment

### **Risk**

Riders collide with a person on foot or a slower rider.

### **Mitigation**

Ensure riders understand that they have the option to ride slowly behind walkers or slower riders (they can even walk if they need to). Coach riders on the technique for riding very slowly (pushing down and up on the pedals while using 'soft' brakes).

### **Benefits**

Encouraging riders to ride in a public traffic-free space will give them the chance to practise sharing space (this is helpful for riding in the park, for example).

## 11. Preparing for and planning a journey

**National Standard reference:** 1.3

### Instructing points

- Plan a suitable route for your journey according to your skill level, including alternative routes. Use maps, electronic technology and local knowledge when planning your route.
- Estimate the time for your journey and plan breaks if required.
- Plan where to lock your cycle at the destination.
- Lock your cycle securely, ensuring the frame and both wheels are attached to a secure object such as a cycle railing.
- Carry lights, suitable clothing, tools, and food and drink if required.
- Carry loads that are securely attached to the correct equipment for load carrying, or use a rucksack or courier bag.

### Activity ideas

This activity can be taught as stand-alone session or weaved into on-road activities through asking questions. For example, at the start of each session, ask riders to think about a destination and route that you can use for your session. You will have the final say on if this is an appropriate route for their ability. You should discuss the advantages and disadvantages of routes and even share local knowledge and experience.

For most of these outcomes, riders demonstrate their understanding, rather than demonstrate practically. They will need a learning environment that enables them to focus, look at maps (and possibly electronic devices and journey planning apps) and take notes if this is helpful. When training a group, consider asking pairs to discuss one element of this theory, then ask them to teach this to the rest of the group (use the sample questions below).

Consider bringing out maps at different points of a longer journey, checking the route along the way.

Demonstrate how to lock a cycle securely, ensuring both wheels and the frame (where possible) are locked to a secure object. Riders then practise locking their cycle. If they do not have their own lock, you could let them use yours.

Demonstrate how to fit lights and luggage to a cycle. Riders then practise this.



### Sample questions to check understanding

- Q. How can you plan a route? What maps or apps can we use to help us plan journeys?
- Q. What factors will you consider while planning?
- Q. What will you take for the journey, and how will you carry your luggage?
- Q. What options do you have to lock your cycle at your destination?
- Q. When do you need to use lights?

### Differentiation

#### Inclusion

Encourage riders to ask for help if needed.

Break learning points into bite-sized chunks.

Riders with learning difficulties may struggle to understand theoretical concepts around journey planning. Consider using visual materials, simple maps and user-friendly technology. Use carers and assistants to help with communication if necessary.

When planning a journey, consider the suitability of the route for the rider and the type of cycle they are using. Wider cycles may not be able to use narrower segregated cycle lanes.

Some cycles may have less room to fit equipment to carry luggage. Riders of recumbent and wheelchair cycles will not be able to carry luggage on their backs, but they may be able to attach it to the back of their cycle or wheelchair. Find out what carrying options are available for different cycles. Some cycles may only be locked at specific points of the frame and may require special locks.

## Differentiation (continued)

### Extension

#### *Simplify*

Encourage riders who are friends or family to plan a route to ride together. This could potentially be a 'homework' (or pre-planned) exercise.

#### *Challenge*

Plan to make a longer journey at the next training session. Consider asking each of your riders to plan a route they'd like to ride and come prepared to the next session. They should make sure it is accessible for all riders. The group can then vote which journey to take.

## Risk benefit assessment

### Risk

- Riders only have one lock so can't lock both their wheels and frame to an object.
- You are supporting your riders to plan a journey and they have different fitness levels and are using different types of cycles.

### Mitigation

- Advise riders to prioritise locking their rear wheel and frame (the rear wheel is more expensive to replace than the front wheel).
- Ensure that the journey and training activities enable all the riders to participate and progress as much as possible.

### Benefits

- Riders' cycles are locked up as safely as possible for the session.
- Your riders attend an inclusive session where the route and activities are carefully planned to suit everyone's needs.

## 12. Starting and finishing an on-road journey (including doing a U-turn.)

**National Standard reference:** 3.1.1, 4.1.1, 4.2.1

### Instructing points

#### Starting an on-road journey

- Check the road and wheel your cycle onto the road when it's clear.
- Start from a position where you can see clearly and be seen by traffic in front and behind, and which doesn't interrupt the flow of traffic. Normally start from a position that is parallel with the kerb. Where there are parked cars, this position will be at the edge of a space between parked cars.
- Get on your cycle ideally from the left, on the left side of the road.
- Check all around and, at the last moment, behind.
- Set off when there is time and space. People moving on the road have priority so you only start when it is clear.
- Scan ahead and check behind (normally over your right shoulder) regularly while riding straight ahead.
- Choose the most suitable riding position: primary ('Follow me') or secondary ('Pass me').


#### Ending an on-road journey


- Scan ahead to choose a suitable space to pull in next to the kerb.
- Look behind.
- If appropriate, signal left to communicate your intention to pull in to the left.
- Slow down with both brakes.
- Look over your left shoulder to check it is clear before pulling in next to the kerb.
- Look back again and then get off your cycle and move onto the pavement.


#### Performing a U-turn

- Check ahead to find a space wide enough for you to turn and then look behind.
- Slow down and perform a last check to ensure it's clear. Only perform a U-turn if there is space and time for you to do so, with no other road user in either direction. There is no need to signal.
- Signal, check and pull over to the left if someone is there. Wait until it is clear before performing your U-turn (stopped U-turn). This approach (stopping before the U-turn) can also be used in situations where extra checking is required.
- Check behind after doing the U-turn.

### Additional resources

 [Video – Start on-road journey](#)

 [Video – Stop on-road journey](#)

 [Video – U-turn](#)

## Activity ideas

It may be best to deliver these activities on a straight section of road (without junctions) where there are areas with and without parked cars.

The nature and complexity of activities should be rider-led.

When giving your demonstration, make sure that all riders can watch it in full. Ask open questions to draw out the instructing points around starting and stopping. You should also describe the secondary riding position. Ask the riders about any hazards they can see, and how they might respond. Introduce the idea of the 'four key skills'.

If there are parked cars, then consider starting with a straight section of road where a change in riding position is not normally needed.

Riders then attempt the activity (either on their own or with a partner) and observe each other's attempts (peer observation/review) rather than all being sent down to the start. You and any co-instructors should position yourselves at the points of highest risk. Give feedback to each rider when required.

Consider progressing the activity to include a U-turn. This enables your riders to perform a longer linked journey. Give an instructor demonstration first if required. Typically, an instructor will need to be positioned near to the U-turn.

Where there are two instructors, one will normally be positioned at the start (on either side of the road) and the other at the end/U-turn point (on the side of the road where riders would end their journey). When riders are observing instructor demonstrations or each other, the best place to observe may be on the pavement on the other side of the road, or in a gap between parked cars. Unless riders are cycling in pairs, ideally a single rider will be positioned in the starting position, with the next riders waiting for their turn on the pavement. You will need to agree on how you'll communicate that you're ready to observe riders' attempts. This could be a raised hand to indicate that you are ready. The riders must understand that they need to make their own independent decisions and checks when starting (your raised hand is not a signal for them to go!). As one rider sets off, the next rider can (on receiving your signal) then line up for their attempt.

The instructor at the end point gives quick feedback. They can also ask the rider who has just ended their journey to observe the next riders.

When necessary, gather the riders together to provide group feedback and to agree on what they can improve on for next time.

## Sample questions to check understanding

- Q. Where is a good place to start from?
- Q. Who goes first, people using the road or people wishing to join the road?
- Q. What do you do if you are cycling along, and a road user catches up with you?
- Q. How can you ensure people behind have seen you?
- Q. What should you do when ending your journey?
- Q. Can you do a U-turn if there is traffic around you? Is there a signal for a U-turn?

## Differentiation

### Inclusion

Consider starting and finishing at or near to dropped kerbs if riders are using non-standard cycles such as hand-cranked cycles.

### Extension

#### *Simplify*

Provide 'buddy riding' support or you can partner riders up if they are very nervous for their first attempts.

To make the exercise more manageable, you could start by asking riders to do 'stopped' U-turns and then move on to decision making with 'flowing' U-turns (where they can go if clear).

#### *Challenge*

Get riders to cycle longer distances with each attempt.

Cut down on instructor 'talk time' with each attempt – only prompt where necessary.

## Risk benefit assessment

### Risk

While it is tempting to use a very quiet road for these first on-road activities, doing so will not give riders a chance to learn how to interact with other road users.

### Mitigation

Ensure there is some traffic for riders to interact with or consider moving to a busier site when riders are ready for this.

### Benefits

Riders get more comfortable sharing the road with others which helps their development as the course progresses.

## 13. Cycling in suitable riding positions and passing parked vehicles

**National Standard reference:** 3.1.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points


#### Maintaining suitable riding positions

- Ride in the secondary position ('Pass me') if you're happy for road users behind to overtake you.
- Ride in the primary position ('Follow me') if it would be dangerous for road users behind to overtake and to ensure you can clearly see and be seen.
- Use a routine when changing riding position.

#### Passing parked cars

- Choose the most appropriate riding position.
- As you approach the parked car, you should be in primary position, ensuring you can see clearly in front of it.
- If you need to stop to give way to oncoming traffic, stop in line with the outside edge of the parked car, where you can see and be seen.
- Before passing, check behind.
- Pass the parked cars outside the 'door-zone' (the space an opened door would take up in the road)
- If passing multiple cars, avoid unnecessarily weaving in and out of gaps between parked cars. Instead, use a suitable riding position.
- Once you have passed, check left before you move back (if appropriate) to the secondary position.

### Additional resources

 **Video – Pass stationary vehicle**

### Activity ideas

This activity may be combined with Activity 12 'Starting and finishing an on-road journey', though many riders will benefit from doing these two activities separately.

Ideally, get riders to practise moving out to pass parked cars after a long enough run-up where they are first cycling in the secondary position. Having a long enough run-up will make it more likely that they experience road users behind them when they wish to move out to pass parked cars.

Make sure that riders are aware that the primary position relates to the 'middle of the traffic flow' rather than lane markings. Tell them to think of the primary position as being in the same place as where a driver's number plate would be positioned in the traffic flow.

Teach them to ride in the primary position when it would be dangerous for road users behind to overtake, and the secondary position when it is safe for road users to overtake.



### Activity ideas (continued)

Consider coaching riders on the routine for changing riding position: *look, decide, move if clear*; or (when it's necessary to communicate), *look, tell [communicate], check again, move if clear*.

As always, give your demonstration before the riders' attempts and ensure riders observe and review each other's attempts. You can increase the challenge of the activity by getting the riders to cycle longer distances, or by adding a U-turn.

You can also ask riders to carry out a straight-line exercise where they move out from secondary to primary when riding through a road narrowing or pinch point.

### Sample questions to check understanding

- Q. Should we weave in and out of gaps between parked cars?
- Q. Who should I give way to?
- Q. Where should I stop?

### Differentiation

#### Inclusion

Riders who use wider non-standard cycles will need to ride more often in the primary position.

#### Extension

##### *Simplify*

Less confident riders can be paired with more confident riders, or ride with an instructor for their first go.

##### *Challenge*

Consider combining this activity with Activity 14 'Passing minor roads and using crossroads' to challenge more competent riders.

### Risk benefit assessment

#### Risk

A rider is very nervous so moves to their left to allow a driver to squeeze past.

#### Mitigation

While a rider may have good cycle control skills, it might take them a while to adapt to sharing the road with others. Consider riding with them for their first attempt or allow them to ride with a partner. They may also gain confidence by watching the successful attempts of others first.

#### Benefits

The rider builds their confidence so that they can adopt a more assertive riding position when necessary.


## 14. Passing minor roads and crossroads

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

- Check behind when you see a minor road or crossroads up ahead.
- Choose the most appropriate riding position before arriving at the junction, when there is space and time to do so. This is normally primary position. If you are already in primary position, maintain that riding position. This position enables you to be seen, and stops other road users from overtaking.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- Check into the minor roads, looking for (and at) any road users there. You have priority on the major road.
- Check ahead for oncoming road users who plan to turn right. You have priority.
- Maintain your speed and keep pedalling to communicate that you have priority.
- Check behind after you pass the side road, moving back to secondary position if appropriate.

### Additional resources

 **Video – Pass minor road**

### Activity ideas

Teach this activity next to a minor road where riders can see how road users behave when they want to pull out of the side road or when going straight ahead on the major road. Check riders understand which road has priority and which road markings and Give Way signs indicate this. Ensure the side road has traffic so riders can observe road users checking for traffic as they approach (and sometimes creep forward from) the Give Way Lines.

Demonstrate the activity and ask the riders to observe how you or your co-instructor communicate that you have priority. For the demo, consider waiting briefly to ensure that there is a road user behind as this will show how effective communication and riding position can affect their behaviour. Prompt the riders to think about the 'four key skills' when observing the demonstration and draw out the key coaching points from them.

You should stand close to the junction to supervise riders who may be nervous of passing the side road when there are road users wishing to pull out. At T-junctions, standing opposite the side road normally gives good visibility and provides coaching opportunities. It also gives the opportunity to see and (if necessary) communicate with road users approaching the Give Way Lines. If there is a co-instructor standing at the end of the journey, they can give feedback and monitor a U-turn, so riders get to ride back.

### Activity ideas (continued)

Ask a small number of riders to set off one at a time (or in pairs) while the others observe and comment on their application of the 'four key skills' (the best place to observe may be on the pavement on the other side of the road, or in a gap between parked cars). Communicate, using a clear signal, when you are ready for the riders to start the exercise. Provide feedback between riders' attempts and group feedback when necessary.

If you haven't yet included a U-turn in the training, introduce it here.

### Sample questions to check understanding

- Q. Can you point to the major road? Point to the minor road? Point to the road that has priority?
- Q. Who goes first at this junction, people on the main road or side road?
- Q. How can you communicate that you have priority when passing this side road?
- Q. What might a driver in the minor road do if you slow down as you approach the minor road?
- Q. What should you do if you want to move into primary but it is not clear to do so?

### Differentiation

#### Inclusion

A rider might struggle to understand the concept of priority. If so, stand with them at the junction so they can observe how road users wait at the Give Way Line when a rider passes on the major road.

#### Extension

##### *Simplify*

You can 'buddy ride' with nervous riders or have them cycle with a partner.

##### *Challenge*

Extend the distance travelled. This could include passing two side roads, with an instructor at each junction (riders already know how to start and stop so don't need an instructor at the start or end of the journey).

Using a U-turn will enable riders to ride back and practise again if learning at a crossroads. When stopping, they should normally not stop directly next to a junction.

Try this activity on roads with different widths to help understand how looking back and road position can influence drivers behind. The exercise is much more challenging when it is necessary to move out from a secondary riding position when there is traffic behind.

## Risk benefit assessment

### Risk

- A rider suddenly slows and gives up their priority when they see a road user at the Give Way Lines.
- Riders may forget what they have already learnt (such as looking behind before starting, or riding position), especially as the location for this activity should be busier than the one for earlier activities.
- When delivering this activity at a crossroads, it can be difficult for a single instructor to oversee the junction.

### Mitigation

- Riders will benefit from a busier location for this activity where they can experience how drivers wait behind and wait to pull out of the side road because of the rider's communication and road position.
- If working with a co-instructor, consider asking them to monitor the start of the riders' journeys rather than the end location.
- At crossroads, consider having both instructors at the junction (on opposite sides of the road).

### Benefits

Riders are given the necessary support and guidance while also being encouraged to make independent decisions. This approach helps them develop a thorough understanding of priority rules – enabling them to advance their skills more quickly while managing the risks.

## 15. Turning left into a minor road and right into a major road

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points


#### Turning left into a minor road


- On seeing the junction up ahead, look behind.
- Choose the most appropriate riding position.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- If necessary, communicate to others that you want to turn left.
- Slow down as you approach the junction and let pedestrians cross who have priority.
- Look over your left shoulder to check it is clear just before turning.
- Enter the minor road in the primary position without cutting the corner.
- Check back soon after you've turned into the side road to see what's behind you.
- Move to a suitable position to continue your journey.

#### Turning right onto a major road

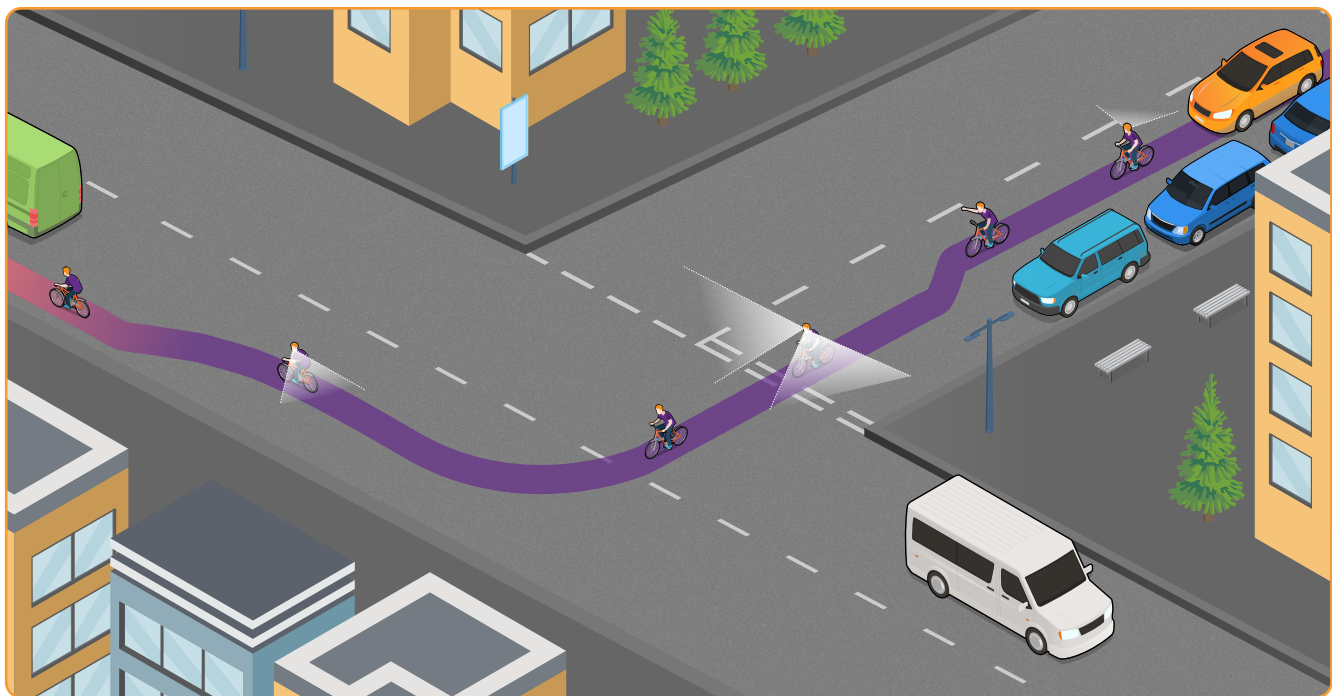
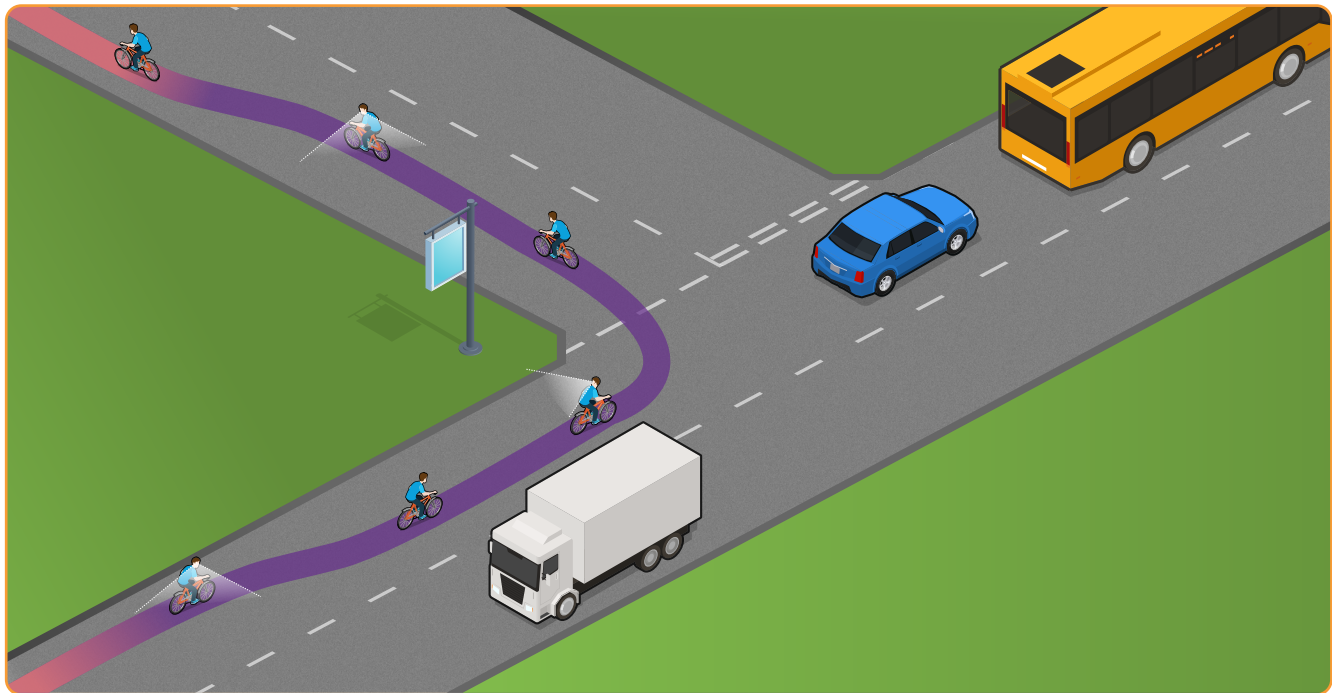
- On seeing the junction, look behind.
- Choose the most appropriate riding position.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- Signal if someone needs to know you will be turning right.
- Slow down as you approach the Give Way Lines, giving way to pedestrians if necessary.
- Ride to a position where you can see right and left on the major road. This may involve crossing the Give Way Lines and creeping forwards in order to see if there is traffic.
- Wait until there is time and space for you to turn and stop if necessary. If it is clear, there is no need to stop.
- Ride straight across and then turn right and stay in the primary position.
- Look behind again soon after you've turned.
- Move to a suitable riding position to continue your journey.

### Additional resources

 [Video – Left turn major to minor](#)

 [Video – Right turn minor to major](#)

Additional resources (continued)





## Activity ideas

Each of these turns could be taught separately or in combination (by joining together junctions with a U-turn). By taking the second approach, you can save time while still including all the key coaching points. Riders who can apply the four key skills at junctions will be able to ride the whole circuit from the start.

Linking both turns together will also help to increase the flow of the activity and enable more than one rider to practise at the same time. You can coach each turn (and the U-turn) as a routine to help learners understand the sequence for each manoeuvre.

Start with the usual active demonstration. When working with a co-instructor, discuss the key coaching points with the riders while they observe the demonstration. You can give more than one demonstration if required.

Aim to engage all the riders in active learning throughout the session, with high levels of cycling time. The riders should observe and review each other or receive instructor feedback when they are not cycling themselves. The riders will need a long enough run-up before carrying out either the left or right turn.

You should position yourself at the point of highest risk. For the right turn out, a position on the left-hand corner of the minor road (on the pavement near to the Give Way Lines) may be appropriate for the riders' first attempts. Alternatively, a position opposite the side road may allow for a clear view of both the major and minor roads and the entirety of the riders' journeys.

When working with a co-instructor, ask them to monitor the point of second highest risk (this may be the U-turn location or could be on the major road near the start or end of the journey, if the risks there are higher).

## Sample questions to check understanding

- Q. Why is it important not to cut the corner when turning left?
- Q. Who has priority if you are in the minor road and there is a road user on the major road?
- Q. Why should you normally position yourself in the primary position at junctions?
- Q. What should you do if you want to move into primary position (before turning left into a minor road) but it's not clear?

## Differentiation

### Inclusion

Some riders with learning difficulties may struggle to understand abstract concepts like priority. Use simple language such as, “Who goes first?”

Riders who are not able to signal with their arms will need to communicate their intentions in other ways or may need to cycle with another rider.

### Extension

#### *Simplify*

Some riders may struggle with remembering the routine. You could offer repeat demonstrations or let them watch the rest of the group to help them understand. Also consider buddy riding options.

#### *Challenge*

Teach this activity on side roads of different widths. Some side roads become almost like two lanes at the junction. For the right turn out, teach riders to position themselves in the ‘middle of the traffic flow’ for the direction they are turning.

Use a crossroads (this will require extra coaching points regarding priorities).

## Risk benefit assessment

### Risk

- A rider pulls out without observing that there is a road user on the major road.
- It may not be appropriate to signal at certain junctions (for example, because of road surface conditions or gradients).

### Mitigation

- You intervene verbally or physically to ensure the rider stops. You then support them to better understand the key coaching points on priorities by observing the group.
- Discuss other ways to communicate intentions (such as road positioning, looking over the shoulder, eye contact).

### Benefits

You deliver the activities in a rider-led manner. Riders develop their competence at performing the turns and can link the manoeuvres together to create a journey.

## 16. Turning right into a minor road and left into a major road

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points


#### Turning right into a minor road


- On seeing the junction up ahead, look behind.
- Choose the most suitable riding position. This is the primary position, which stops other road users from overtaking or undertaking.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- Signal right if someone needs to know you are turning.
- Slow down as you approach the minor road.
- Give way to oncoming traffic and to any pedestrians who have priority.
- If waiting, stop with your front wheel opposite the middle of the minor road.
- Look behind and then turn when it's clear, entering the minor road in the primary position.
- Move to a suitable riding position to continue your journey and then look behind again to see what's behind you.

#### Turning left into a major road

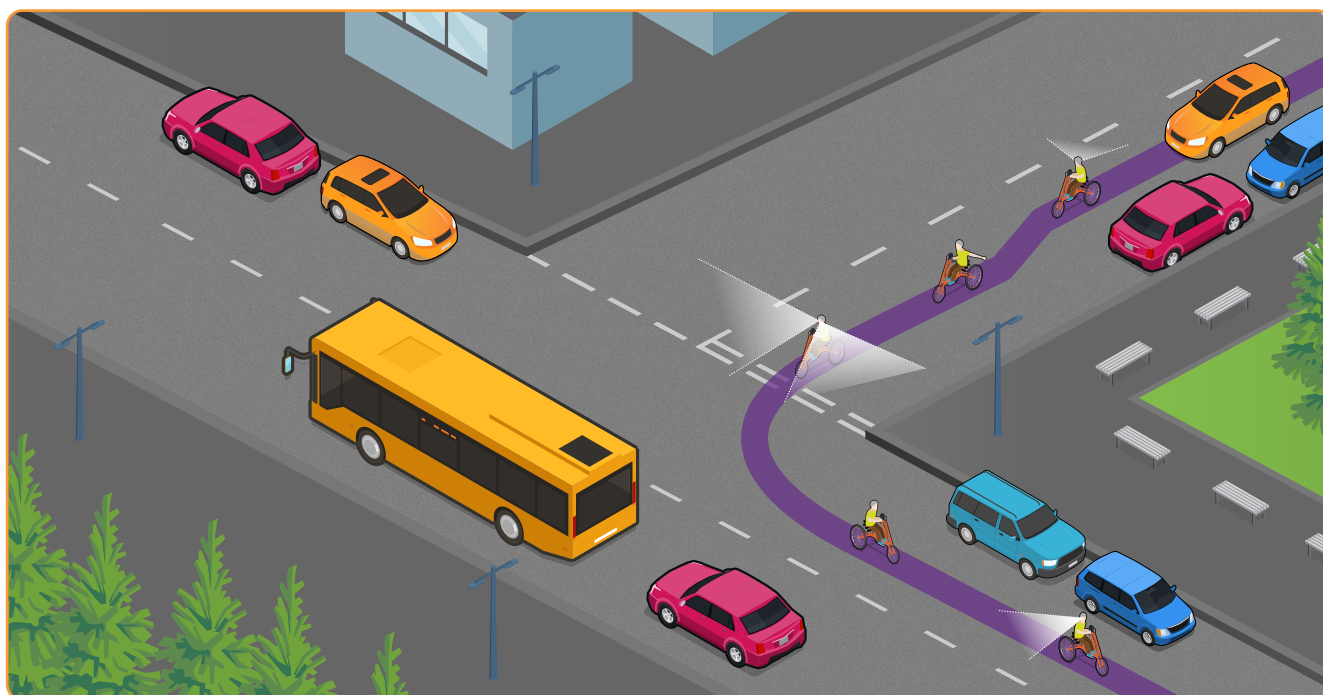
- On seeing the junction up ahead, look behind.
- Choose the most appropriate riding position. Primary position will ensure road users behind do not overtake.
- If necessary, signal left to show that you are turning.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- Slow down as you approach the major road and give way to pedestrians who have priority.
- Ride to a position where you can see right and left on the major road. This may involve crossing the Give Way Line.
- Wait until the major road is clear. If it is, there is no need for you to stop.
- Turn left into the major road.
- Move to a suitable riding position to continue your journey and look behind again to see what is behind you.

### Additional resources

 [Video – Left turn minor to major](#)

 [Video – Right turn major to minor](#)

Additional resources (continued)



## Activity ideas

Note that each junction turn can be linked together with a U-turn. Riders can ride the whole circuit from the start. Linking the manoeuvres together will increase the flow of the activity and enable more than one rider to practise at a time. It will also allow for more riding time overall.

Run the riding activity as described previously, aiming for high levels of active learning. You may choose to deliver the easier left turn out first and then move on to linking it with the right turn. Your decision on whether the riders carry out the U-turn on the major or minor road will depend on the nature of the on-road environment. Riders will need a long enough run-up for the right turn, otherwise they will be unlikely to experience traffic behind them.

For longer approaches, you may want to coach riders on the benefits of two-stage communication: A first look back and right signal to communicate the intention to move out from secondary position (to prevent road users from overtaking), and then, closer to the junction, a second communication phase to communicate the intention to actually turn right.

An instructor will normally be positioned opposite the minor road, which is typically close to the point of highest risk. If there is a co-instructor, they should be positioned at the second highest point of risk (this may be at the U-turn, or nearer to the start or end of the journey on the major road).

## Sample questions to check understanding

- Q. Who goes first if you want to turn but there is a road user in the oncoming lane?
- Q. What's normally the last thing to do before deciding whether to turn into the minor road?
- Q. Where should we position ourselves in the lane before turning right?
- Q. What should you do if you want to turn right but a road user behind is overtaking you?

## Differentiation

### Inclusion

Riders can get off and walk past a junction on the pavement if they feel it is too complex.

If a rider cannot signal, consider buddy riding or the option of them performing a two-stage right turn (pulling into the left before the junction and then turning right when it's clear).

Riders using wider cycles will have less space on their left for road users to undertake. They should ride in primary position (or a position that's close to it) if needed.

### Extension

#### *Simplify*

A rider may panic if the right turn exercise is too complex for them. Ensure they only carry out the activity on their own when ready. Provide buddy riding support if necessary.

## Differentiation (continued)

### *Challenge*

Teach the right turn activity on main roads of different widths. This shows how road positioning can influence whether road users behind wait or pass on the nearside.

Task riders with starting their journey further from the junction. This will mean they experience riding in secondary position and the challenge of trying to move out into primary position.

Carry out a continuous journey with two U-turns if appropriate.

## Risk benefit assessment

### **Risk**

- A rider signals right but doesn't look over their shoulder before moving to the right of their lane. A motorcyclist is starting to overtake them.
- A rider starts to turn into the minor road without giving way to an oncoming road user.

### **Mitigation**

- You should intervene with a strong verbal instruction. Afterwards, explain again the need to check before changing riding position.
- The instructor at the junction stops the rider before they make their turn.

### **Benefits**

Riders are able to safely complete the training activities by correcting their mistakes on their next attempts. Learning by doing helps them to improve their riding.




## 17. Using roundabouts

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

- On seeing the roundabout up ahead, look behind.
- Move into the primary position as you approach the roundabout.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- If necessary, signal in the direction you plan to leave the roundabout (riding straight ahead does not require a signal).
- Give way to people already on the roundabout coming from the right, and to those about to enter it on your right.
- When it's clear, move on to the roundabout using the primary position.
- Avoid going over the middle of a mini-roundabout. Ride centrally in the lane instead.
- Check the entry roads to the roundabout as you pass them, making eye contact with people wishing to enter the roundabout. Where possible, pedal as you go past to communicate that you have priority.
- Look behind just before you exit the roundabout in primary position.
- Soon after leaving the roundabout, look behind again to see what's behind you.
- Use a suitable riding position to continue your journey.

### Additional resources

 **Video – Single-lane roundabout**

### Activity ideas

On arriving at the roundabout, ask the riders which road is the major road (the roundabout road itself) and what road users must do when they approach it. Use other road users as examples for this. Discuss these issues of priority before you (or your co-instructor) give a demonstration.

Consider demonstrating how to move through the roundabout from different directions. Where possible, discuss the key coaching points at the same time as riders observe the demonstration, using the four key skills to frame the learning.

Consider asking riders to partner up for their first attempts, or even (when working with a co-instructor) splitting the group into two with an instructor supporting each group (normally riding behind them).

### Activity ideas (continued)

Ensure the riders start the activity far enough away from the roundabout so they have time to look, signal, check and move ahead of reaching the roundabout.

The riders should always be visible to at least one instructor. An instructor should normally stand at the entrance to the roundabout with the rest of the group where they can observe and review.

If you are working with a co-instructor, you would normally position them at or near to the exit of the roundabout.

### Sample questions to check understanding

- Q. Where is the major road?
- Q. Who has priority on a roundabout?
- Q. Why is it important to ride in the primary position on roundabouts?
- Q. Which direction do you check before joining the roundabout?
- Q. When should you signal to tell others where you're going?
- Q. When is it appropriate not to signal?

### Differentiation

#### Inclusion

Riders using specialist wider cycles may need to take care when negotiating smaller mini-roundabouts that have a raised central section.

#### Extension

##### *Simplify*

You can 'buddy ride' with nervous riders or have them cycle with a partner.

##### *Challenge*

Ask riders to approach the roundabout from different directions. They could also do a U-turn on the road they exited on, before returning and finishing opposite where they started.

Consider splitting a group into two and have an instructor riding behind each group of riders (dynamically moving up alongside them if necessary) to carry out flowing circuits of the roundabout. Switch the order of the riders to give them all the opportunity to 'lead' the group.

## Risk benefit assessment

### **Risk**

A rider is confused regarding the priority rules for roundabouts. On their first attempt, they do not check properly and start riding onto the roundabout even though it is not clear.

### **Mitigation**

You intervene with a clear verbal instruction, so that the rider stops. You then ensure the rider observes the others before their next attempt, which they carry out with a partner.

### **Benefits**

The rider develops their understanding regarding priorities and the routine for negotiating mini-roundabouts. With more practice, they can complete the activity on their own.

## 18. Riding with other riders

**National Standard reference:** 4.1, 4.2.1

### Instructing points

- Plan and agree the speed and route with the group.
- Arrange who will lead and support on the ride. The more confident rider should either lead or remain towards the rear. For larger groups, consider exchanging contact details in case someone splits off from the group. Do this with adults only.
- Agree on the space between each rider when cycling (and stopping) in the group. Ensure the gap between riders reflects the speed that you are cycling.
- Support each other by sticking together and calling out hazards to each other.
- Ensure that riders know that they need to carry out their own observations. They should not simply follow the leader but should make their own informed decisions (with your support if necessary).
- Riders may ride doubled-up to shorten the length of the group. This can be helpful when moving through junctions too.
- When changing lanes or moving into primary position, the rear rider moves first, creating space for the riders in front to move. The front rider signals early to move, giving enough time for the rear riders to move.
- Parents riding with their children normally ride behind them to keep them in sight. If doubling up, the parents normally do so on the right-hand side, and dynamically move up alongside to offer support when needed.

### Additional resources

[▶ Video – Snaking](#)

[▶ Video – Shepherding](#)



## Activity ideas

You may want to introduce aspects of this topic (such as the active learning approaches to group riding) earlier in your course.

Explain to the riders that effective group riding techniques will enable them to support each other when cycling in a group (such as when riding to school). Also, explain to them how you will support them when riding together as a group. This may be through positioning yourself behind the first rider in the group, or by dropping right back and then dynamically moving up alongside them if they need support. Explain that when you ride behind the group, they will need to check back regularly to ensure that you are there.

Make sure all riders are aware of their responsibilities to each other before they ride as a group on the road. Practise the group riding techniques (such as doubling up) in a traffic-free environment before attempting them on the road.

Rather than simply following the person in front, riders should all make independent decisions. They should understand that sometimes this results in the group splitting up. Discuss what they should do if this happens, for example the front riders pull in to wait for those behind.

Give riders the responsibility to lead the group when they are ready to do so. If they need support to lead the group through a junction, consider dynamically moving up alongside or just behind them to offer support, before then dropping back again.

When working with two instructors, consider splitting into two smaller groups with each instructor riding behind. You can each dynamically move up alongside the riders when they need support.

## Sample questions to check understanding

- Q. How will you know if the riders behind are keeping up?
- Q. What will you do if you can't see riders behind?
- Q. How else can you support each other when riding in a group?

## Differentiation

### Inclusion

Riders who use non-standard cycles may be slower. Consider riders' position, in the group in relation to their speed.

Non-standard cycles may be wider and require more frequent use of the primary position. In this case, all the riders should ride in the primary position.

## Differentiation (continued)

Avoid filtering through queueing traffic when riding with riders on wider cycles or in situations where it is important that the group does not split up.

Paired riding is a good way to support riders with special educational needs and disabilities. By riding close behind or alongside them you can provide reassurance and help them to develop as confident riders.

### Extension

#### *Simplify*

Consider starting with more experienced riders doubling up on the right of riders who are less confident.

#### *Challenge*

Give riders the opportunity to experience riding in different positions in the group, including at the front.

If riding with more experienced riders, consider riding in more complex on-road environments.

Consider dropping back from the group (while keeping the riders in sight) to create a more independent riding experience. By talking and prompting less you can also transfer more decision making to the group.

## Risk benefit assessment

### Risk

- The group becomes split and you lose sight of some of the riders.
- The rear rider cannot signal and this causes a driver behind to misunderstand the group's intentions and they overtake.

### Mitigation

- Ensure the front rider regularly checks behind to try to keep the group together. Also ensure that each rider takes responsibility through making their own decisions at junctions. Before the session, explain that if the group splits up, the front riders should pull over and wait.
- If a rider cannot signal, think about where they should go in the group (you would not want them to be the last rider in the group if clear communication is needed). Advise them on other ways in which they can communicate.

### Benefits

The group should stick together where necessary. But if the group does split up, this can be a good learning opportunity. It helps all riders in the group to experience independent decision making at junctions.

All riders also develop their techniques in communicating with other road users.



## 19. Riding in more complex environments

**National Standard reference:** 2.1.1, 2.1.2, 2.2.1, 2.2.2, 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1

### Instructing points

This activity recaps all previous experience and allows riders to apply the four key skills to more complex road environments. If delivering Bikeability, this is a bridge between Level 2 and Level 3, moving to more complex and busy T-junctions.

### Additional resources

#### Checklist of off-road and on-road activities to recap

### Activity ideas

After meeting your riders, it's important that you reassess their control skills in a traffic-free environment. They should only progress onto the road and more complex environments once you are happy that they are ready to do so.

If working with a group, you can assess riders with 'snaking-based' activities. This will give them plenty of riding time and help develop their group riding techniques.

Off-road recap activities:

- Preparing for a journey, including clothing, helmet and cycle checks.
- Starting and stopping routines and quick stops.
- Using gears (if present) and practising speeding up and slowing down with control.
- Carrying out observation techniques, including looking behind when riding in a straight line.
- Riding with one hand. Ask riders to practise looking behind *at the same time* as signalling – a helpful technique for riding in more complex environments.
- Switching between single and double snakes with different riders taking turns at the front.

On-road warm-up activities can include a recap of linked manoeuvres carried out in previous training. These activities should ideally take place on busier roads than those typically used in Level 2 training courses. Training during the rush hour may be a way for riders to experience more traffic on single-lane roads.

On-road recap activities:

- Cycling through road narrowings on busy roads where it's better to move into primary position and for cyclists to ride assertively.
- Passing busy side roads, performing a U-turn and riding back to the start.
- Turning left into side roads, performing a U-turn, and then turning right back into main roads (or vice versa).

### Activity ideas (continued)

- Turning right into side roads, performing a U-turn, and then turning left back into main roads (or vice versa).
- Negotiating crossroads from different directions.
- Negotiating mini-roundabouts.

### Sample questions to check understanding

- Q. What aspects of your cycling do you need to work on?
- Q. What routines can you remember from your last cycle training course?
- Q. How can we speed up and slow down with control?
- Q. How can we help each other when riding in a group?
- Q. What can we do to stop drivers overtaking too closely?
- Q. How might our speed affect the position that we ride in?

### Differentiation

#### Inclusion

Some riders, for example those with one arm, may not be able to signal. Allow them time to practise in the control skills warm-up session. Coach them on alternative ways to communicate and consider buddy riding options.

#### Extension

##### *Simplify*

Some riders may be nervous about training on busier roads. Deliver activities at the riders' pace and consider options for supporting less confident riders (such as buddy riding or using alternative sites).

##### *Challenge*

Use progressively busier junctions and faster roads (up to 30mph) for the Level 2 recap activities. Consider using crossroads to make the activities more complex.

Make independent riding exercises longer to increase the likelihood of riders experiencing traffic.

### Risk benefit assessment

#### Risk

- One rider completes the traffic-free skills session but is still very wobbly. You decide that they are not yet ready to ride in busy on-road environments like the other members in the group.
- One rider is cycling very slowly which leads to a greater difference of speed with other road users. This makes it harder to move into primary position.

## Risk benefit assessment (continued)

### Mitigation

- Consider whether to adapt the group's training so the rider can be included. Or, you can direct the rider to further Level 1-style training and practice opportunities.
- Prompt the rider to use their gears. You could also ride with them and remind them to make regular observations and communicate with other road users. You may want to review the suitability of sites used for the on-road training.

### Benefits

The training is delivered in a rider-led manner. Competent riders receive the challenge they need, while those who may be struggling have more opportunity to practise.


## 20. Using traffic lights and passing queuing traffic

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

- On seeing traffic lights up ahead, check behind.
- Move into the primary position when it's clear for you to do so.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- If the light is red and there is queuing traffic, decide if you should filter right, left or in between lanes. Think about the sequence and timing of the lights.
- You understand that you should not filter unless there is time and space to do so.
- If riding in the 'door-zone' when filtering, ride slowly.
- When passing high-sided vehicles (such as buses) while filtering, ride slowly, looking out for pedestrians crossing the road in front.
- Move back into the traffic flow if the queue begins moving. Check left and communicate with the road user you wish to move in front of. Signal (if necessary) while looking left and move back into the traffic flow when there is time and space.
- Use the Advanced Stop Line or cycle box (if present) if there is time and space for you to reach it.
- Check behind, making eye contact with the person behind you, before the traffic lights change to green.
- Ride through the junction in the primary position to ensure no one overtakes you.
- Once through the junction, look behind to see what's behind you.
- Use a suitable riding position to continue your journey.

### Additional resources

 **Video – Pass queuing traffic**

### Activity ideas

Many riders will already know how traffic lights work. But some people may not know what 'amber' stands for. So, it's a good idea to start the activity by asking riders about the traffic light system and finding out what they know.

Consider the needs and abilities of your riders before deciding whether or not to combine the topic of traffic lights with filtering. It will be better for some riders to start with the topic of traffic lights separately. If riders have no previous experience of filtering, it may be best to start this activity at a site where there is an Advanced Stop Line or cycle box.

### Activity ideas (continued)

If you choose to combine both the topics, first ask the riders to identify what hazards they can see at the site. Then ask them to observe as you demonstrate riding through the junction, noting if and how you filter to the front of the queue. Ask them to observe how other road users use traffic lights. Discuss the advantages of waiting in the queue, filtering right, left or in between lanes. It is important that you discuss the potential pros and cons of filtering.

Asking your riders to practise filtering when they ride with you may greatly increase the chance of you losing sight of them. Therefore, think carefully about the group size for this activity. It may be better to deliver the combined activity with you observing the riders from the pavement as they perform a point-to-point journey. If the riders are attempting the exercise independently but with a partner and there is a higher chance of them splitting up and you losing sight of one of them, consider asking them to cycle individually.

If you do deliver this activity as part of a longer journey or circuit-based activity, consider riding through a road network with many traffic lights and support your riders to either filter, or wait in the traffic flow. You should typically position yourself behind the riders to keep them in sight (and make sure they are supervised at junctions), while dynamically riding up alongside them when necessary.

### Sample questions to check understanding

- Q. What do the traffic light colours mean?
- Q. What would you do if there is a queue of drivers waiting at a red light as you approach?
- Q. What is the Advanced Stop Line for?
- Q. Should you filter on the same side as road users who are about to turn that way?
- Q. What things can help you decide whether or not to filter and which side to filter on?

### Differentiation

#### Inclusion

Riders using specialist cycles will need to carefully consider if there is time and space for them to filter. There may not be enough space for wider cycles, while riders on longer cycles such as tandems will need larger gaps between vehicles when moving back into the traffic flow. It may be best not to filter and to remain in the traffic stream.

People who are colour blind may need to check if a single light is at the top (red), middle (amber) or bottom (green) of the traffic light.

## Differentiation (continued)

### Extension

#### *Simplify*

Ask riders if they would like to ride with you or a partner for their first attempt.

#### *Challenge*

Consider supporting more experienced riders on longer journeys where they cycle through a more complex road network with several traffic light junctions. Change position when necessary to give all riders the opportunity to lead at the front.

Allow riders to practise advanced filtering techniques where they move into 'stations' between queuing cars if there is a driver approaching in the oncoming lane.

## Risk benefit assessment

### Risk

- Two riders move through the lights as they change, leaving you waiting at the red light.
- A larger group of riders becomes split when filtering and you lose sight of some of the riders.

### Mitigation

- Prepare riders for the possibility of the group becoming split. Ask them to check back after going through lights to see if you are with them and to find a suitable place to wait if you do get split up. Ensure that you (or a co-instructor) are the last rider to pass the Stop Line.
- Only filter if the whole group can manage it. This will avoid the group splitting up. You could carry out filtering exercises through independent riding activities instead, where you observe from the roadside.

### Benefits

Riders receive the supervision and support that they need while learning to follow the rules of the Highway Code. This gives them a realistic experience of riding on the road, helping them to become more competent and confident.



## 21. Using cycling infrastructure

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

- Understand different types of cycling infrastructure (such as cycle lanes, cycle tracks, shared-use paths, cycle parking and other amenities).
- Decide whether cycling infrastructure helps your journey.
- Anticipate and respond to hazards around you by carrying out regular observations when using cycling infrastructure.
- Communicate your intentions clearly with others when using cycling infrastructure.
- Carefully consider your riding position and speed when using cycling infrastructure.
- Give time and space to vulnerable road users (pedestrians and cyclists) when using infrastructure. Remember that pedestrians walking across have priority.
- Have the skills and confidence to move out of cycling infrastructure to ride in the traffic flow when necessary.

### Additional resources

Instructors should find local maps which show local cycle routes. Point out where infrastructure is segregated or integrated to roads. This can form part of the planning a journey exercise.

### Activity ideas

You may want to combine this activity with other topics such as filtering or driver blind spots. If there is a well-designed piece of segregated infrastructure outside a school when you are delivering Level 2 training, consider coaching this activity at that point.

Aim to show your riders different types of cycling infrastructure including fully segregated cycling infrastructure and traditional cycle lanes. It can be helpful to stop to study the pros and cons of particular examples from the roadside. Ask riders what they think are the benefits of using particular infrastructure (it may sometimes speed up journeys, put riders at a greater distance from other road users, and may lead to a more enjoyable cycling experience). Also highlight how poorly designed infrastructure, such as cycle lanes that place riders in the secondary riding position at junctions, should usually be avoided. Coach your riders to make informed decisions regarding their riding position based on the whole on-road environment. You should also highlight how some road users are not aware that the use of cycling infrastructure is in fact optional. Discuss how this can create challenges if drivers don't understand why you are not using infrastructure and are riding in front of them.

### Activity ideas (continued)

You may decide to ask riders to carry out an independent riding exercise where they choose whether or not to filter up to an Advanced Stop Line or cycle box using a cycle lane. Alternatively, consider delivering this activity as part of a longer journey, where you use (or choose not to use) different examples of infrastructure, pausing your journey along the way when helpful. You could also ride behind your riders and support them to dynamically move in and out of cycle lanes that place cyclists in the secondary position next to side roads.

### Sample questions to check understanding

- Q. Do we always have to use cycle lanes?
- Q. What are the benefits of using cycling contraflows?
- Q. Where can we position ourselves in cycle lanes to maximise our visibility to others?
- Q. How should I overtake another cyclist in a cycle lane?
- Q. Should we always use cycle lanes that lead up to Advanced Stop Lines or cycle boxes at junctions?

### Differentiation

#### Inclusion

Certain cycling infrastructure will be too narrow for riders using wider cycles. They will need to ride in the traffic flow.

#### Extension

##### *Simplify*

Ask riders if they would like to ride with you or a partner for their first attempt.

##### *Challenge*

Carry out longer journeys where riders can experience a greater variety of infrastructure in more complex on-road environments.

### Risk benefit assessment

#### Risk

A rider uses a cycle lane to filter up to the front at a junction despite road users in the main carriageway indicating to turn left.

#### Mitigation

Highlight the hazard to the rider and suggest that they communicate with the nearest road user on their right.

#### Benefits

This experience and negotiation with the road user on the rider's right highlights to them the need to regularly communicate with other road users. They also learn that it's sometimes better to not use certain cycling infrastructure.

## 22. Using multi-lane roads

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

#### Going straight ahead on multi-lane roads

- Choose the most suitable road position in the left-hand lane when you are going straight ahead. Your position will depend on the width of the lane, if there are parked cars, side roads or if the road narrows up ahead.
- Look behind regularly to see what's behind you.
- Move from secondary position to primary and vice versa as required. Give yourself more time to look behind and communicate or signal, so that road users behind have enough time to react. Remember to always check that it's clear before changing your riding position.
- Consider the speed difference between you and other road users when deciding on which road position to take and how long you will stay in that riding position.

#### Changing lanes

- If you are riding in the secondary position and you plan to move to a lane on your right, pass a slower-moving vehicle or turn right, you should first move to the primary position in the left-hand lane using the usual routine. Then carry out the same sequence again to move to the right-hand lane when needed (or to the most suitable position for the conditions).
- If you are riding in a right-hand lane and you plan to move to a left-hand lane from either the secondary or primary position, use the usual routine to first move to the primary position in the left-hand lane, then to secondary position if appropriate.

#### Turn on and off multi-lane roads

- Follow the routine for turning left, looking early and, if necessary, signalling well in advance of the junction to give other road users time to react. You should normally aim to turn from primary position into primary position.
- Follow the sequence to change lanes to the right. If there is oncoming traffic, your position while waiting to turn will depend on the width of the road. If there is room for drivers to pass you comfortably on your left, wait on the right-hand side of the lane. For narrow right-hand lanes, or when turning from designated lanes for turning right, wait in the primary position until there is time and space to turn. Remember to carry out a good look over your right shoulder before deciding whether or not to turn.

## Activity ideas

These activities can be delivered as part of a longer journey, or through independent riding exercises where you observe from the side of the road.

By cycling with the rider, you give them more cycling time as they can ride continuously. When riding behind your riders, position yourself dynamically, keeping your riders in sight, and moving up alongside them if they need support. Consider dropping back or to one side. This will enable your riders to see behind you. You can also drop back further to give them a more independent riding experience.

Give riders the opportunity to ride in different positions in the group. Pull over occasionally to observe other road users, offer feedback or to discuss a specific event.

Multi-lane junctions come in different sizes and with varying levels of complexity. Match the level of complexity to the abilities of your riders. For instance, it may be appropriate to first start with activities where riders cycle straight ahead or turn left, before moving on to more challenging multi-lane right turns.

## Sample questions to check understanding

- Q. What differences are there between riding on single-lane roads and riding on faster multi-lane A-roads?
- Q. How do you need to modify your riding in these conditions?

## Differentiation

### Inclusion

Riders who use wider cycles will need to ride in the primary position more often. They will need to learn how to manage road users behind by checking back and making regular eye contact (if possible).

Looking back and signalling may be more frequent and complex. Riders with poor mobility in their arms or neck must ensure that they have other appropriate ways to look and signal, such as by using mirrors, or indicators on their cycles or vests. They may need a ride buddy.

### Extension

#### *Simplify*

Some riders who can only ride at slower speeds may struggle to transition into lanes of faster traffic. Consider other options such as dismounting, 'two-stage' right turns or using a different route.

## Differentiation (continued)

### *Challenge*

Make independent riding exercises longer to give riders a higher chance of encountering traffic when they plan to change lanes.

Switch the positions of riders in groups. This will give them opportunities to lead but also to experience negotiating with road users behind when changing lanes.

## Risk benefit assessment

### **Risk**

- A rider looks behind and signals to move out but road users behind ignore the request and still overtake.
- Multi-lane junctions can pose issues if riders adopt a secondary position. This may lead to road users overtaking and cutting across.

### **Mitigation**

- Ensure that the rider is aware of what to do when it is not clear (do not move unless it is clear, delay the manoeuvre, use a dynamic riding position, communicate with eye contact).
- You support your riders to become more assertive when required by riding behind them at first. You also advise them to pay particular care when using junctions around road users with longer vehicles and those with blind spots. Encourage them to use the primary position when required.

### **Benefits**

The riders become more confident and competent at riding in multi-lane environments by applying the four key skills, anticipating and responding, and riding assertively when needed.

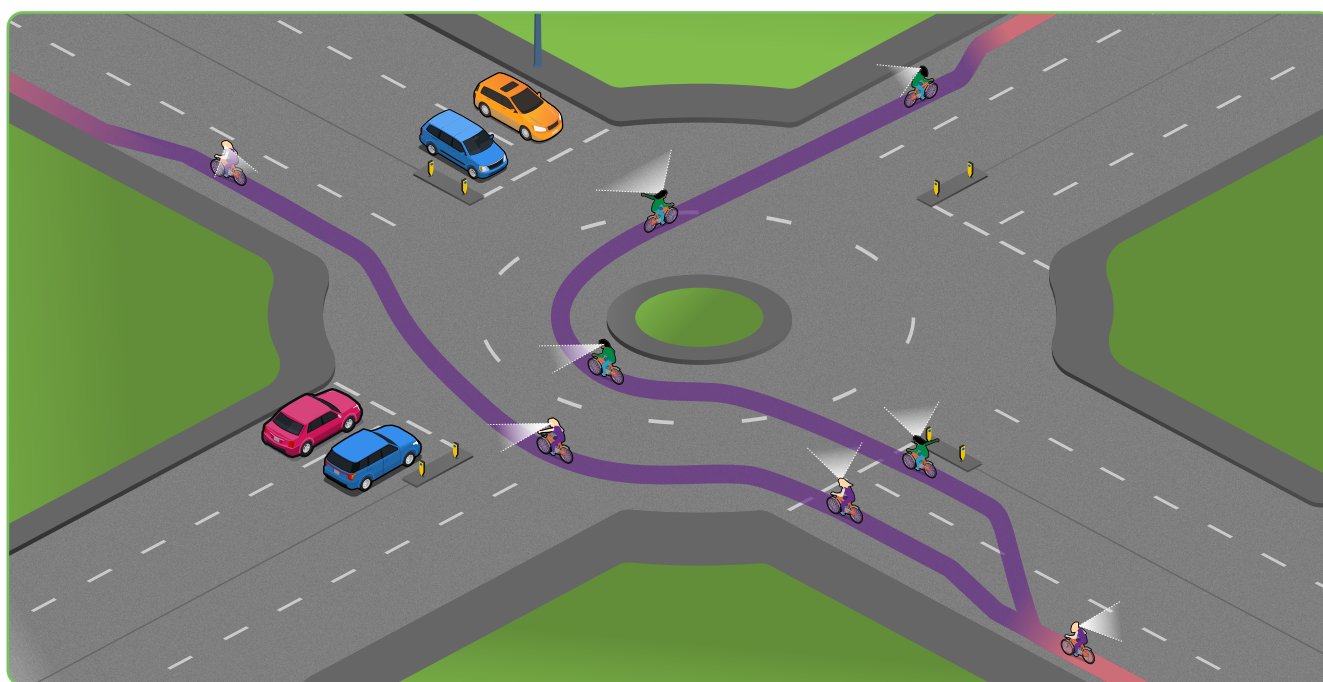
## 23. Using multi-lane roundabouts

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

- On seeing the roundabout up ahead, look over your shoulder to see what's behind you.
- Move into primary position for the appropriate lane on the approach to the roundabout, using effective observation and communication skills to do this.
- When approaching any junction, you should be prepared to brake and have your fingers covering your brakes. Choose the most appropriate gear (if present) and speed as you approach the junction.
- Signal in the direction you wish to leave the roundabout (riding straight ahead does not require a signal).
- Give way to road users already on the roundabout coming from your right and to those about to enter it on your right.
- Move onto the roundabout using the primary position for the appropriate lane. Use the left-hand lane if you are turning left off the roundabout or going straight ahead. Use the right-hand lane if you are turning right or exiting the roundabout where you entered it.
- Check the entry roads to the roundabout as you pass them, making eye contact with people wishing to enter the roundabout. Where possible, pedal as you go past to communicate that you have priority.
- Look behind (the left shoulder may be appropriate) and signal left (and move left when it's clear if you are not in the left-hand lane) as you approach your exit. If transitioning lanes to exit the roundabout, normally time this to just after you've passed the second-to-last exit.
- If necessary, look behind before you exit the roundabout in the primary position, looking for anyone undertaking.
- Soon after leaving the roundabout, look behind again and choose a suitable riding position to continue your journey.

## Additional resources



[▶ Video: multi-lane roundabouts](#)

## Activity ideas

On arriving at the roundabout, ask the riders which road is the major road (the roundabout road itself) and what road users must do when they approach it. Use other road users as examples. Discuss the priority rules before you (or your co-instructor) give a demonstration. Consider demonstrating how to use the roundabout from different directions. Where possible, discuss the key coaching points *at the same time* as riders observe the demonstration, using the four key skills to frame the learning.

Demonstrate different turns off the roundabout, asking riders to observe the riding position when entering the roundabout and when on the roundabout, including which lane to use for different turns. Ask riders when it is necessary to look and signal. Discuss the topic of how to transition between lanes on the roundabout.

Decide on the best approach to deliver the activity. This could be through independent riding exercises (where you normally observe riders from the pavement) or could be through riding the roundabout in a group as part of a flowing circuit. Adapt your activities to each rider and consider buddy riding when appropriate. It may be better to leave right turns from the roundabout (where riders need to transition between lanes before exiting) until last.

Ensure the riders start their journeys with enough distance from the roundabout. This will give them time to look, signal and move ahead of reaching it (they may need to transition between lanes on the approach).



### Activity ideas (continued)

When supervising independent riding exercises, you will normally stand at the entrance to the roundabout with the rest of the group where they can observe and peer review. For much larger roundabouts, it may be better to stand somewhere at (or closer to) the centre of the roundabout if that improves your sight of the riders. If you are working with a co-instructor, you would normally position them at or near to the exit of the roundabout. The riders should always be visible to at least one instructor. For larger roundabouts with poor sight lines, it may be necessary for you to always cycle with the riders.

### Sample questions to check understanding

- Q. Where is the major road?
- Q. Who has priority on a roundabout?
- Q. What lane would you choose to turn left or to go straight ahead? What about for turning right?
- Q. What is our *routine* for changing lanes on multi-lane roundabouts?
- Q. When do you signal to turn off the roundabout?
- Q. How might an untrained cyclist position themselves on this roundabout? Why is this a problem?
- Q. What does the Highway Code say about negotiating roundabouts?

### Differentiation

#### Inclusion

Looking back and signalling on a roundabout can be more frequent and complex. You should practise more advanced cycle control techniques (signalling at the same time as looking behind) before riding on the road. Riders with poor mobility in their arms or neck must ensure that they have other appropriate ways to look and signal such as mirrors and indicators on their cycles or vests. They may need to ride with a buddy.

Riders of heavier cycles may be slower. They should check back regularly and make eye contact where there is a significant speed difference between them and other road users behind.

#### Extension

##### *Simplify*

Ask riders if they would like to ride with you or a partner for their first attempt.

##### *Challenge*

Challenge riders to ride all the way around a multi-lane roundabout to exit on the road they started from.

Consider splitting a group into two and have an instructor riding behind each group (dynamically moving up alongside them if necessary) to carry out flowing circuits of the roundabout. Switch the order of the riders when appropriate.

## Risk benefit assessment

### Risk

- You lose sight of a rider going around a multi-lane roundabout.
- A rider is very nervous about having to negotiate a busy multi-lane roundabout.

### Mitigation

- When working with another instructor, position yourselves where you can always observe riders. If working alone, you would need to ride behind the riders to keep them in sight.
- If a rider lacks confidence, use the buddy riding technique, riding behind them at first, and gradually dropping back further behind them on their next attempts.

### Benefits

Riders are kept in sight and receive appropriate support when needed. This enables them to complete the activity and develop their cycling.

## 24. Being aware of driver blind spots and sharing bus lanes

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

*You can put these instructions into context by using bus lanes as examples.*

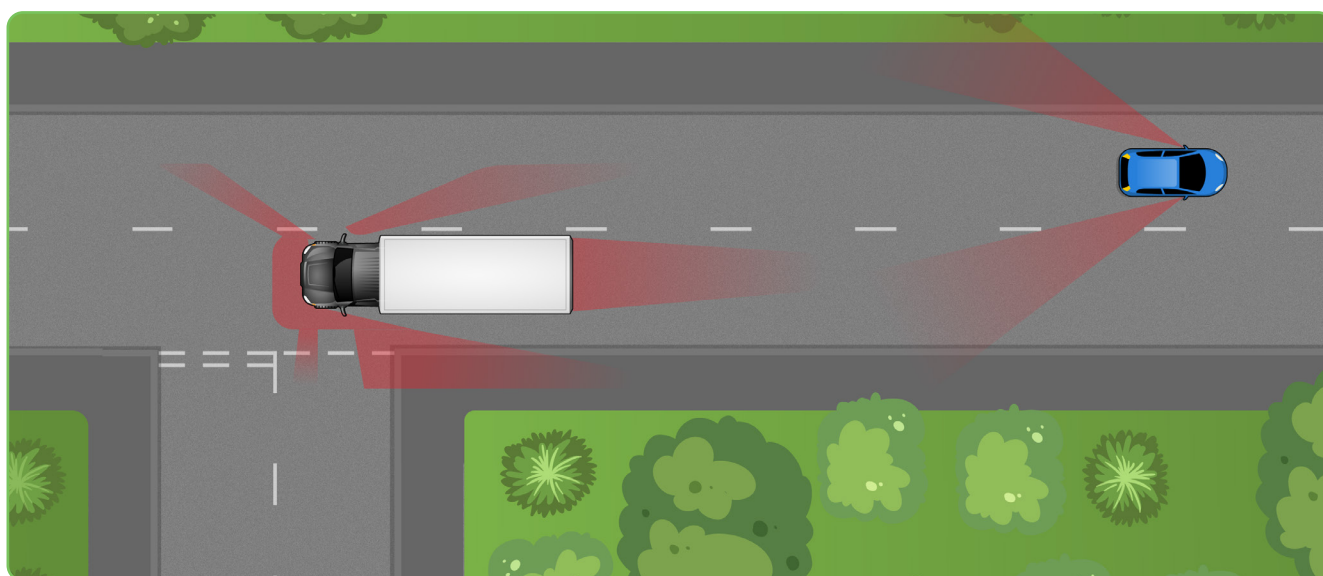
You should normally ride in the primary position in bus lanes.

- Look behind, regularly making eye contact with road users behind you.
- If a bus driver in front of you is signalling to pull into a bus stop, look behind and slow down.
- Pass a bus to its right giving plenty of space. You should move into the next lane if needed. Pass in primary position if you don't want road users behind to overtake you.
- Look over your shoulder to check it's clear before moving back to the bus lane.
- Bus drivers signalling right at a bus stop have priority. You should slow down and let them pull out if needed.
- Consider slowing down if a bus driver overtakes you, giving them more time to pull in.
- Keep enough distance to stop when riding behind a bus or road user that might be about to pull in. Consider positioning yourself on the right-hand side of the lane so you can communicate with bus drivers through their wing mirrors.
- This can apply to other vehicles pulling in, not just buses.
- Scan ahead to anticipate what other road users, such as pedestrians, may do. Have your fingers covering your brakes so that you can perform a quick stop if you need to.

### Sharing space with drivers of larger vehicles and those with blind spots

- Every vehicle has blind spots (areas they cannot see).
- Give drivers of larger vehicles and those with blind spots plenty of space.
- With drivers of larger vehicles or those without rear windows, consider positioning yourself to the right of the lane to be able to see the driver's face and eyes (through the driver's right-hand mirror).
- When necessary, stay in primary position in front of drivers of larger vehicles.
- Make eye contact with road users behind you while waiting at lights.
- Avoid passing drivers of slower-moving or queuing vehicles on the left, especially if the driver is signalling left. Instead, pass them wide and usually on the right.
- Look to your left and behind you, making eye contact with the driver as you pull back in front.
- Avoid passing close to vehicles that may reverse out.

## Additional resources



## Activity ideas

Note: The topic of driver blind spots can be delivered much earlier in on-road training. This can be in combination with other training activities (such as negotiating junctions).

After discussing the specific issues related to bus lanes and blind spots, carry out a longer buddy riding journey. You and the riders practise the four key skills as you share space with drivers of large vehicles, including buses that may pull in or out. Give riders the opportunity to lead the group but also to see and interact directly with road users behind. When riding behind riders, consider a position that is slightly to the left to enable them to see behind.

Cycling in a busy bus route that has lots of pedestrians waiting at bus stops, may provide lots of learning opportunities, such as how to deal with vehicles that pull in and out. You could also get riders to cycle in car parks or on roads with heavy car parking where drivers need to reverse out with limited visibility. Here, you will need to coach the riders to look out for drivers who may be reversing out and to give them plenty of space.

Riding through a network of more complex roads will give riders a lot of opportunities to practise all the advanced riding skills and to experience realistic journeys.

In a rural setting, point out how large agricultural vehicles and tractors can have poor visibility, especially when towing.

### Sample questions to check understanding

- Q. Who has priority when a bus driver is signalling to pull out from a bus stop?
- Q. How should you position yourself when riding in bus lanes?
- Q. What do you need to consider when deciding whether to wait behind or pass road users who have pulled in up ahead?
- Q. Why is it important to not cycle up the left side of a large vehicle stopped at most junctions?
- Q. When and how do you overtake a lorry?

### Differentiation

#### Inclusion

Riders using wider cycles will need to ride centrally more often in bus lanes. There will also be less space to overtake drivers of buses who have pulled in so they may have to remain in the traffic flow.

Riders using recumbents are more likely to be out of sight of other road users. They will need to ride in the primary position more often and should consider attaching aids (such as flags) to improve other road users' sight of them. Consider asking them to sit from the viewpoint of a driver to see how much or how little drivers can see of them when they use their recumbent cycle.

#### Extension

##### *Simplify*

Some riders only want to ride in complex environments with someone buddy riding with them. Use strategies to build confidence such as encouraging positive interactions with other road users (this may make them feel more like a *road user*). Let them know that they are making good progress, even at times when they need extra help. Discuss any alternative strategies and routes with the rider.

##### *Challenge*

Ask riders to carry out longer journeys in increasingly complex environments where they encounter drivers of different types of vehicles.

Drop back, perhaps allowing a driver to overtake you (while you still keep the riders in sight). This way, your riders get to experience a more independent riding experience. Ensure they regularly check where you are so they don't lose you.

## Risk benefit assessment

### Risk

- A rider finds a complex road environment scary and is very nervous, leading them to rush or freeze.
- A rider misjudges the speed and distance of a driver and pulls out in front of them, causing the driver to brake.

### Mitigation

- Build up the rider's confidence by giving them experience interacting with different road users in suitable environments. Ensure you progress towards more complex activities at their pace. Build up their skills gradually, through buddy riding and offering support when necessary.
- Continuously assess all your riders' skills and judgement to ensure activities are only attempted when they are ready.

### Benefits

Riders improve their cycling by carrying out activities at a pace that is rider-led. This allows them to build on previous learning through practice, and to experience more challenge when they are ready.

## 25. Riding on roads with a speed limit above 30mph

**National Standard reference:** 3.1.1, 3.1.2, 3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2

### Instructing points

- Look behind regularly to see what's behind you.
- Decide if and when you should be covering your brakes.
- Give yourself more time to look behind and communicate or signal, so that road users behind have enough time to react. Remember to always check behind to ensure it's clear before changing your riding position.
- Consider the speed difference between you and other road users when deciding on which road position to take and how long you will stay in that riding position.

### Additional resources

**Highway Code responsibilities for motorists overtaking cyclists**

### Activity ideas

Ensure your riders understand that the same principles outlined in earlier training apply in this environment. You will also need to discuss how a greater speed difference between riders and other road users leads to an increasing level of challenge. Explain that, when riding on faster roads, it may be tempting to tuck into the kerb, but this is risky because you have less space to move into, if you have to. Discuss how regularly looking back can make road users behind more aware of you when cycling. Coach the riders on the need for regular observations, communications and adjustments to road position as and when necessary.

Discuss strategies for managing drivers behind who are eager to overtake. Ask your riders for possible solutions, including how effective gear use can reduce the speed difference with other road users. Also highlight that, while there may be advantages to riding faster in some situations, we should never rush.

This activity is normally best delivered through longer buddy ride journeys. However, it may be possible to also ask riders to carry out point-to-point exercises with you observing from the roadside. In view of the higher speed of traffic, it's important to have good sight lines for independent riding exercises.

When cycling with your riders on faster roads, you should normally ride behind them and ensure that they look back regularly. Prompt them if they need to adjust their riding position. They will need to be aware of drivers behind so consider adjusting your position to enable this (dropping further back or riding slightly to the left to enable them to see behind you).



### Activity ideas (continued)

Explain that on some roads and during some situations, a more dynamic riding position is required. It may not always be possible to move all the way out to primary position if road users behind are overtaking at high speed. Discuss how observations, communication and considerations on road position need to be continuous and how we need to always stay alert.

Pull over when necessary for feedback and consider changing the order of the group when required.

### Sample questions to check understanding

- Q. How does moving at higher speeds affect other road users' ability to see you, slow down or stop for you, or manoeuvre?
- Q. What is the most suitable road position to be in?
- Q. How can you give other road users more time to react if you wish to make a manoeuvre?
- Q. How should you position yourself on corners when riding on narrow, fast country lanes?

### Differentiation

#### Inclusion

Riders of some cycles may be slower either due to the type of cycle or the rider's ability or physical condition. Adjust the training accordingly and consider offering riders power-assisted cycles if these are available and suitable.

#### Extension

##### *Simplify*

Riders can build confidence by riding on less busy roads, or by riding as a pair.

##### *Challenge*

For a more journey-based approach, consider getting the riders to travel longer distances in sessions.

Adjust your position to create more learning opportunities for your riders – you could ride directly behind them, drop back, or even ride slightly to their left. On rare occasions you could ride in front.

## Risk benefit assessment

### Risk

- A rider moves to the right without checking when riding on a faster road, leading to a 'near miss'.
- A rider who hasn't cycled for a long time is only able to ride at very low speeds, leading to a significant speed difference between them and other road users. This means that some road users overtake very quickly.

### Mitigation

- Ensure riders are suitably skilled and confident before moving to roads with a speed limit above 30mph. If a rider lacks skills or confidence, consider recapping previous activities first or provide buddy riding support.
- Consider the speed at which riders can cycle when deciding which roads to use for training.

### Benefits

While it is worth discussing alternative routes and cycle infrastructure to avoid 'fast' roads, if riders are skilled enough and can judge speed and distance well, consider including these activities in your training. This will give your riders the experience they need to ride in more diverse environments.



### **Contact The Bikeability Trust**

For additional support, guidance or to make a query, please email [contactus@bikeability.org.uk](mailto:contactus@bikeability.org.uk).

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