



Instructor notes

Bikeability Scotland Level 1

**Cycling
Scotland**



bikeability.scot

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Introduction

These notes cover the outcomes that riders work towards during Bikeability Scotland Level 1 training.

Bikeability Scotland Level 1 is for children who can already cycle. Before you start training, find out if there are any non-riders. If you want to provide support for non-riders, refer to **Appendix 1**.

Level 1 focuses on **preparing for a journey** and **riding with control**. It is delivered in an environment free of motorised traffic. These skills are a prerequisite for Bikeability Scotland Level 2 training.

Bikeability Scotland aligns with the **National Standard for Cycling Training**.
More information can be found at bikeability.scot

Note that the following terms are used throughout:
Riders: participants in the session **Bikes:** all types of pedal cycle

Resources

All resources listed below are available free from your local authority contact or delivery organisation.

An up-to-date contact list, and downloadable versions of all resources can be found at bikeability.scot

Instructors

Instructor resources are given to you when you complete your instructor training. You can also request replacement resources.

Parents

A Parents' guide should be provided prior to training. (Parental consent is necessary for riders to take part).

Children

A badge and certificate are provided for all riders who participate in the training.



Awarding certificates and badges

All riders who take part in the training are awarded a certificate and badge.

Use the following traffic light system to indicate a rider's progress:

Achieved – Well done! You have achieved the outcome and are performing it independently.

Working towards – Good work! You are making progress towards achieving this outcome.

Not completed – This outcome has not been undertaken during your Bikeability Scotland training.

The certificate contains space for instructors to give feedback so parents can see areas of achievement and areas for development.

Delivery guidelines

Risk assessment

There should be an up-to-date risk assessment in place for delivering Bikeability Scotland Level 1 training. Check that you are following your local authority/ school/delivery organisation guidelines. Local authority contact information can be found at bikeability.scot

Always carry out a dynamic risk assessment during activities. Change or stop activities if you need to.

Ratios

The recommended maximum ratio for delivering Level 1 training is 1:15. If you have more than 15 riders, you should have another instructor available. (You could then split the class into two smaller groups).

Timings

We recommend that a Level 1 course is a minimum of 2 hours and should be delivered over at least two separate sessions.

Bike safety checks

- Make sure a rider's bike is safe and ready to ride well in advance of starting Bikeability Scotland Level 1 training. Leave time for parents to organise any identified repairs.
- If you believe a bike isn't safe to ride, ensure the rider and their parents understand what is required to fix it.
- Check that the rider's bike fits them and is adjusted properly.

Bike fit

Ensuring a bike fits the rider is important for safety and comfort. When sitting on the saddle, the rider should be able to touch the ground with one foot. Less experienced riders may benefit from having their saddle lowered until they've built up more confidence.

Training sessions

- **Before and during each session, a dynamic risk assessment must be carried out.**
- **Always introduce yourself and state the aims/outcomes of the session.**
- **Check riders' bikes, helmets and clothing at the start of each session.**

Course content

The course content includes five outcomes supported by a range of games. More than one outcome can be taught in a single training session, equally some outcomes may require more than one session. You should respond to your riders' needs and abilities, and structure the content of your sessions accordingly.

After training

Confirm with the local authority or delivery organisation how many riders have participated in the training. **Make sure all children receive their certificates and badges.**

Bikeability Scotland Level 2 training

To progress to Level 2, riders must be able to demonstrate **all Bikeability Scotland Level 1 outcomes.**

Delivery guidelines (continued)

Games

Active participation is key for all riders to improve their cycling skills. You should aim for 80% activity time. This can be achieved by:

- **Setting up your training area in advance.**
- **Simplify and reduce instructor explanations.**
- **Having multiple courses – make sure your chosen area has enough space.**
- **Having part of your group giving peer feedback.**
- **Avoid setting riders off one by one whilst the rest watch. Riders will get bored very quickly.**

Test any games courses before your session starts – check what looks right actually works.

During games, position yourself so you have a good sight line but are not obstructing.

The games listed in these notes can be adapted and modified if you have a mixed ability group or riders with Additional Support Needs (ASN).

Feel free to invent your own games too.

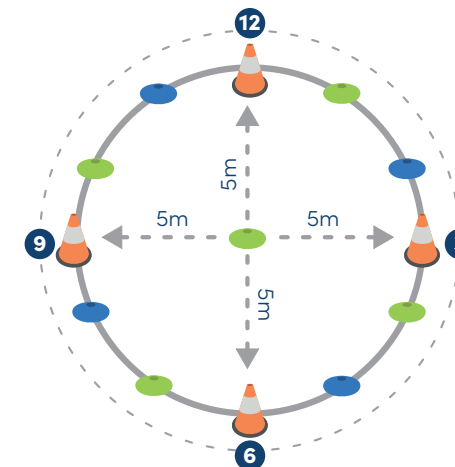


More games can be found in the “Cycling games” book which can be found at cycling.scot

Circle set-up

Place a reference cone at the centre of the area to be used.

- **Pace five metres from the reference cone and place cones at clock positions 12, 3, 6 and 9.**
- **Place enough intermediate cones around the circle to accommodate your group.**



Lines and lanes

Where possible use any lines or lanes that are already marked.

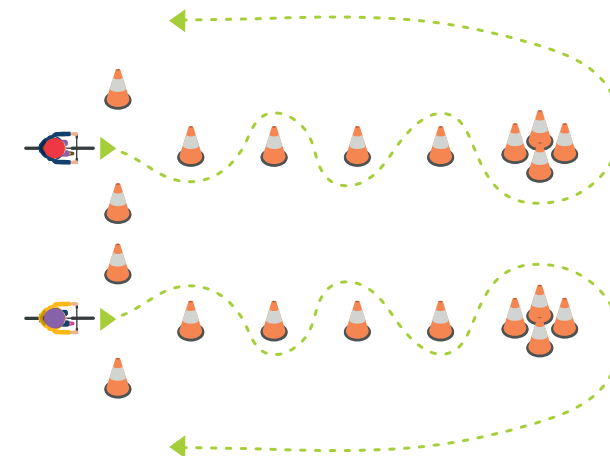
- **Set up reference cones at the start and end of the lines.**
- **Set up intermediate cones.**
- **For some games, it is useful to have certain points marked with different colour cones.**

Slalom courses

If setting up parallel courses, ensure that riders in adjoining lanes turn away from each other at the end.

Obstacle courses

You can use natural features already in the activity area as well as cones.



Inclusive cycle training

Bikeability Scotland training can be delivered to children with Additional Support Needs (ASN) within the school setting.

Prior to training, ask if there are any children that will need additional support, find out what this might be and talk to the relevant people about how you may be able to support them.

The games in these notes can be made easier or harder. For children with ASN, or for those who are less confident or skilled, use a progressive approach. Start by making the games easy and increase the level of difficulty at a pace that is suitable for them. Training should reflect the needs of the individual.

Top tips

- Make sure the instructor team is aware of any children with ASN.
- Be flexible: adapt lesson structure to accommodate riders' needs.
- Be creative: keep language and explanations simple, praise all achievements.
- You may need to have additional instructors available.

More information can be found in the Bikeability Scotland Instructor manual.

Template lesson plan

Every session should include:

Introduction

- Introduce yourself and the session.
- Carry out clothing, helmet and bike checks prior to activities.
- Carry out a dynamic risk assessment of the training venue.

“Remember the 80:20 rule – riding time vs talking time.”

Delivery, using EDICT and aiming for 80:20

- **Explain** – briefly explain what you will be doing.
- **Demonstrate** – your chosen activities.
- **Imitate** – allow your riders plenty of time to practice what they have seen several times.
- **Correct** – give positive and constructive feedback, focusing on the core functions.
- **Try again** – allow riders to repeat or progress.

Review

- Assess learning and ask questions to check understanding.

When designing your sessions you can use the activities, questions and ideas in these notes.

Bikeability Scotland Level 1 outcomes

The five Bikeability Scotland Level 1 outcomes to be completed are:

- Prepare for a journey
- Check the bike is ready for a journey
- Set off, slow down and stop
- Glide
- Pedal

It is recommended that they are completed in this order.



The bike control skills developed during Level 1 training are the foundation of Bikeability Scotland.

In addition to Control, the four core functions that underpin Bikeability Scotland training are:

Making good and frequent **Observations**.

Choosing and maintaining the most suitable riding **Positions**.

Understanding **Priorities**.

Communicating/**Signalling** intentions clearly to others.

A useful mnemonic is **COPPS** (**C**ontrol, **O**bserve, **P**osition, **P**riority, **S**ignal/**c**ommunicate). Control refers to bike handling skills that are developed during Level 1.

Giving feedback

Review the rider's learning by asking questions and giving feedback.

Your feedback should be:

Positive – give encouragement and highlight what was done well.

Specific – keep it simple and short and avoid lengthy explanations.

Constructive – tell them what they need to do to improve.

Activity 1: Prepare myself for a journey

Throughout your Bikeability Scotland sessions, you need to observe that:

Riders can:



- Recognise when they can ride independently or require assistance.
- Ensure they have appropriate clothing or accessories to ride comfortably and safely.
- Fasten a helmet correctly (if present) with assistance if necessary.

Riders understand:



- How being ill, tired, upset or medicated may affect their ability to ride safely.
- The range of support they might need to ride (e.g. adapted cycles, a riding assistant).
- How to dress to be comfortable on any ride, in any weather.
- How clothing and accessories can make them more visible to other road users.
- What the law says about wearing a helmet.

Activity 1: Prepare myself for a journey

Clothing checks

Learning outcomes:

Identify clothing appropriate for cycling.

Resources required:

Have a roll of tape available for flappy trousers (usually only the right leg needs securing) and hair bands for loose hair.

Discuss what to consider when dressing for cycling:

- **Comfort** – allowing unrestricted movement of legs and arms.
- **Safety** – avoid loose laces, flappy trousers or hanging cords that might get tangled and make sure headwear, such as helmets or hoods, doesn't interfere with vision.
- **Visibility** – explain when hi-viz or high-contrast clothing might be appropriate.
- **Weather** – how to keep core and extremities warm and dry.

Ask the children to pair up and check each other's clothing for potential problems.

Complete final checks yourself.



Activity 1: Prepare myself for a journey

Helmet checks

Learning outcomes:

Fasten a helmet correctly (if present).

Resources required:

A couple of spare helmets in case any riders turn up with ill-fitting or damaged helmets.

Discuss what makes a helmet suitable for use:

- Check for a CE sticker, confirming the helmet meets approved standards.
- If it has a use by date, make sure it hasn't expired.
- Check for signs of damage both inside and out.

Demonstrate good fitting:

- Adjust the helmet cradle to fit head circumference.
- Ensure helmet sits "two fingers" above eyes.
- Adjust straps so they form a triangle around the ears.
- Adjust chin strap so it fits securely and comfortably.
- Ask children to make their own adjustments – assist and explain if necessary.



Questions to test learning:

- What is suitable to wear when cycling?
 - What should you wear if it is sunny/ cold/rainy?
-
- How do you know if your helmet fits correctly?
 - What does the helmet do to protect your head?
 - What does the law say about wearing a helmet?*
-
- If I am taking medicine how do I check if it is okay to ride my bike?

*There is no legal requirement in the UK to wear a cycle helmet. Guidance as Rule 59 of The Highway Code states:
You should wear.... a cycle helmet which conforms to current regulations, is the correct size and is securely fastened.

Activity 2: Check the bike is ready for a journey

Throughout your Bikeability Scotland sessions, you need to observe that:

Riders can:



Riders understand:



- Name the main parts of the bike.
- Check the tyres are inflated correctly.
- Check all the brakes are working properly.
- Check the chain is in good working order (if present).
- Check the handlebars are fitted correctly.
- Check the bike fits them.
- Ask for assistance if necessary.

Risk management

- Children may need time to get used to a bike that has been recently adjusted to fit.
- The instructor is always responsible for checking all bikes prior to them being ridden.

Inclusive information

- Some riders may always need assistance in checking their own bike.
- Be aware of how to fit different types of bikes that you may come across.

Activity 2: Check the bike is ready for a journey

Bike safety check – M check

Learning outcomes:

Carry out simple safety checks on the bike.

Resources required:

Allen keys and spanners for minor adjustments, bike pump, and spare bar end plugs, and duct tape for frayed cable ends.



Activity 2: Check the bike is ready for a journey

Bike fit

Learning outcomes:

Identify when a bike is the wrong size or needs adjustment.

Resources required:

Allen keys and spanners for minor saddle and stem height adjustments.

Demonstrate and explain bike fit:

You need to ensure riders:

- Have adequate clearance above the frame when standing (a minimum 5cm).
- Have their saddle at an appropriate height. They should be able to touch the ground with their toes when seated.
- Can reach the handlebars and brakes without overstretching.

Support the children to complete their own bike fit. Encourage them to work in pairs.



Note: Check local policy before making adjustments to a rider's bike and keep a record of any adjustments made.

Game: Name the parts

Learning outcomes:

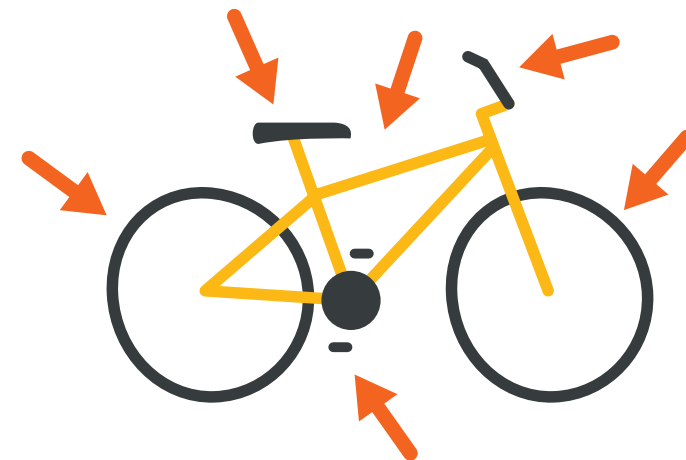
Identify different parts of the bike.

Resources required:

Flashcards with the names of parts of bikes; a bike.

Different ways to play:

- Play the game as a free-for-all – show a flashcard and the first child to identify the part correctly is the winner.
- Give the cards out to individual children and ask them to point or touch the bike part.
- Have the flashcards at one end of the playground and a bike at the other. Riders must run to the flashcards, return to the bike and match the card to the bike part.
- Ditch the flashcards and simply call out the names of different bike parts for the riders to point to.
- If you have a large group of children, split them into smaller groups with different instructors playing simultaneous games.



Game: Bike twister

Learning outcomes:

Identify different parts of the bike.

Resources required:

A bike.

How to play:

- Ask the children to stand up one at a time and place a hand on a part of a bike they can name.
- Once all riders have one hand on the bike, get them to use the other hand and name a different part.
- If you have a large group of children, split them into smaller groups with different instructors playing simultaneous games.

Questions to test learning:

Bike safety check

- What would you check on a bike?
- When riding on the road, how many working brakes must your bike have?
- Should your tyres be soft or hard?
- Why must you have plugs on the ends of your handlebars?
- Why is it important that the seat post height is within its safety limit?

Bike fit

- Which parts of the bike can you adjust to fit you?

Activity 3: Set off, slow down and stop

Throughout your Bikeability Scotland sessions, you need to observe that:

Riders can:



- Apply brakes before getting on the cycle.
- Sit securely on the seat.
- Look for hazards ahead and behind before setting off.
- Set off straight ahead.
- Find an appropriate place to stop.
- Look for hazards ahead and behind when preparing to stop.
- Apply brakes to bring the cycle to a smooth stop.
- Apply brakes to bring the cycle to a quick stop.
- Apply brakes before getting off the cycle.

Riders understand:



- The advantages of getting on the cycle from the left side.
- Likely hazards that could delay setting off.
- How to maintain control when stopping smoothly and quickly.
- The advantages of getting off the cycle on the left.

Risk management

- Advise use of two brakes when stopping.
- Be aware of different abilities when braking; start at slower speeds. Stopping quickly without first having practised stopping slowly may increase the chance of falling off.

Inclusive information

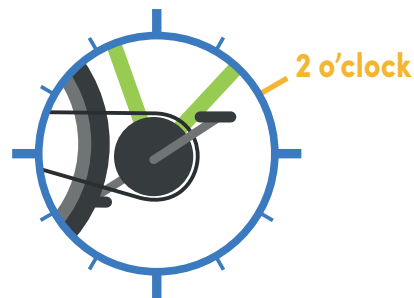
- Some bikes will not have a pedal start position, so you need to be familiar with alternative start positions.

Set off, slow down and stop: Getting going

Learning outcomes:

Set off, slow down and stop.

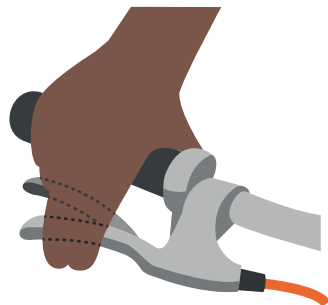
- Demonstrate getting on the bike from the left with the brakes applied.
- Sit on the seat and set the right-hand pedal to the start position (2 o'clock).
- Look ahead and behind for hazards; if clear, release brakes and set off.
- Ride with the brakes 'covered'.
- After a short distance, check ahead and behind, apply both brakes progressively and come to a smooth stop.
- Get off the bike on the left with the brakes applied.



Resources required:

Bikes.

- Explain what you have done and why (e.g. pedal start position for forward thrust/getting on and off bike from the left as this is pavement side).
- Demonstrate stopping quickly using both brakes without wheels skidding or lifting (brace your arms and push your weight backwards).
- Demonstrate how to release and re-apply brakes if a skid starts.
- Allow riders to practise by playing the games on the following pages.
- Give riders feedback.



Game: Circle stops

Learning outcomes:

Stop bikes safely without skidding – explain which brake has the strongest braking effect.

Resources required: Cones.

Set up: A circle of cones.

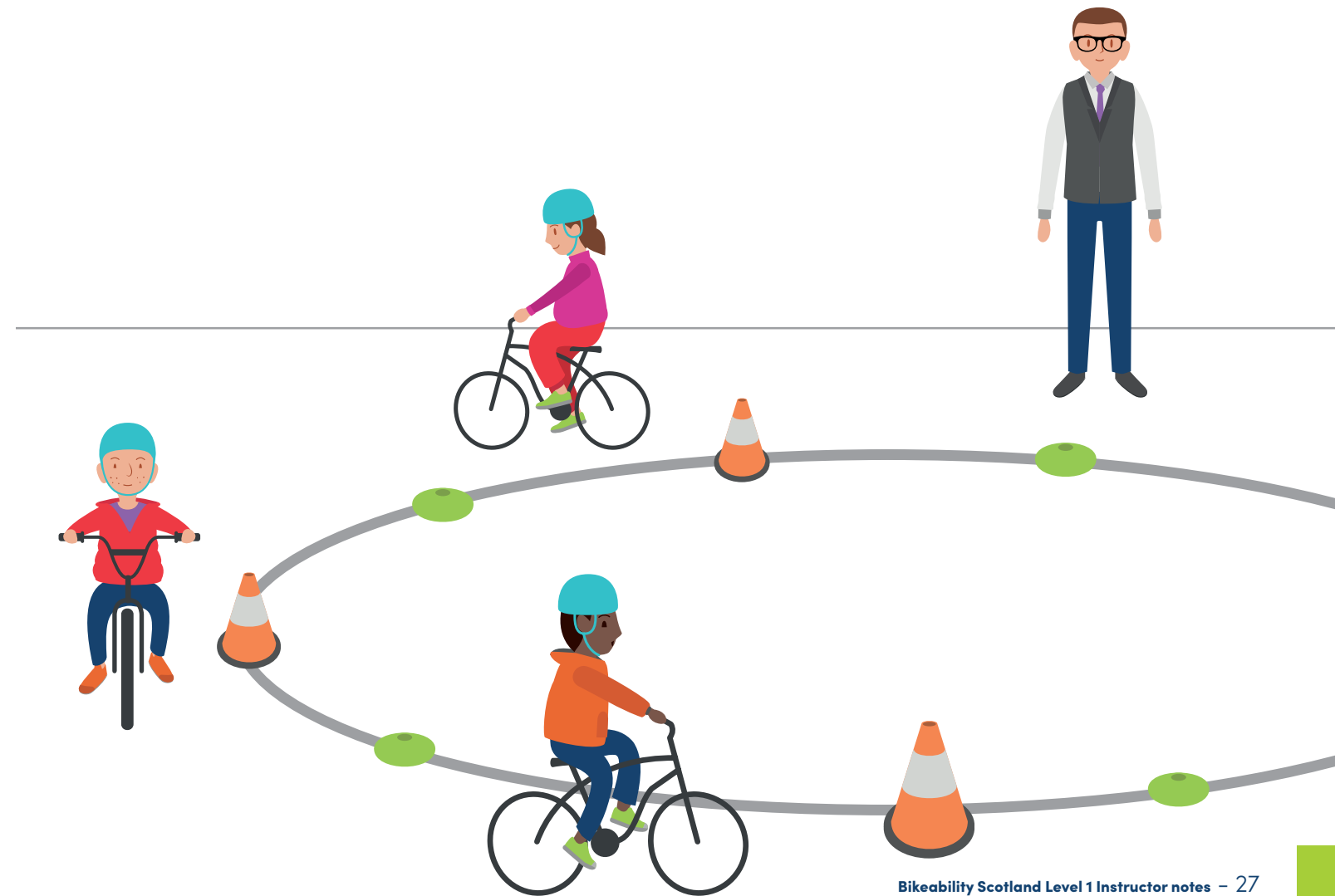
- Ask riders to ride slowly around the circle in the same direction for one minute then bring their bikes to a stop without skidding or colliding when you give a signal (e.g. whistle, shout, raise your hand).
- Using a points system, deduct points for skids and/or collisions.
- Award points for:
 - stopping safely and in control.
 - remaining seated (or standing up on the pedals and moving their weight back if instructed to do so).
 - putting the left foot down having come to a stop.
 - arms firm and weight backwards.

To make the activity easier:

- Make the circle larger, so there is plenty of space for riders to manoeuvre.

To make the activity harder:

- Make the circle smaller.



Game: Stop box

Learning outcomes:

Stop bikes safely without skidding – explain which brake has the strongest braking effect.

Resources required: Cones.

Set up: A lane made up of cones with a 'stop box' at the end made up of cones of a different colour. Riders first walk their bikes through to the braking line, test each brake, before riding. Riders pedal from the start line and must brake when they reach the braking line:

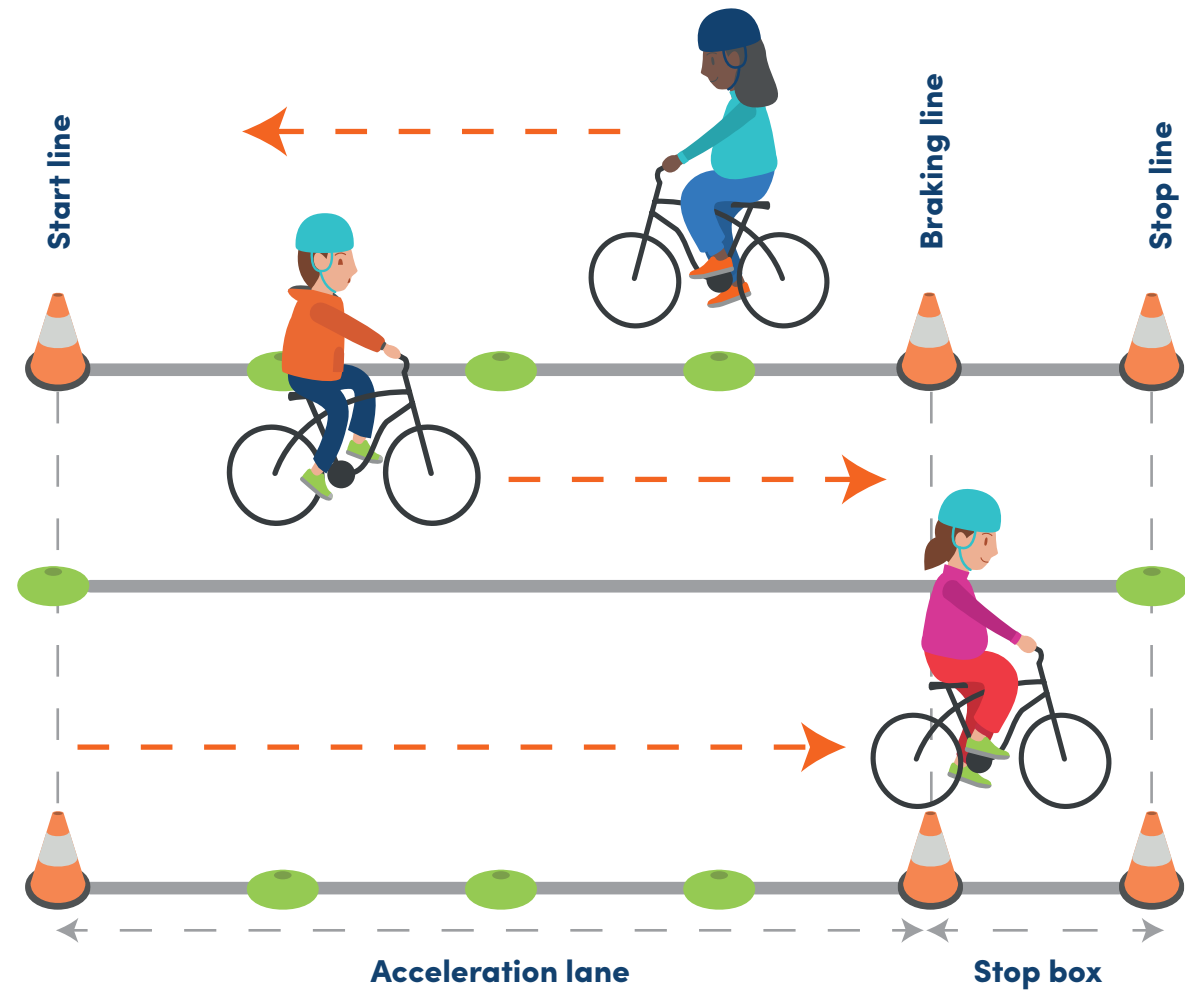
- They must make sure the bike comes to a stop without skidding by the time they reach the end of the stop box.
- Demonstrate braking at a higher speed – sitting back as far as you can in the saddle when braking – and ask children to practise.
- Try with back brake only, front brake only and both brakes to see which is most efficient.

To make the activity easier:

- Decrease the length of the acceleration zone.
- Increase the length of the stop box.

To make the activity harder:

- Increase the length of the acceleration zone.
- Decrease the length of the stop box.



Set off, slow down and stop:

Questions to test learning

- Why do you put the brakes on before setting off?
- Where should your pedals be to start and why?
- Where do you look before you start or stop?
- What happens if you use just your front or just your back brake?
- How would you let somebody on a shared use path know you are coming up behind them?

Activity 4: Glide

Throughout your Bikeability Scotland sessions, you need to observe that:

Riders can:



- Propel the cycle forward.
- Remain seated securely.
- Look up in the direction of travel.
- Make the cycle go where they want.
- Cover the brake levers.
- Control their speed.
- Cooperate and communicate with others.

Riders understand:



- How to maintain momentum without pedalling.
- How to make the cycle change direction at different speeds.
- When standing up might be appropriate.

Risk management

- Ensure the children know how to use and cover their brakes prior to completing this activity.
- The activity areas should be clearly marked out.

Inclusive information

- This activity can be completed with or without pedals.

Activity 4: Glide

Learning outcomes:

Gliding (sometimes called freewheeling) – riding slowly, with balance and control, in lanes.

Resources required: Cones.

Set up: A course with an acceleration zone, a glide line and cones to measure how far the children glide.

- Riders set off and pedal up to the glide line where they stop pedalling and see how many cones they pass when gliding.
- Award points for each cone they pass.

To make the activity easier:

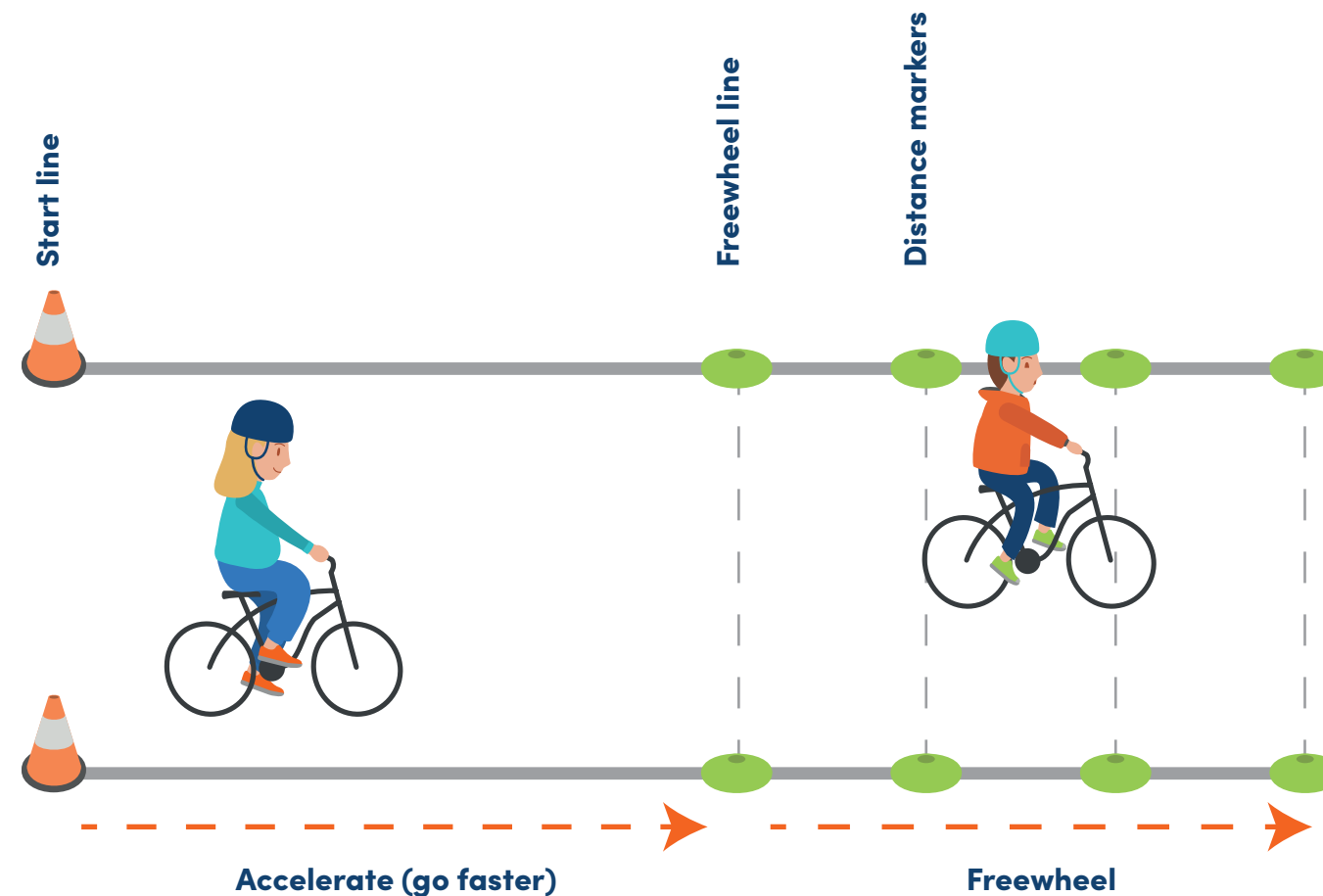
- Make the acceleration zone longer.
- Position cones closer together.
- Use a slightly downhill slope.

To make the activity harder:

- Make the acceleration zone shorter.
- Use an uphill course.
- Try the game standing up.

Questions to test learning:

- Why would you want to stand up when gliding?
- When should you sit down when gliding?
- When might gliding be useful while cycling on the road?
- Why should you cover your brakes when gliding?
- Where should you be looking?



Game: Slow race

Learning outcomes:

Gliding (freewheeling) – riding slowly with balance and control.

Resources required: Cones.

Set up: A course with a start and finish line – the aim of the race is to cross the finish line last.

- Demonstrate riding as slow as you can from the start to finish.
- Riders start together and keep moving forward at all times.
- If a rider puts their foot down, they must stop where they are.
- Last one to finish wins.
- You may need to run a couple of heats and a final if you have a large group and a small area.

To make the activity easier:

- Relax the “foot down” rule and give the riders three chances.

To make the activity harder:

- Place obstacles in the area (cones/hoops/chalk marks) that must be ridden around.
- Ask riders to do a U turn at the end and return to the start (which now becomes the finish).
- Riders must stay seated

Top tip
“Ensure the children are looking forwards and not down at their feet/wheels.”



Activity 5: Pedal

Throughout your Bikeability Scotland sessions, you need to observe that:

Riders can:



- Set pedals at the start position.
- Look behind over each shoulder while pedalling in a straight line.
- Turn left and right, and make U turns.
- Pedal one-handed in a straight line.
- Pedal steadily using gears (if present).
- Control their speed.
- Avoid hazards.
- Share space with pedestrians and other riders.

Risk management

Try to avoid collisions by:

- Marking out clear games' areas.
- Giving clear instructions.
- Asking children not to overtake.
- Asking children to communicate with each other.

Riders understand:



- The pedal start position for their bike.
- Why I should cover my brakes.
- When standing up on the pedals (if present) to pedal might be appropriate.
- How gears (if present) assist steady pedalling.
- How cycling near vulnerable pedestrians (e.g. with physical, sight or hearing impairments) requires particular attention or care.

Inclusive information

- Looking behind may be difficult for riders with restricted mobility. They can consider using mirrors; however, you need to make them aware of blind spots.
- If a rider does not understand gears, consider using a bike with a single gear or setting their bike in an appropriate gear for them.

Game: Ride the circle

Learning outcomes: Set pedals at start position.

Resources required: Cones.

Set up: A circle of cones with each rider standing next to a cone.

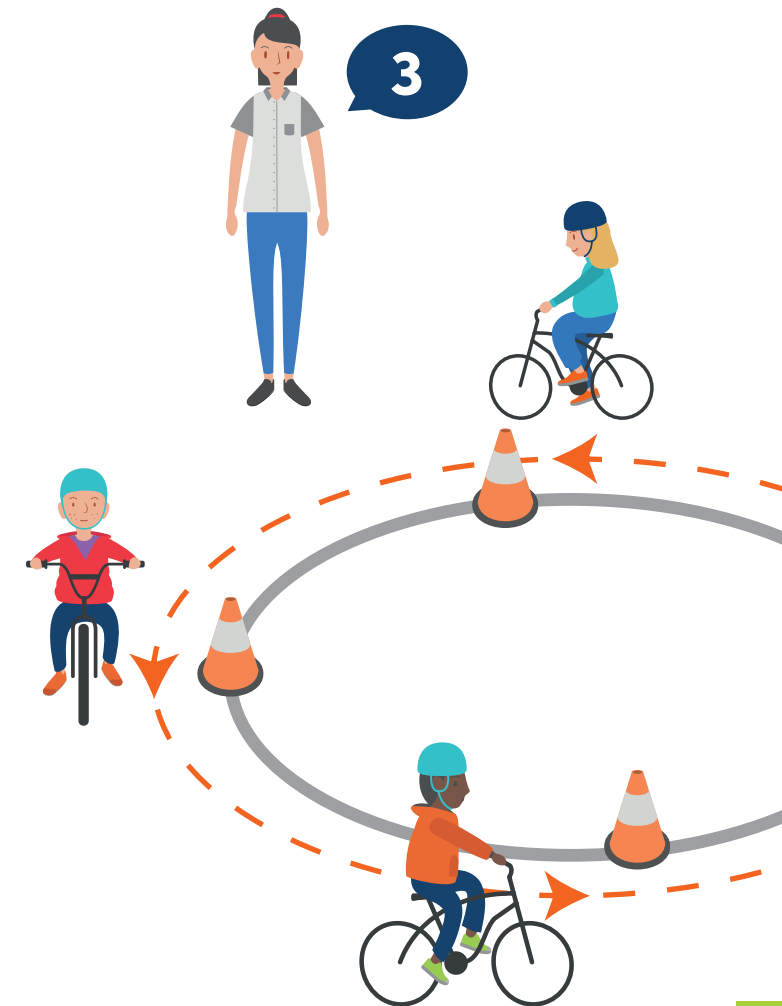
- The rider should have their bike placed on the ground inside the circle in front of them with their saddle facing in and gears facing up.
- Demonstrate picking up the bike, mounting it, setting the pedal and cycling around the circle back to the start. Dismount on the left side and place the bike back on the ground with gears facing up.
- Give everyone a number. When you shout out a number, that rider starts the activity.
- Award points for correctness, not speed.

To make the activity easier:

- Allow the children to practise before awarding points.

To make the activity harder:

- Call out more than one number at a time.
- Try cycling around the circle in the other direction.



Game: Ride the lane

Learning outcomes:

Look behind over each shoulder while pedalling in a straight line.

Resources required: Cones.

Set up: A lane of cones 50 cm wide with two cones of a different colour a third of the way down the lane.

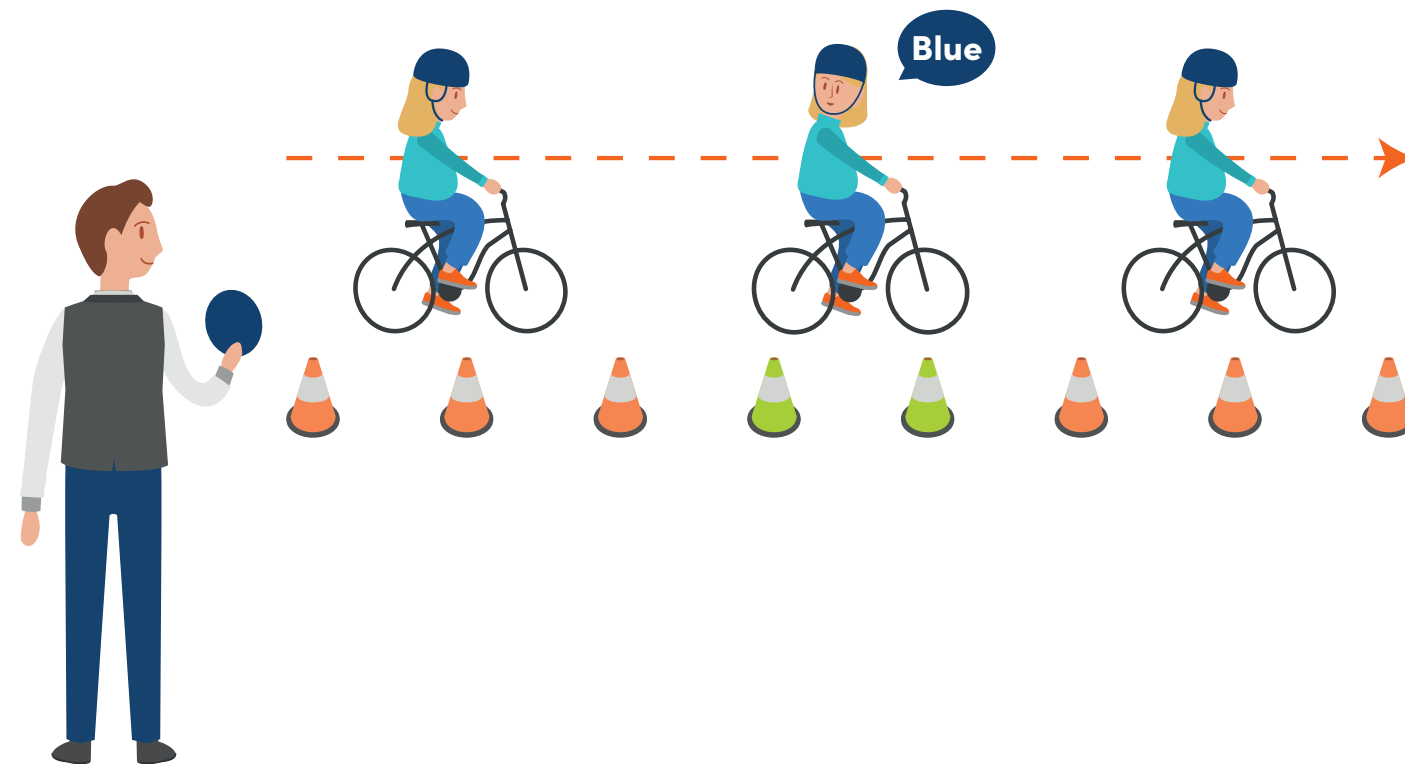
- Each rider takes it in turns to ride down the lane.
- When they pass the different coloured cones ask them to look around and shout out what colour of cone you are holding up.
- They should stay in a straight line and not wobble out of the lane.
- Keep it fairly fast paced so children aren't waiting too long in between. If you have two or more instructors, set up more lanes.
- Change your position so riders practise looking over both shoulders.

To make the activity easier:

- Stand further out to the side.
- Make the lane wider.

To make the activity harder:

- Stand right behind the rider when holding up the cone.
- Hold up your fingers (use both hands) instead of cones. Riders have to shout out the number of fingers.
- Make the lane narrower.



Game: U-turns

Learning outcomes: U-turns.

Resources required: Cones.

Set up: A large oval using cones with different coloured cones at each end. When riders reach the different coloured cone they should look over their shoulder and do a U-turn to follow the curve.

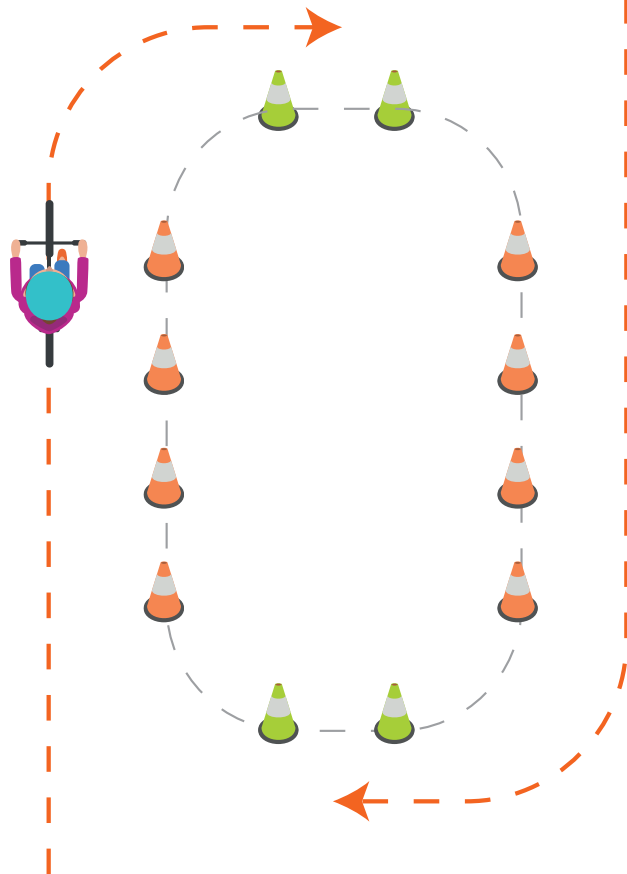
- Ensure children practise U-turns on both sides. (Note that on the road, U-turns are only completed turning to the right).

To make the activity easier:

- Make the oval wider.

To make the activity harder:

- Make the oval narrower so the U-turn becomes tighter.
- Add in a look over the same shoulder prior to turning.
- Add in a look over the same shoulder after turning.



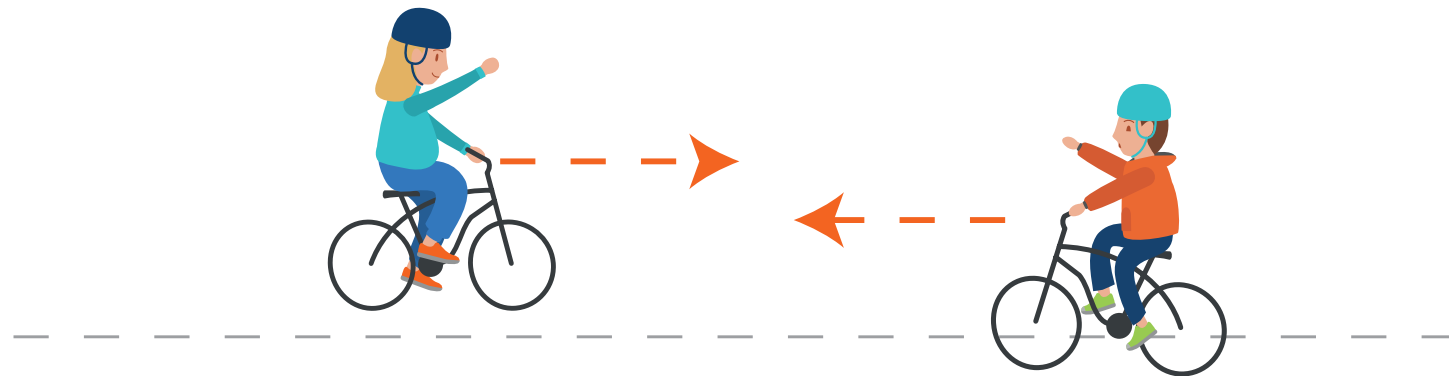
Game: High fives

Learning outcomes: Pedal one-handed in a straight line.

Resources required: Cones and an empty water bottle.

Set up: Two lanes of cones a metre wide adjacent to each other.

- Two riders start cycling from opposite ends of the lanes and high five each other as they pass.
- They should stay in a straight line and not wobble out of their lane.
- Keep it fairly fast paced so children aren't waiting too long in between. If you have two or more instructors, set up more lanes.
- Ask riders to change lanes, so they practise high fiving with both hands.



To make the activity easier:

- Ask the children to wave at each other when they pass initially.
- Make the lane wider.

To make the activity harder:

- Ask the children to pass an object such as an empty water bottle.
- Make the lane narrower.

Game: Signalling and turning

Learning outcomes: Turn left and right.

Resources required: Cones.

Set up: Several lanes with different coloured cones halfway down.

- Riders cycle down the lane. When they reach the different coloured cone, they signal for three seconds and then make a turn in that direction at the end of the lane.
- Their arm should be held straight out from the shoulder with the palm of the hand facing forward and the thumb at the top.
- They should stay in a straight line and not wobble out of the lane.
- Keep it fairly fast paced so children aren't waiting too long in between. If you have two or more instructors, set up more lanes.
- Ensure children practise both directions of turn.

To make the activity easier:

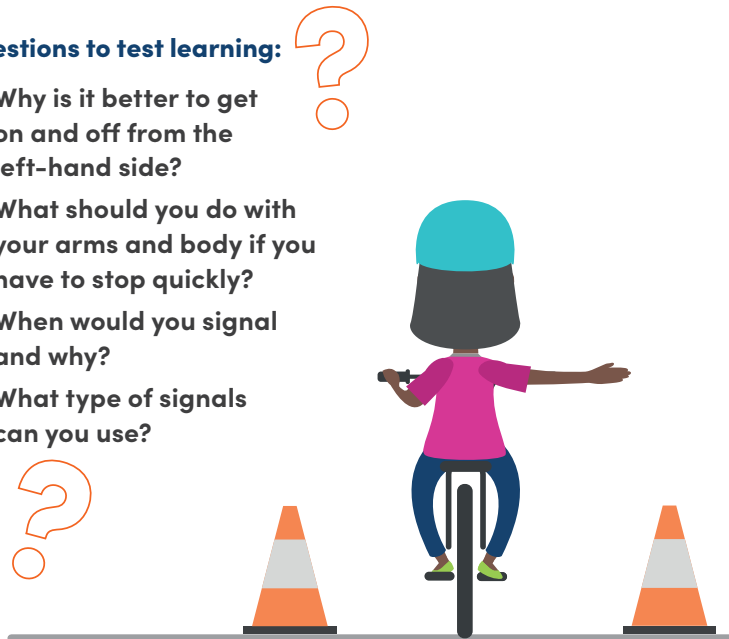
- Ask them to signal for one second.
- Make the lane wider.

To make the activity harder:

- Add in a look over the right shoulder prior to signalling.
- Add in a look over the same shoulder after signalling and before the turn.
- Ask children to ride in pairs and practise at the same time.

Questions to test learning:

- Why is it better to get on and off from the left-hand side?
- What should you do with your arms and body if you have to stop quickly?
- When would you signal and why?
- What type of signals can you use?



Game: Changing gears

Learning outcomes: Pedal steadily using gears (if present).

Resources required: Cones.

Set up: A large circle using cones.

- Demonstrate using the gears on your bike whilst cycling around the circle and explaining what you are doing.
- Ask the riders to cycle around the circle – ensure there are two bike lengths of space between each rider.
- Ask riders to change gears to the easiest gear to pedal in – explain this is a low gear (for going up hills).
- Ask riders to change gears to the hardest gear to pedal in – explain this is a high gear (for going downhill or riding at a steady high speed on the flat).
- Ask children to choose an efficient gear for pedalling around the circle – they should choose one that doesn't require much effort to start off and pedal.

To make the activity easier:

- Start working through the gears with the right-hand gear shifter only.

To make the activity harder:

- Play a game of follow my leader where someone leads the group through a set of cones or obstacles. Shout out instructions as required regarding changing gears. Make sure riders follow these instructions.
- Create an obstacle course with different terrains if available (e.g. uphill/downhill/grass/tarmac/sand) so children use appropriate gears to negotiate them.

If a rider has front and rear gears, use the middle chainring if a triple, or smaller chainring if a double, at the front.

Some riders' bikes will not have any gears.

If possible, let them have a go on a bike with gears.

Game: Figure of 8 relay

Learning outcomes: Control speed, steer around objects both slowly and quickly, coordination, braking, steering and balance.

Resources required: Cones.

Set up: Place cones as illustrated so there are 3–4 different courses with different spacings between cones.

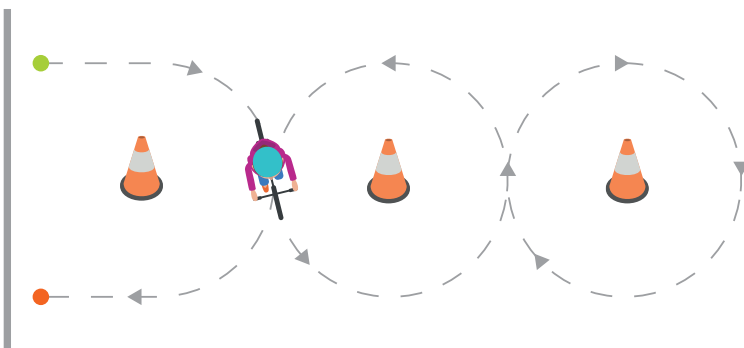
- Demonstrate cycling around one of the courses – in and out of the cones, doing a U turn around the final cone and retracing the route to the start.
- The children then self-select which course they want to do. They can move onto the harder courses when ready.
- Once the children have practised, set up 2 or 3 courses exactly the same and have a relay race.

To make the activity easier:

- Have less cones.
- Have bigger spaces between the cones.
- Allow a foot down if required.

To make the activity harder:

- Have smaller spaces between cones.
- Add more cones.
- Ask riders to ride a full circle around each cone as they make their way along the course and then ride back to the start in a straight line.
- Ride one handed.



Game: Obstacle course

Learning outcomes: Avoid hazards.

Resources required: Cones and/or natural features in the traffic free area.

Set up:

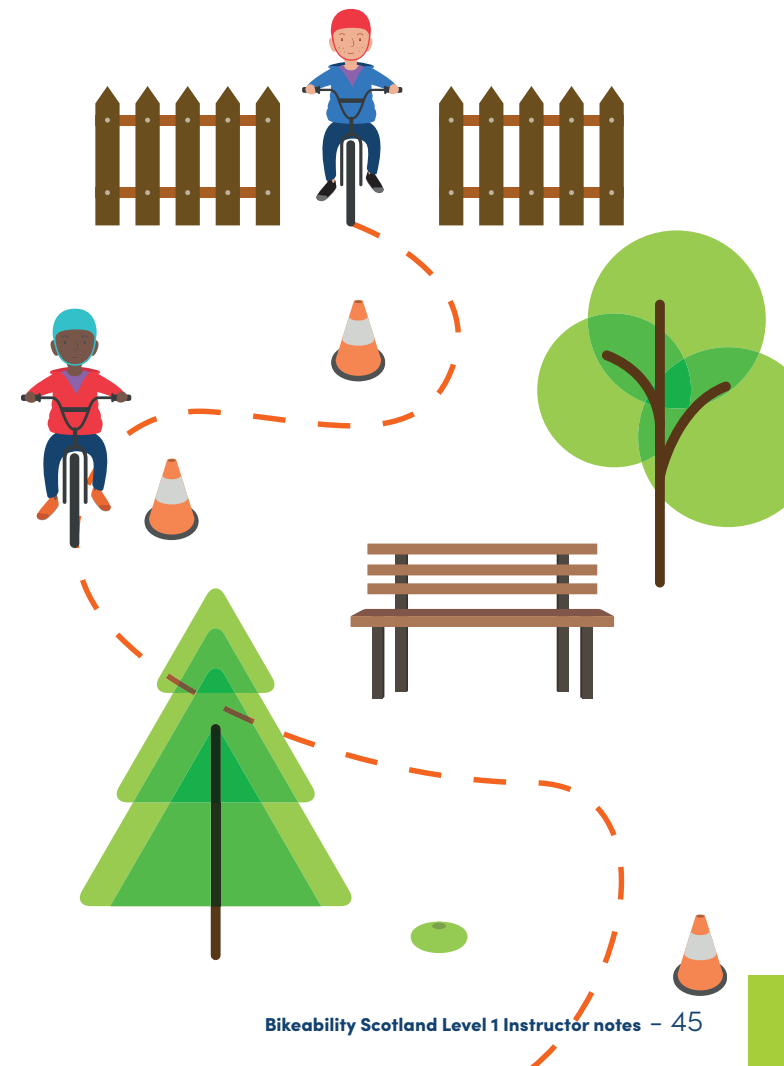
- Find an area where you can plot a simple obstacle course using natural features, such as trees, different surfaces, small hills etc. If you don't have anything natural, make up a course using cones.
- Demonstrate the different elements of the course and ask riders to negotiate them as individual obstacles.
- Link them together in an easy to follow route and set riders off.
- Add time penalties if riders put a foot down or miss an obstacle.

To make the activity easier:

- Relax the "foot down" rule and give riders two or three chances.

To make the activity harder:

- Time each child going around.
- Ask them to ride it in pairs.
- Make it a team challenge.



Game: The ultimate circuit

Learning outcomes: Share space with pedestrians and other riders.

Resources required: Cones.

Set up:

- Area needs to be large enough to set up a big **circle**, **figure of 8** and a **lane** (see diagram).
- Individual riders **cycle clockwise around the circle** without overtaking, pedalling steadily with brakes covered and controlling their speed (you can also have them cycling in pairs as this will increase familiarity with group riding).
- Riders **cycle clockwise** without overtaking, pedalling steadily while changing gears at different speeds, then stopping and starting in different gears to understand the value of stopping in a low gear.
- Riders **cycle clockwise while slalom** in and out of cones without overtaking, pedalling steadily with brakes covered and controlling their speed.
- Pairs of riders **cycle clockwise inside and outside the circle** without overtaking, swapping places every time they pass their starting place, pedalling steadily with brakes covered and controlling their speed while avoiding cones and other cycling pairs.

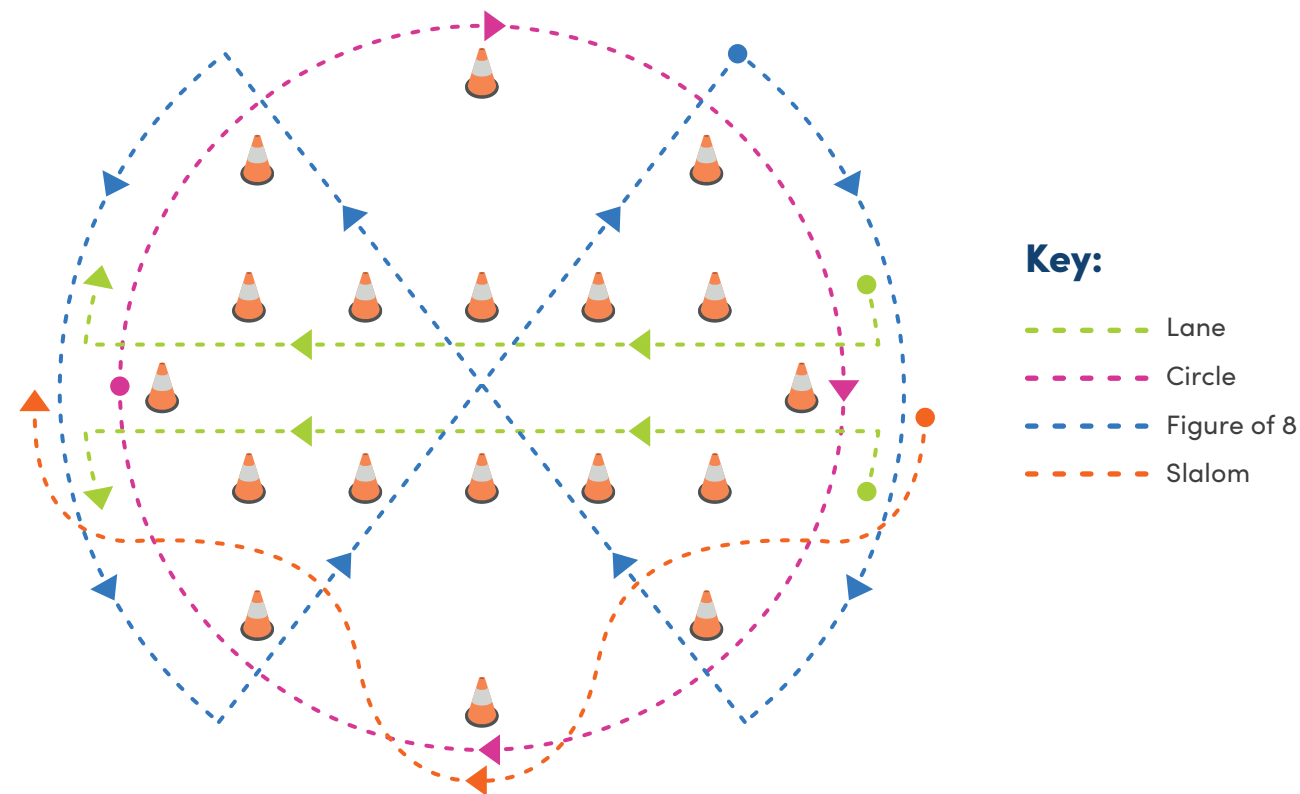
- **Using the lane**, riders cycle straight towards an object which they avoid by swerving around it and then return to the **circle**.
- **Using the lane**, riders practise pedalling with one hand without turning or braking, and progress to signalling with both arms.
- While riders **cycle clockwise**, the instructor calls single or paired riders **into the lane** where they cycle in a straight line and call out the object the instructor holds up behind (e.g. fingers of one hand) before re-joining the **circle** of riders again.
- Riders requiring additional practise can use the **central lane** while others continue to **cycle clockwise around the circle**.
- Using the **figure of 8 circuit**, line up two groups of riders at 90 degrees to one another at the centre. Set them off slowly with the instruction that when they get back to the centre, they must negotiate crossing paths, focussing on speed control, eye contact and deciding who goes first when they meet.

To make the activity easier:

- Use smaller groups.

To make the activity harder:

- Add more riders until the whole group is riding around together.



Game: Introduction to snaking

Learning outcomes: Share space with pedestrians and other riders.

Resources required: Cones (optional).

- Find the biggest area in your playground, or nearest path, to give riders time to practise.
- This activity prepares riders for moving as a group to an on-road training environment at Level 2.
- Demonstrate single file and doubling up with another instructor/rider.
- Riders then form a single line and pedal slowly around a marked area with at least one bike length of space between them.
- When the instructor shouts 'double up', alternate riders cycle out to the right and alongside the rider in front of them.
- They must close the distance so there is still one bike length of space again between each pair to form a shorter double line.

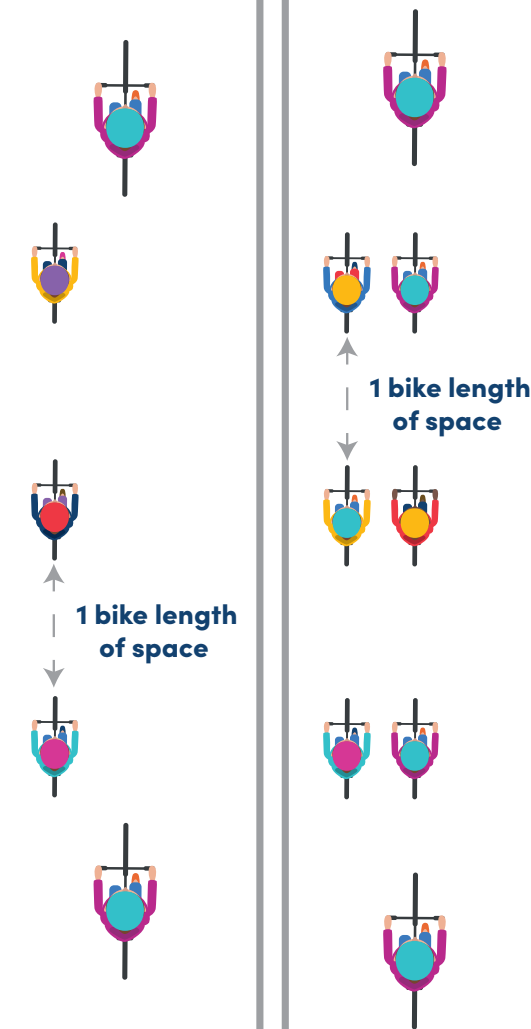
- When the instructor shouts 'single file', the alternate rider drops back into their previous position and other riders create the space for them to do so. One bike length of space should be between them all again.
- The riders need to communicate to each other.
- If you have different types of bikes in use (e.g. trikes) there may not be space for riders to double up. Consider whether it is appropriate to do so or not.
- Practise at different speeds. Faster speeds require more space.
- Change the riders' positions so they each get the chance to move in and out.
- Riders must never overtake in a snake.

To make the activity easier:

- Demonstrate and explain using props such as different coloured cones or toy bikes so children can see the 'whole picture'.
- Complete a walk through without bikes.
- Practise in smaller groups.

To make the activity harder:

- Add in more riders until the whole group is riding together.
- Make the transitions more frequent.



Pedal:

Questions to test learning

- What should your fingers cover when you are pedalling?
- What part of your feet should be on the pedals?
- When would you use your low/high gears?
- Where should you be looking as you are riding along?
- Why should you look behind you when cycling on a shared-use path?
- Why do you signal before turning?
- When might you stand up when pedalling?
- How do you communicate with other people when sharing space? (Think about all types of users).
- When is cycling on the pavement allowed?
- Where can you cycle off-road locally? (Use local knowledge).
- Who has priority in a traffic-free environment? (Think about pedestrians, other people that cycle, horse riders, other users).
- How would you communicate to a horse rider that you are approaching and what must you do? bhs.org.uk

Appendix 1: Learn to ride

You may have children who want to participate in Bikeability Scotland Level 1 training and who cannot yet ride a bike.

If you have time, you can complete some learn to ride training with them prior to starting Level 1 delivery. Some of the activities detailed on the following pages may also be useful to reinforce the learning for riders whose cycling confidence is low. There are more games in the Cycling Scotland games book which can be found at cycling.scot

Always start with bike, helmet and clothing checks and a dynamic risk assessment of the training area.

Resources Required

- 15mm pedal spanner.
- Set of Allen keys/spanner.
- Cones.

Removing pedals

If required, remove pedals from bikes. Remember the right-hand pedal unscrews anti-clockwise and the left-hand one clockwise. You may also need to adjust the saddle height so the child can sit on the saddle and place both feet firmly on the ground.

Replacing pedals

This time, the right-hand pedal screws on clockwise and the left-hand one anti-clockwise. Tighten with the pedal spanner.

Game: Frog's legs

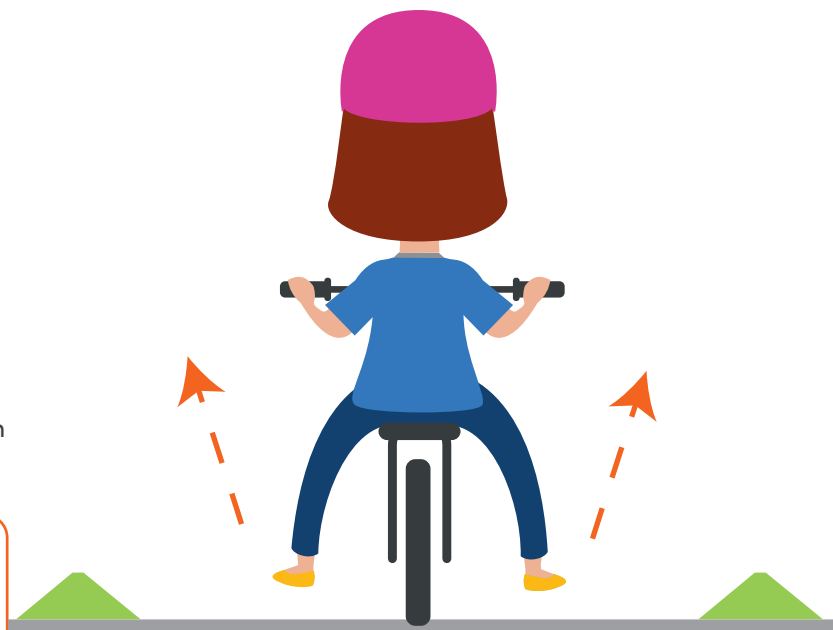
Learning outcomes: Gliding (sometimes called freewheeling), balance and control.

Resources required: Cones.

- Find a space roughly the size of a tennis court.
- The children sit on the saddle and walk the bike forward with alternate feet on the ground.
- As they build up confidence, ask them to push off the ground with both feet at the same time (frog's legs).
- Increase the amount of time they 'glide' along whilst holding their feet up.
- Explain and demonstrate how to control speed and use their brakes.
- Progress to a very gentle downhill slope if available.
- Use cones to set up some slaloms or routes for children to practise.

Top tip

Adjust the pace of the session to rider confidence. Some children will learn without the need for a no pedal stage whilst others may take much longer.



Game: Molehills

Learning outcomes: Control and steering.

Resources required: Cones.

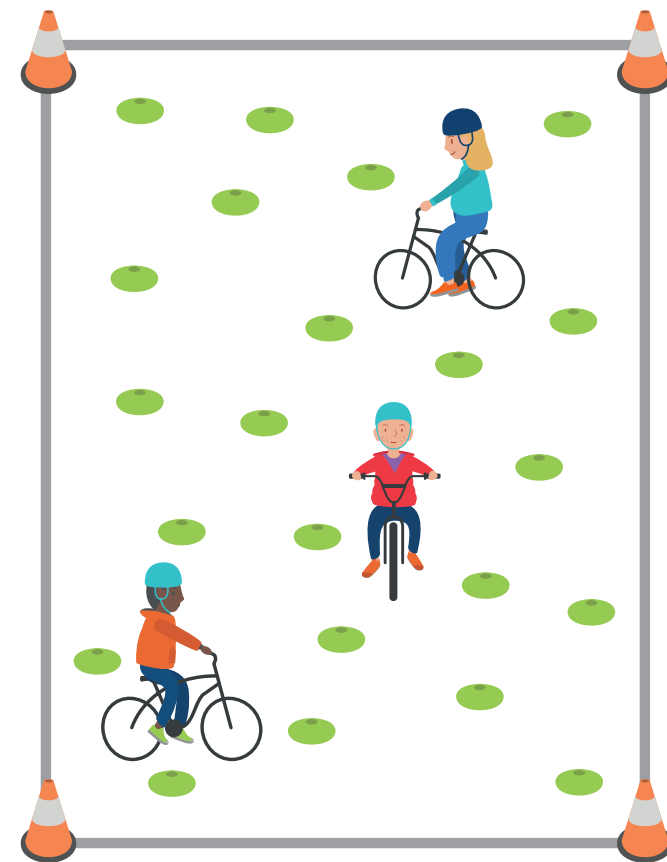
- Set out a square with cones as 'molehills' dotted at random inside it.
- The children weave around the molehills without touching them or bumping into other children.
- Children have five lives: if a child "squashes" a molehill, they lose a life.

To make the activity easier:

- Start with fewer children.
- Increase the size of the play area.

To make the activity harder:

- Play the game with more children.
- Decrease the size of the play area.
- Add in a 'freeze' instruction. When this instruction is heard, all the children must squeeze their brakes to stop.
- Play the game in pairs, so children follow my leader. This encourages children to look up and observe what's ahead of them.



Game: Sea of sharks

Learning outcomes: Balance.

Resources required: Cones.

Set up: A corridor of cones made up of three different colours (zones) as illustrated.

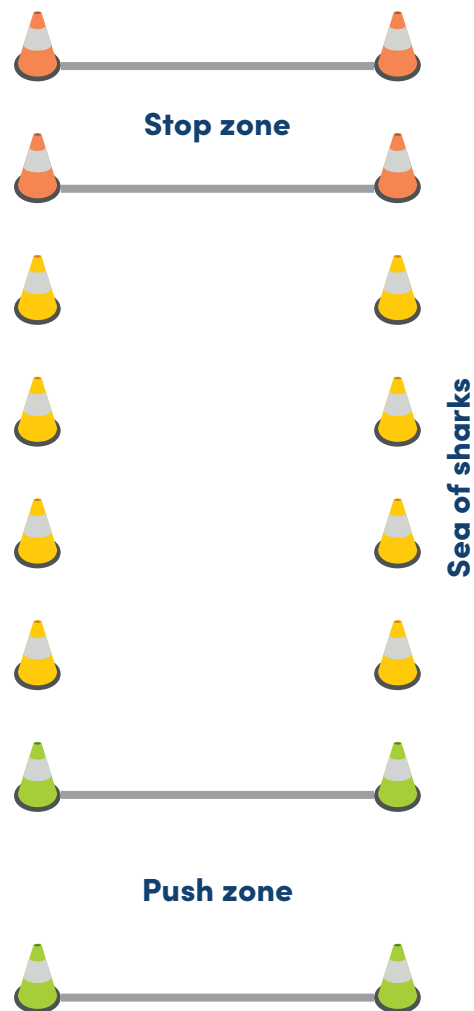
- The first zone is the push zone, the second is the Sea of sharks and the third is the stop zone.
- Demonstrate pushing and gliding in the first zone. In the Sea of sharks, glide with your feet in the air until you reach the stop zone where you should squeeze your brakes and stop.
- If a child puts a foot down in the Sea of sharks, they lose a toe.
- Going faster generally makes gliding easier.

To make the activity easier:

- Start with fewer children.
- Decrease the length of the Sea of sharks.

To make the activity harder:

- Play the game with more children.
- Increase the length of the Sea of sharks.



Game: Learn to pedal

Learning outcomes: Pedal.

Resources required: Cones.

- Demonstrate pedalling – start with your right foot in the two o'clock position.
- For each child, hold the handlebars of the bike securely and ask the child to sit on the saddle.
- Ask the child to put alternate feet on the pedals (left and right).
- Ask the child to put both feet on the pedals at the same time.
- Whilst their feet are on the pedals, slowly push the bike backwards until the child's right foot is at the two o'clock position – this is the start position.
- Ask the child to put their left foot on the ground and their right foot on the pedal.
- Ask the child to push down hard with their right foot and then their left foot and they should be pedalling.

Top tip

- If a child is unstable, practise pushing and pulling gently on the handlebars whilst the child's feet are on the pedals, so they get used to the pedals moving.
- Children should look ahead – not at their feet or pedals.
- Remind the children to keep pushing (pedalling) alternately with their left and right feet.
- If a child is wobbling, stand behind them with your hand flat between the shoulder blades and give a gentle push to start the momentum. Do not place your hand on the saddle as it makes it harder for them to balance (check with the rider that they are happy for you to place your hand on their back).

Cycling Scotland



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