

## 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

You can plan a journey with any group of riders at any age or stage. This could be either entirely off-road or on road, using routes, junctions and infrastructure appropriate to skill level. Within Bikeability training, this is typically done at Level 3.

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.