



Instructor notes

Bikeability Scotland Level 2

**Cycling
Scotland**



bikeability.scot

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Introduction

These cards cover the outcomes that riders work towards during Bikeability Scotland Level 2 training.

Bikeability Scotland Level 2 training is for children who can already cycle and can demonstrate Bikeability Scotland Level 1 outcomes. Level 2 focuses on **using roads in accordance with the Highway Code** and **riding safely and responsibly in the traffic stream**. It is delivered on simple roads and junctions with moderate motorised traffic. These skills are a prerequisite for Bikeability Scotland Level 3 training.

Bikeability Scotland aligns with the **National Standard for Cycle 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 resources including videos 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

There is no '**pass**' or '**fail**' – 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 write comments 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 2 training. Check that you are following your local authority/school/delivery organisation guidelines. Local authority contact information can be found at bikeability.scot

Ideally you should have a risk assessed area including several T-junctions, allowing riders to progress and ride circuits. If there are no convenient roundabouts or crossroads, cover these as theory.

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

Ratios

The recommended maximum ratio of instructors to riders is 2:16 when delivering level 2 training.

Timings

We recommend each session is a minimum of one hour and that training is delivered over several distinct sessions, with at least six hours of training delivered in total.

Delivery guidelines (continued)

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 are fit to ride.
- Bike, helmet, clothing and equipment checks must be completed at the start of each session.
- Move your groups in the most appropriate manner to the training area; this could be done by cycling or walking.

Course content

The course content is divided into 10 activities. More than one activity can be taught in a single training session, for example, you may not need a full session to complete start/stop and U-turns. Equally some activities 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 3 training

To progress to Level 3, riders must have achieved all Bikeability Scotland Level 2 outcomes.

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

- Linking different activities from the earliest opportunity.
- Simplify and reduce instructor explanations.
- Riding circuits and having multiple circuits.
- Using a range of techniques to facilitate active learning including rider demonstration, active observation and self-review.
- Asking questions and engaging in discussions with the riders.
- Avoiding setting riders off one by one whilst the rest watch and wait as they will get bored very quickly.
- Encouraging short theory-based sessions in the classroom or giving homework tasks.

Demonstrations

Many children are visual learners, so wherever possible, give a clear demonstration of what you expect them to do.

“ You should ride to the National Standard at all times. ”

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.

For children with ASN, or for those who are less confident or skilled, 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 session 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.

Core functions

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 Level 2 training are:

- Making good and frequent **Observations**.
- Understanding **Priorities** on the road, particularly at junctions.
- Choosing and maintaining the most suitable riding **Positions**.
- Communicating/**Signaling** intentions clearly to others.

You need to assess whether your riders can demonstrate and understand these concepts. They can be achieved through practice and questioning.

A useful reminder is **COPPS** (Control, Observe, Position, Priority, Signal/communicate). 'Signal' is used to refer to all communication with other road users, including gestures, actions and sounds.

Template lesson plan

Every session should include:

Introduction

- Introduce yourself and the session.
- Carry out rider, bike, helmet, clothing and equipment checks.
- Move your group safely to the training area.
- Carry out a dynamic risk assessment of the training venue.

Delivery, using EDICT and aiming for 80:20

- **Explain** – what you will be doing.
- **Demonstrate** – your chosen activities.
- **Imitate** – allow your riders plenty of time to practise 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

- Review learning and ask questions to check understanding.
- Move your group safely back to the school.

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

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.

Try to focus on the core functions when giving feedback.

Encourage riders to provide reciprocal feedback to each other



Bikeability Scotland Level 2 outcomes

There are six Bikeability Scotland Level 2 outcomes.

These have been divided into two separate sections:

Section 1 – Underpinning outcomes

- Identify and respond to hazards.
- Comply with signals, signs and road markings.
- Communicate with other road users.
- Maintain suitable riding positions.

The outcomes listed in section one form part of the activity-based outcomes in section two, and are incorporated either as activities, questions and/or discussions.

Information on how these outcomes can be delivered are detailed in these Instructor notes.



Part 1: Underpinning outcomes



Identify and respond to hazards

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

Riders can:



- Continually scan the riding space ahead and behind, close to the bike and into the distance.
- Anticipate possible hazards and prepare to respond to them.
- Judge the significance of possible hazards and prioritise their response.
- Respond to hazards effectively.

Riders understand:



- Other road users may make unexpected movements.
- Hazardous road conditions may include potholes, tram tracks, glass, oil, gravel, metal, paint, ice and kerb edges.
- How distractions may impede their ability to identify hazards.
- How weather, traffic and lighting conditions may affect their ability to identify hazards.
- What can affect field of vision, such as stationary vehicles, and how to allow for this.
- How a helmet and eyewear may affect peripheral vision, and how to overcome this.

Lesson plan:

- Introduce the types of hazards riders may encounter, for example; emergency vehicles, dogs, pedestrians, buses, parked cars, hedges, potholes.
- Discuss potential hazards as they arise during sessions.
- Challenge your riders to identify and respond to hazards as sessions progress.
- Reinforce learning through classroom activities to identify hazards in different scenarios.

Questions to test learning:

- What is a hazard?
- What hazards do you see in the picture below?
- What is the best way to deal with this hazard?
- How should you approach people walking on a shared-use path?
- How should you approach horses and horse riders?

For more information visit bhs.org.uk



Comply with signals, signs and road markings

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

Riders can:



- Respond to any permanent and temporary traffic signals, signs and road markings on their journey.
- Respond to signals given by authorised persons on their journey.
- Respond to signals given by other road users on their journey.

Riders understand:



- The meaning of, and how to respond to, mandatory traffic signs, warning signs and road markings.
- How to act when approaching pedestrian crossings.
- The meaning of, and how to respond to, signals given by police officers, school crossing wardens, or others authorised to control traffic.
- The meaning of signals that other road users use and how to respond to them.
- The meaning of traffic light signals and how to respond to them (if present e.g. when travelling to a junction that will be used for training).

Lesson plan:

- Introduce the type of signals, signs and road markings riders may encounter.
- Discuss the use of signs and road markings during sessions as they arise.
- Challenge your riders to identify and respond to signals and signs as sessions progress.
- Reinforce learning through classroom activities to identify and recognise signs.

Questions to test learning:

- What signals, signs and road markings have you seen today?
- What do they mean?
- What does a solid white line on the road mean?
- What do dashed white lines across the road mean (single, double)?
- What do red/blue circle signs mean?
- What can red triangle signs mean?
- What do rectangular signs mean?



If the range of signals, signs and road markings are limited on the roads you are using, show riders photos in the classroom or set them a homework exercise.



Route recommended for pedal cycles



Shared path route for pedal cycles and pedestrians only



Segregated path for pedal cycles and pedestrians only



Warning (for motorists) cycle route ahead



No entry for vehicles including pedal cycles



No cycling



No vehicles (except bicycles being pushed by hand)



Stop and give way



Give way to traffic on major road

More comprehensive signs provided in Rider's guide.

Maintain a suitable riding position

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

Riders can:

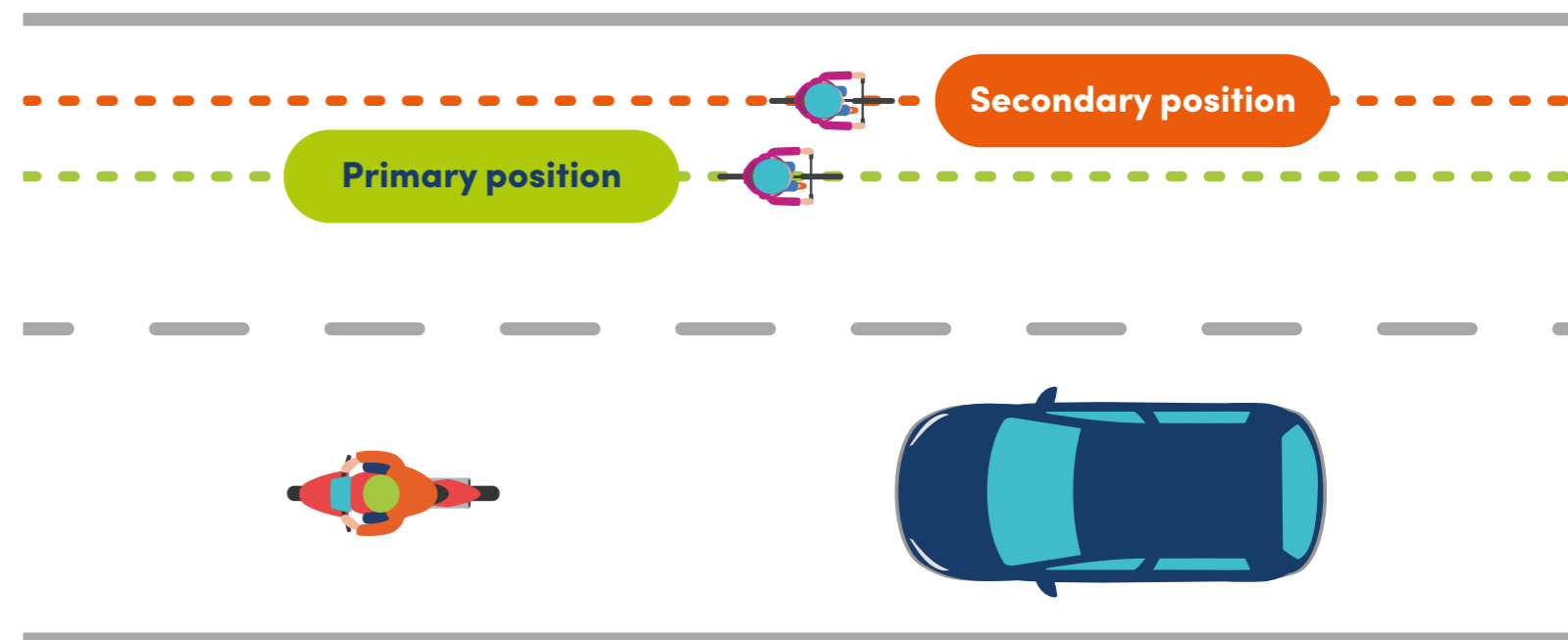


- Choose and maintain suitable riding positions.
- Apply a 'systematic routine' when changing riding position. See page 40 for more information.
- Pass stationary or slower moving vehicles.
- Make flowing and stopping U-turns.
- Decide whether or not cycling infrastructure can help a journey (if present).

Riders understand:



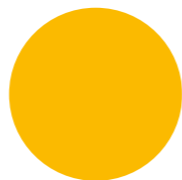
- How riding position can improve visibility.
- Why primary position (centre of the lane) is suitable for negotiating junctions, where roads narrow, on bends, where there is not enough room to be overtaken, and when riding at the speed of other traffic.
- Why secondary position (to the left of the stream of traffic) is suitable where there is time and space to be overtaken.
- How to change position.
- Why they should cover their brakes.
- The importance of riding at least a door's length away from stationary vehicles.
- The strengths and weaknesses of cycling infrastructure (if present).



Note: If the road is narrow the secondary position may be in the centre of the traffic stream like the primary position.

Maintain a suitable riding position

Road position may change depending on factors such as location, other road users, and weather conditions.



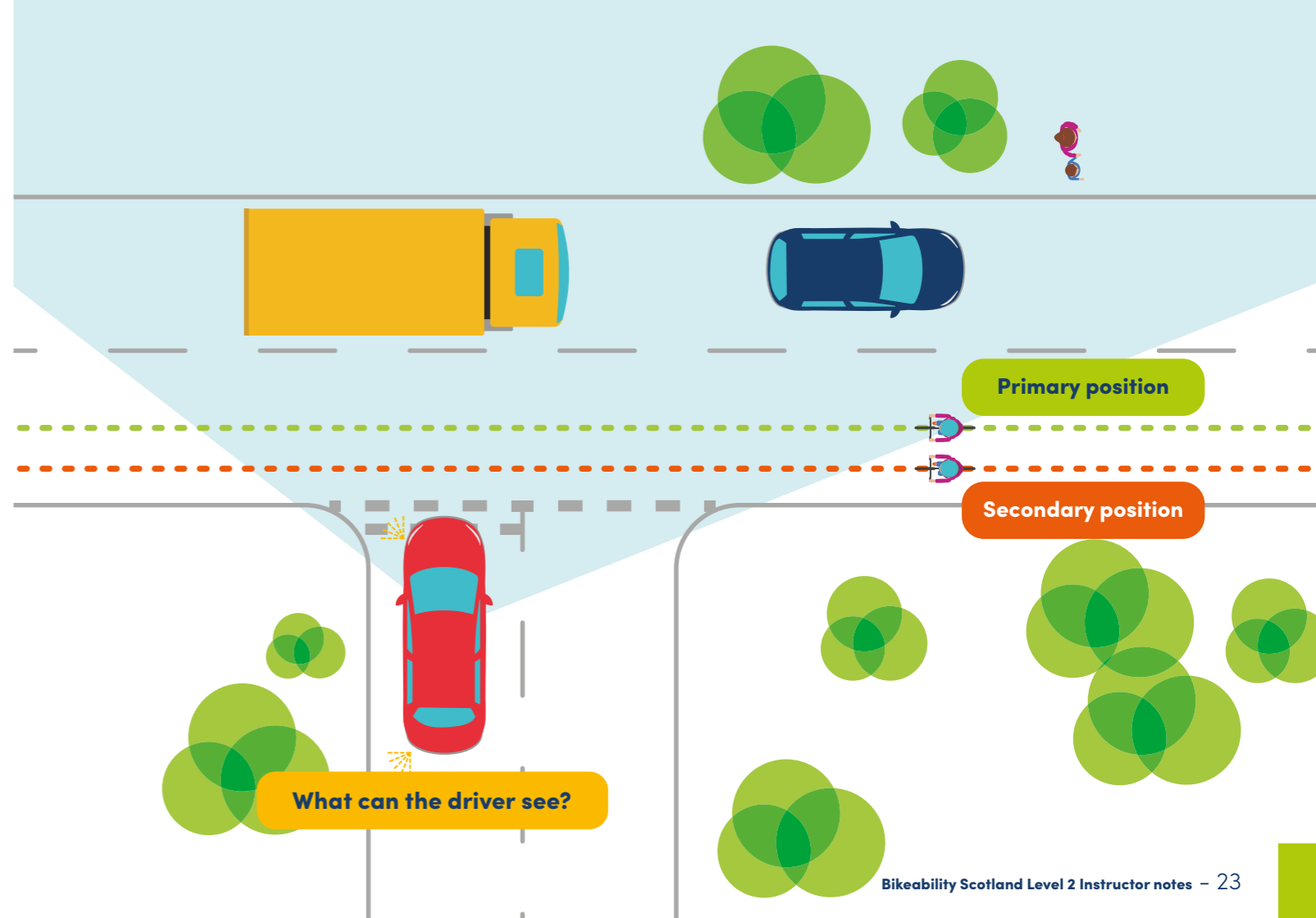
The most common positions are the 'primary' and 'secondary' position.

The primary position

- Is generally considered the centre of the lane.
- Is an assertive position where the rider can see and be seen.
- Riders in the primary position can better influence other road users.
- Improves visibility particularly for negotiating junctions, on narrow roads, bends and where there is not enough room to be overtaken.

The secondary position

- Is further to the left of the primary position.
- Allows faster traffic to come past you, but still provides enough space and visibility to keep you safe.
- Is ideally a metre away from the kerbside ('magic metre').



Maintain a suitable riding position

Lesson plan:

- Introduce the importance of road positioning and the concept of primary and secondary positions.
- Discuss with riders the benefits of different road positions during training, and the need to see and be seen.
- Challenge your riders to identify the most appropriate position on the road during activities.
- Reinforce learning through classroom activities looking at different road layouts and scenarios.

Questions to test learning:

- Where do you ride on the road?
- What can you do to discourage drivers overtaking too closely?
- How can you make other road users aware of your presence and intentions?
- Do you have to use a cycling lane if there is one?
- When might you ride in the primary position?
- When might you ride in the secondary position?
- Why might you change your road position?

Signal and communicate with other road users

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

Riders can:



- Apply a systematic routine for communicating intentions to other road users.
- Identify other road users ahead or behind who need to know a rider's intentions (if present).
- Signal intentions before performing a manoeuvre (if necessary).
- Use arm signals, riding position and eye contact to communicate intentions to other road users.
- See that other road users have responded to signals.

Riders understand:



- When and where to communicate intentions.
- How to use a systematic routine when communicating intentions.
See page 40 for more information.
 - look behind for following vehicles.
 - communicate intentions to other road users ahead or behind if necessary.
 - check other road users have responded to signals.
 - perform the manoeuvre.
- The risks associated with giving arm signals, such as reduced stability.
- The importance of making eye contact with other road users.

Signal and communicate with other road users

You can communicate with other road users in a variety of ways:



Observations: Establish eye contact with other road users.



Hand signals: Indicate your direction, or desire to slow.



Sound: Use your bell, especially useful to alert people walking and cycling. Use your voice: give a friendly greeting to horse riders, or call out in an emergency.



Position: Your road position can indicate your intention, for example; when passing side roads and at junctions.



Hand signals

When turning left or right, riders should communicate to other road users with a clear hand signal, ideally held for three seconds.

Riders should also be aware of the slowing down signal presented in the Highway Code, but note this may not be recognised.

Throughout this guide, 'signal' is used to refer to all forms of communication.

Communicate with other road users

Lesson plan:

- Introduce the importance of communication and the different types of signal.
- Discuss with riders the benefits of each type of communication.
- Challenge your riders to identify the most appropriate signal or communication during activities.
- Reinforce learning through classroom activities looking at different road scenarios.

Think control. A rider should always have control of their bike when attempting an arm signal. On uneven roads, or tight junctions it may not be safe or possible to signal.

Questions to test learning:

- How can you communicate to other road users that you intend to make a turn?
- Does your road position tell other road users what your intent is?
- Who needs to know that you are about to turn?
- Why do you have two hands on the handlebars when turning?
- Do drivers always indicate before turning?
- Do you need to signal if there's nobody to see it?
- What will you do if you're not sure someone has seen your signal?
- Do you need to signal if you're going down a really steep hill?

Part 2:

Activity based outcomes



Activity 1: Bike, helmet, clothing and equipment checks

Prior to completing Bikeability Scotland Level 2 training, you need to check that a rider's bike and helmet is safe to use, their bike is the right size and they have suitable clothing.

More information on these checks can be found in the **Bikeability Scotland Level 1 Instructor Notes**.

Bike safety checks

- Make sure a rider's bike is safe and ready to ride well in advance of starting Bikeability Scotland Level 2 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.

Helmets

- Check that a rider's helmet is safe to use and fits properly.
- If not, ensure the rider and their parents understand what is wrong so they have time to organise a new one.

“ Whilst riders should be able to demonstrate these checks independently, as an instructor you are responsible for overseeing them.

Bike, helmet and clothing checks must take place at the start of each session. ”

Activity 2: Level 1 refresher

Prior to going on-road, you need to check that the riders can complete all Bikeability Scotland Level 1 learning outcomes in an environment free of motorised traffic.

These are:

Prepare for a journey

Glide

Check the bike is ready for a journey

Pedal

Set off, slow down and stop

Refresh the children's knowledge by riding 'The ultimate circuit' and reviewing snaking in the playground.

Information can be found in the [Bikeability Scotland Level 1 Instructor notes](#).

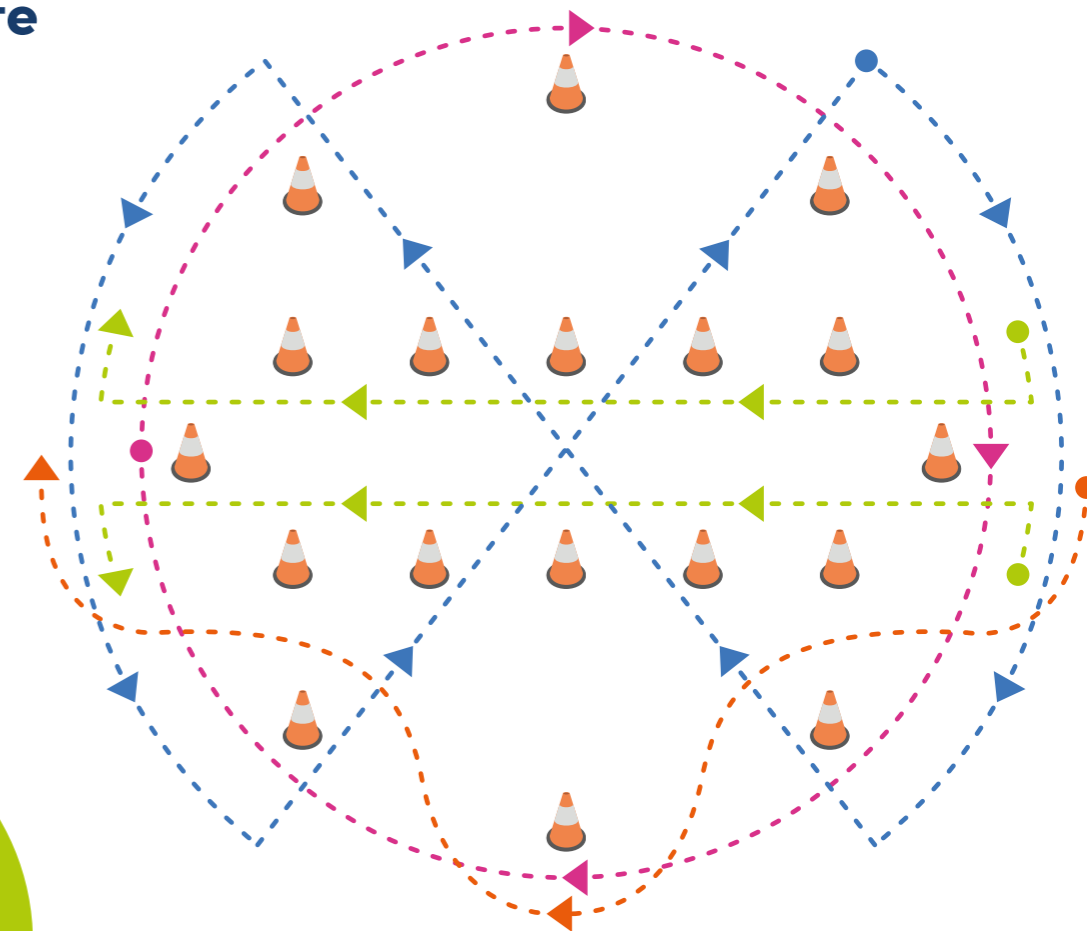
Only take the children onto the road if they have demonstrated Level 1 skills and you are confident they are ready.



The ultimate circuit

Key:

- Lane
- Circle
- Figure of 8
- Slalom



Activity 3: Start and stop an on-road journey

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

Riders can:



- Apply brakes before getting on the cycle.
- Sit securely on the seat.
- Set pedal.
- 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.
- Likely hazards that could delay setting off.
- How to maintain control when stopping smoothly and quickly.
- Ensure the bike is in a suitable gear, before getting on preferably from the left, set right pedal to 2 o'clock position, with brakes applied.

Activity 3: Start and stop an on-road journey

Questions to test learning:

- Where would you get on your bike to start your journey?
- Can you see and be seen?
- What are the advantages of getting on and off your bike on the left?
- Why do you need to look over your shoulder before stopping?
- What will you do if there is a vehicle close behind you?
- Which brakes do you use when stopping and why?
- Why don't we ride too close to the pavement?
- Why might you signal when stopping?



Activity 3: Start and stop an on-road journey

Core functions



Position: Select a safe start position where you can see and be seen by other road users. Ensure the bike is in a suitable gear before getting on, preferably from the left, with the brakes applied.



Observe: Look ahead and behind for hazards. If clear, release brakes and set off.



Priorities: Moving vehicles behind you will have priority. Wait until there is a suitable gap before joining the flow of traffic.



Position: Choose an appropriate road position to allow you to see and be seen effectively.



Observe: As you ride, continue to observe road conditions and identify a safe place to stop.



Signal: Check ahead and behind, signal if necessary, and make a final look

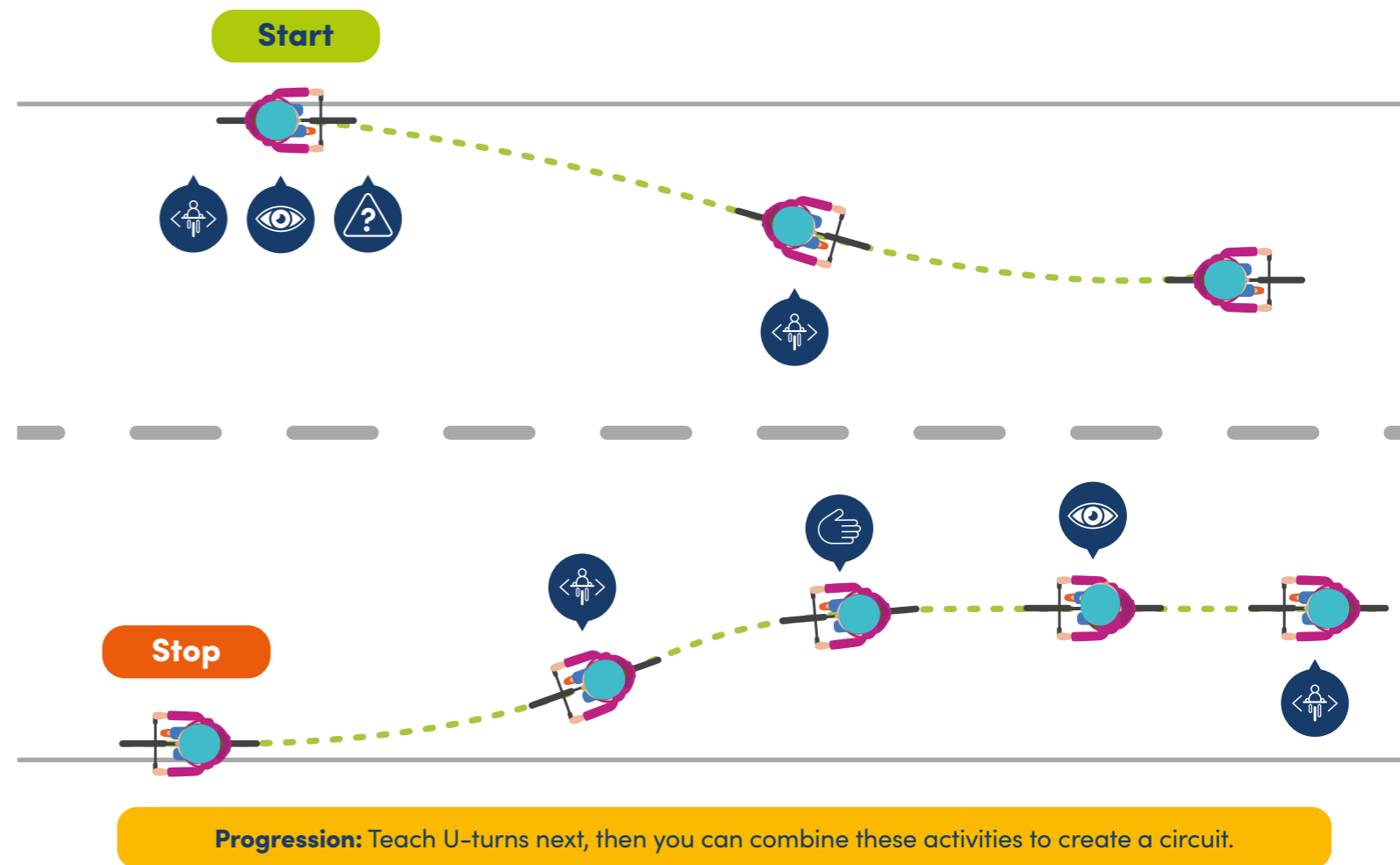


Position: Pull into the left side of the road. Apply both brakes progressively and come to a smooth stop.

Get off the bike, preferably from the left, with the brakes applied.

“ When setting off, start seated and set the right-hand pedal to the start position (2 o'clock).

Encourage children to ride with both brakes covered. ”



Activity 4: U-turns

Core functions



Observe: Check in both directions, including a final look. Do not attempt a U-turn unless the road is clear.



Priorities: U-turns should only be completed when the road is clear of other traffic. Stop and wait if other vehicles are passing in either direction.



Position: Give yourself as much space as possible for the turn. Once the turn is completed, make a final look and choose an appropriate road position.



Signal: No signal is required as you only complete a U-turn when there is no traffic and no-one to signal to.

Questions to test learning:

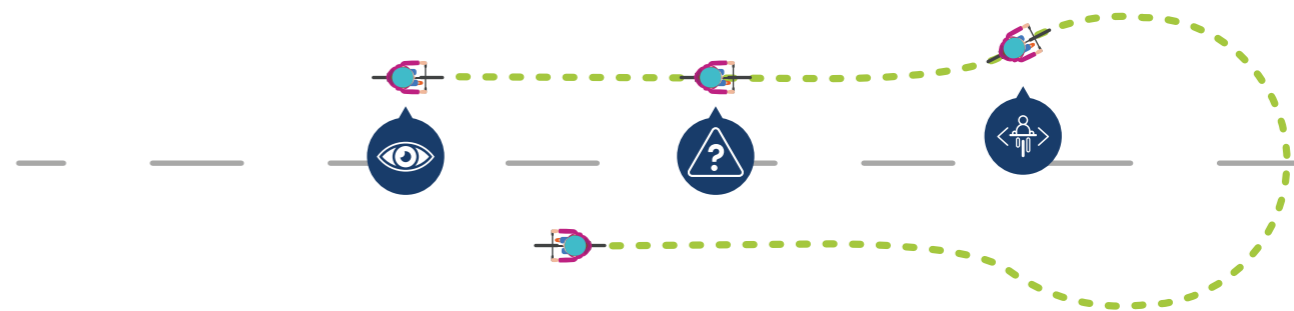


- Why do you need to look forward and behind before completing a U-turn?
- What will you do if there is a vehicle close behind you when you want to turn?
- Why don't you signal when completing a U-turn?

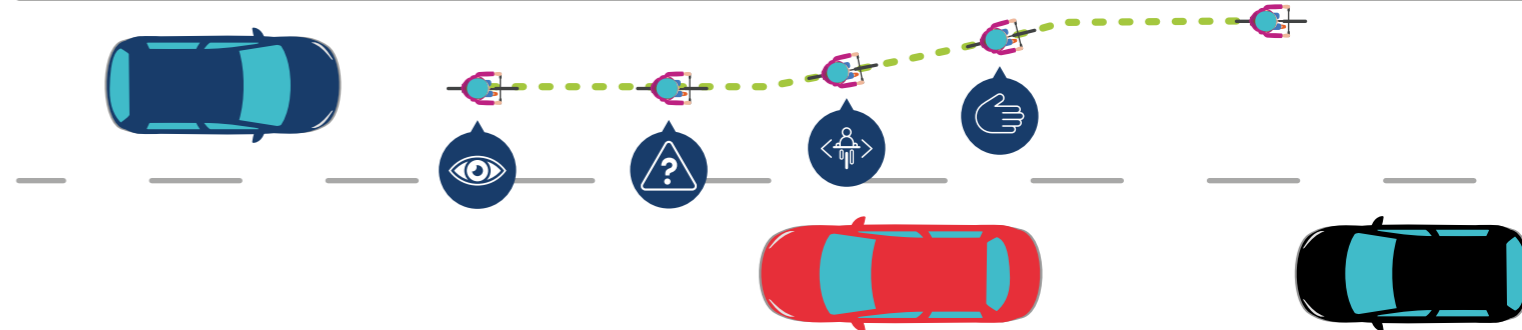
“ Check back, check front, check back, check front. If it's clear U-turn, if it's not U-stop. ”

Progression: When riders can consistently complete U-turns, you can use them to create circuits and maximise ride time.

If it's safe, U-Turn








If it's not, U-Stop



Activity 5: Passing stationary vehicles

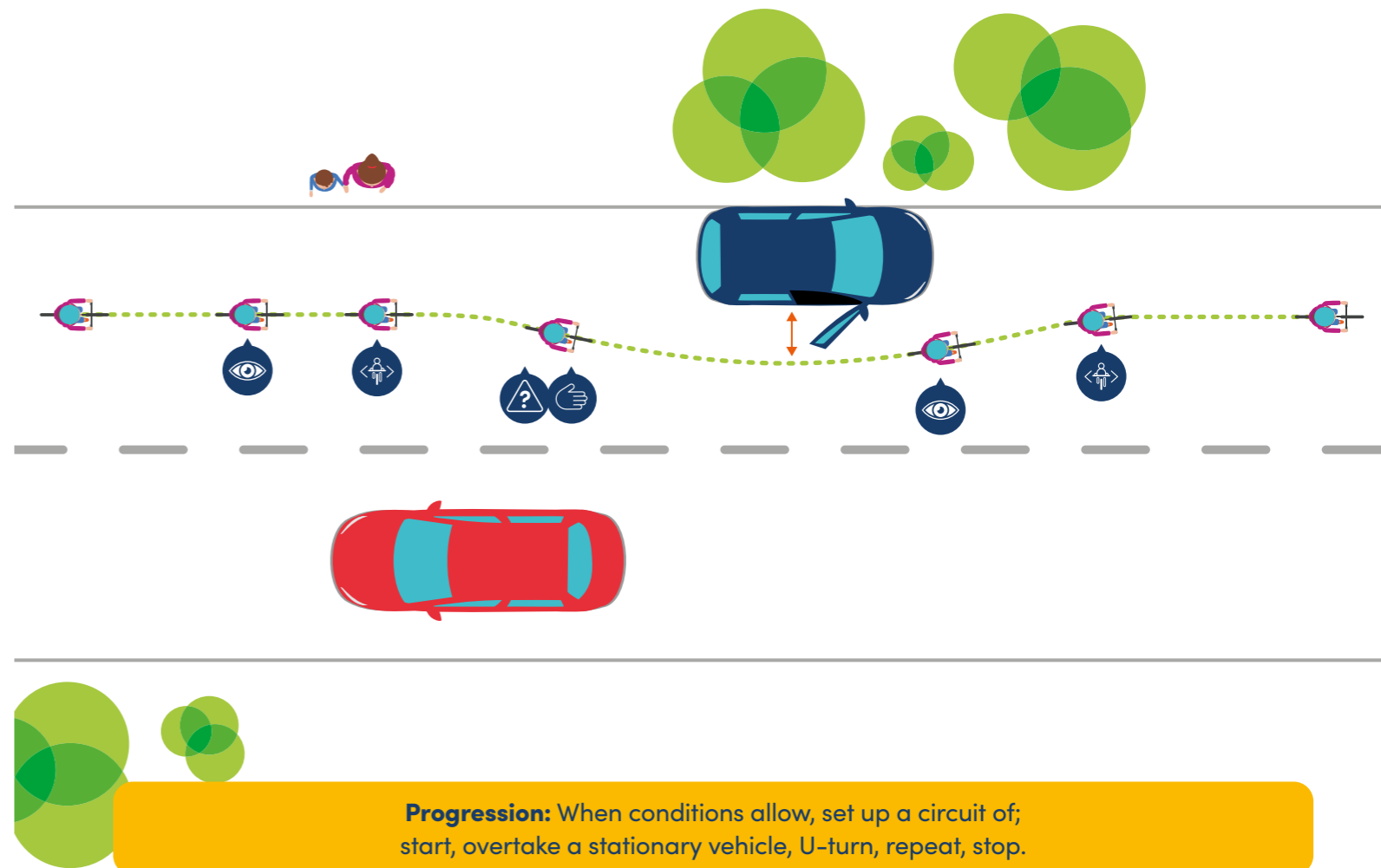
Core functions

-  **Observe:** Check ahead and behind on approach to the stationary vehicle.
-  **Position:** Decide if, and when, you need to move into an assertive position. Leave at least a door's-length from the vehicle. If the road is narrow this may require crossing to the other lane.
-  **Priorities:** Vehicles travelling in the opposite direction have priority (unless they are also overtaking). Pause and wait behind the stationary vehicle if there is not space to pass.
-  **Signal:** Make eye contact with other road users (especially drivers approaching in the other direction).
-  **Observe:** Look inside the vehicle and behind you before returning to your riding position.

Questions to test learning:

- What hazards are associated with parked cars?
- How do you know if a stationary vehicle may be about to move?
- Why do you need to check behind after you pass the last vehicle?
- Where do you think you should wait if there is oncoming traffic?
- Why are parked cars in and around cycle lanes hazards?
- If there are vehicles coming in the opposite direction, who has priority?

“Remember: car door and a little bit more.”



Progression: When conditions allow, set up a circuit of; start, overtake a stationary vehicle, U-turn, repeat, stop.

Negotiating junctions using systematic routines

Riders **must** understand road use priorities at T-junctions and the difference between minor and major roads.

Riders **should** be encouraged to understand and attempt discretionary signalling during training. If in doubt, riders should signal.

Wherever possible use circuits to increase ride time and interaction with other traffic (vehicles and cycles).

Systematic routines

Once riders start negotiating junctions, they should begin to demonstrate systematic routines. These underpin safe and responsible cycling during Level 2 training.

When reviewing your riders' progress, consider whether they can do the following:

- | | |
|---|--|
| 1 Plan well in advance - anticipate and respond to what is going on around them. | 3 Look behind before communicating intentions and change riding position. |
| 2 Select the most suitable riding position for different parts of their journey. | 4 Know when to give way to others or to take priority. |

Throughout your Bikeability Scotland sessions, you need to observe that

Riders can:



- **Decide their direction of travel before arriving at junctions.**
- **Apply a systematic routine when negotiating junctions.**
- **Pass and turn left and right into and out of side roads.**
- **Go left, right and straight ahead at crossroads and roundabouts (if present).**
- **Emerge into the stream of traffic when exiting junctions.**

Riders understand:



- **How to negotiate junctions using a systematic routine.**
 - look behind for following vehicles.
 - communicate intentions to other road users ahead or behind if necessary.
 - choose a suitable riding position.
 - prioritise who goes first at the junction.
- **Where and when to look for hazards when negotiating road junctions.**
- **Where to position themselves to maximise visibility.**
- **Priorities and rules that apply to junctions.**
- **How other road users negotiate junctions that may affect them.**
- **What to do if they are not confident negotiating a junction.**

Activity 6: Passing a side road

Core functions



Observe: Check ahead and behind on approach to the side road.



Position: Decide if you need to move into a more assertive and visible position when approaching the side road. If you need to alter position carry out a final look.



Signal (communicate): Look into the side road, and attempt eye contact with any road users.



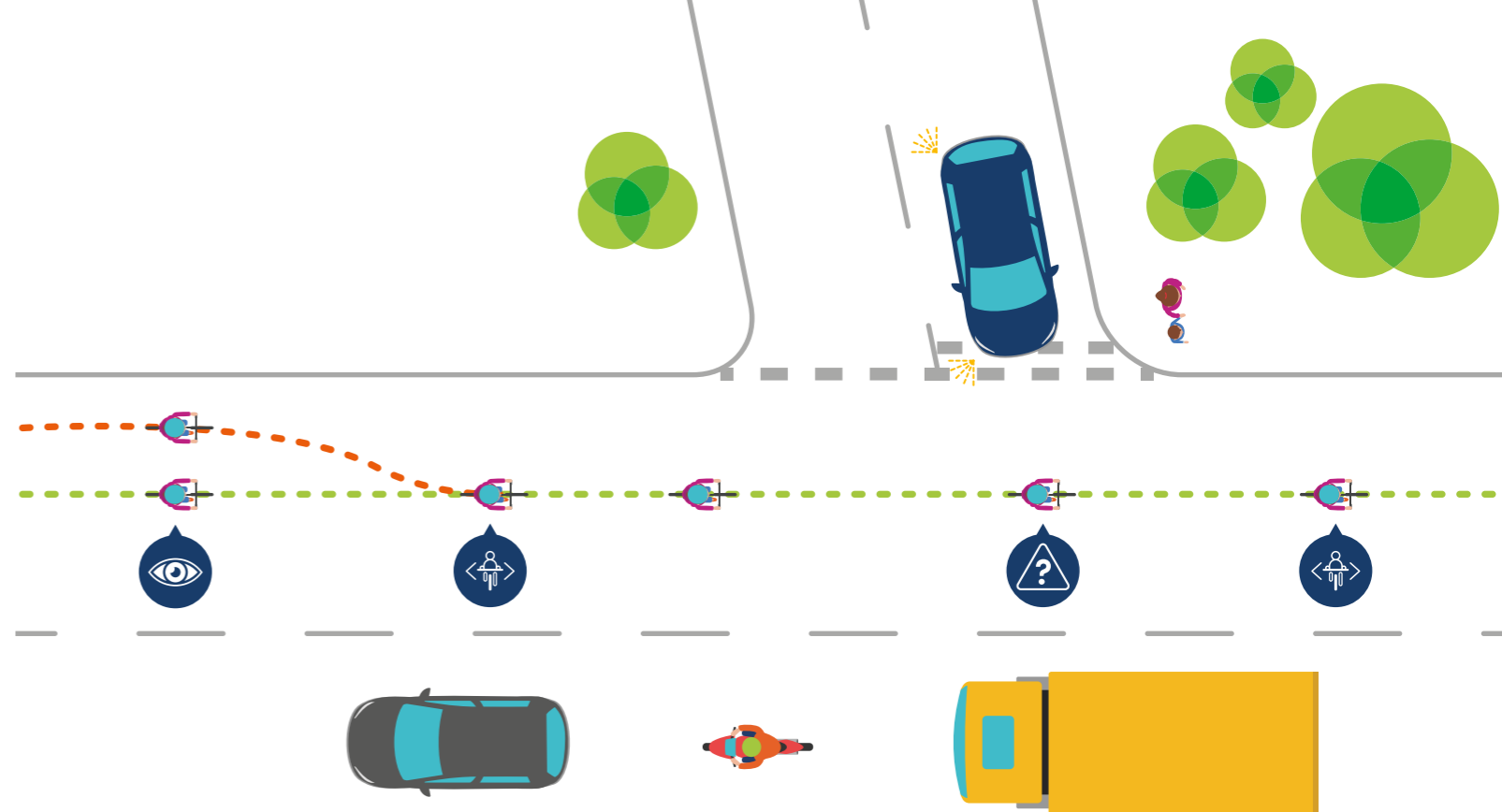
Priorities: Vehicles entering or exiting the side road should give way. Maintain your speed as slowing down could create confusion.



Position: You may need to return to your original position once you have passed the side road.

Questions to test learning:







- What hazards can you identify that are associated with passing a side road?
- Who goes first and why?
- Where in the road should you ride past a side road and why?
- Why do you need to move into a more assertive and visible position?
- Why is eye contact important?
- There may also be side roads that you pass on the other side of the road. What hazards are associated with these?
- What do the road markings mean?



Progression: If conditions allow, set up a circuit for example; start, passing a side road, U-turn, passing a stationary vehicle, U-turn.

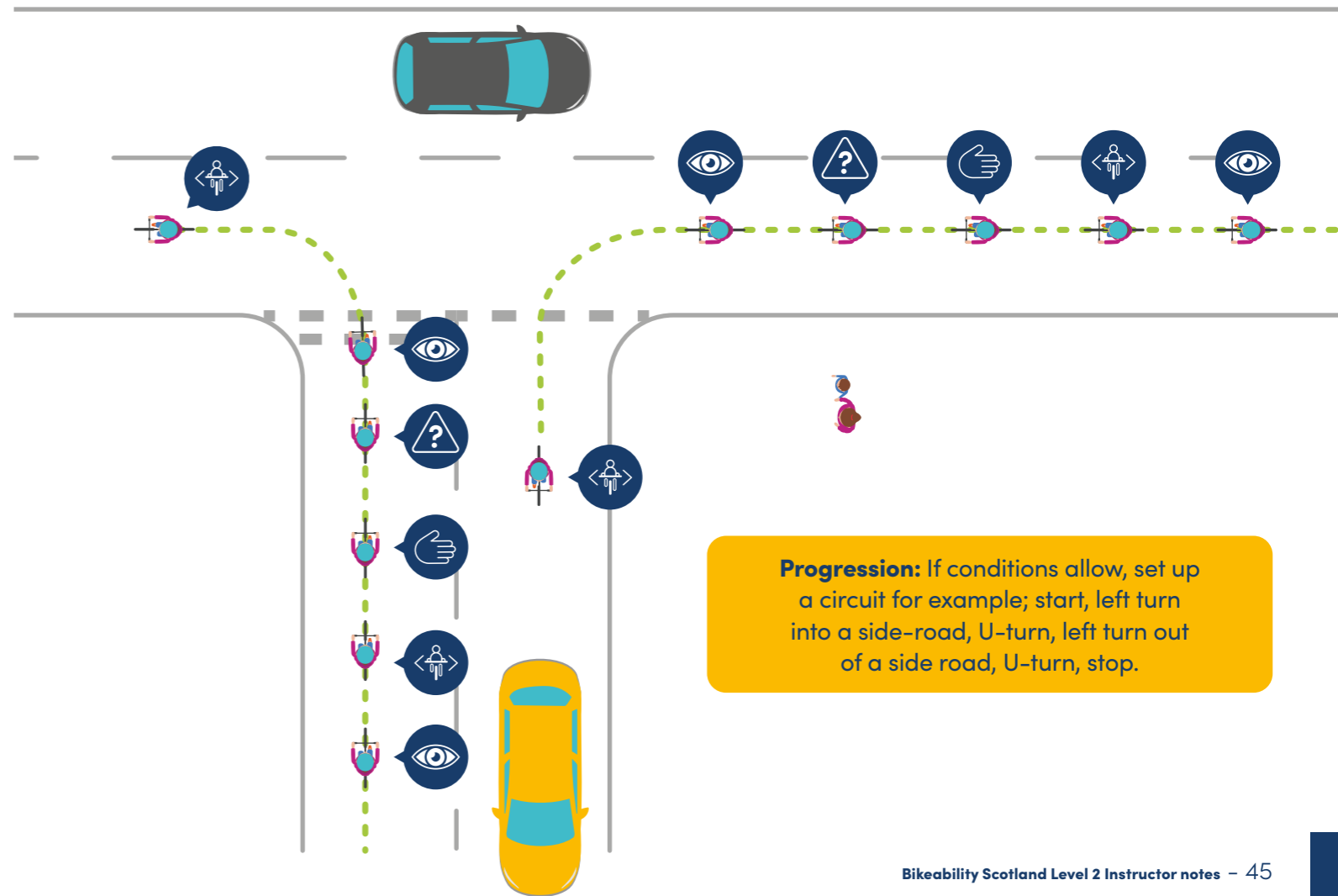
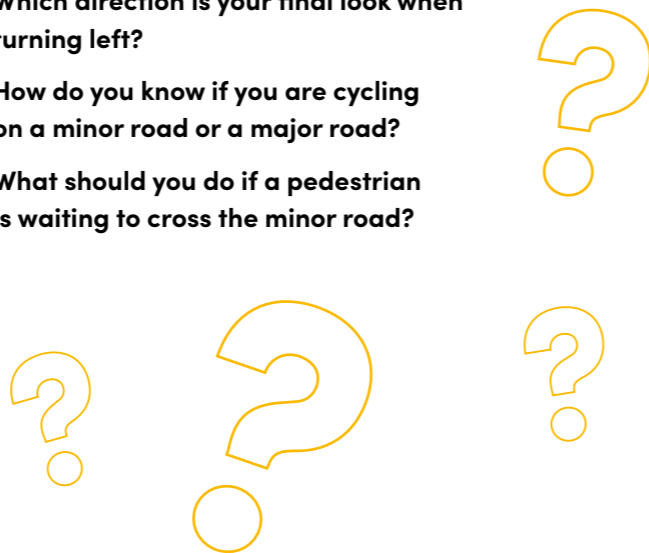
Activity 7: Turning left into and out of a side road

Core functions

-  **Observe:** Check ahead and behind on approach to the junction.
-  **Position:** On approach to the junction check ahead and decide if you need to move into a more visible position.
-  **Signal:** Communicate your intention to turn (if necessary).
-  **Priority:** Pedestrians waiting to cross the side road have priority.
When turning left out of a side road, prepare to stop and give way to vehicles on your right.
-  **Observe:** Check for any traffic approaching from the right, and that the left turn is clear of hazards. If it is clear you can proceed (if you stop you may need to signal again.)
Before turning complete a final look – typically over your left shoulder when turning left.
-  **Position:** Maintain your position through the junction.







Questions to test learning:

- Which road position gives you the best visibility when turning left into a side road?
- Which road position gives you the best visibility when turning left out of a side road?
- Which direction is your final look when turning left?
- How do you know if you are cycling on a minor road or a major road?
- What should you do if a pedestrian is waiting to cross the minor road?



Activity 8: Turning right out of and into a side road

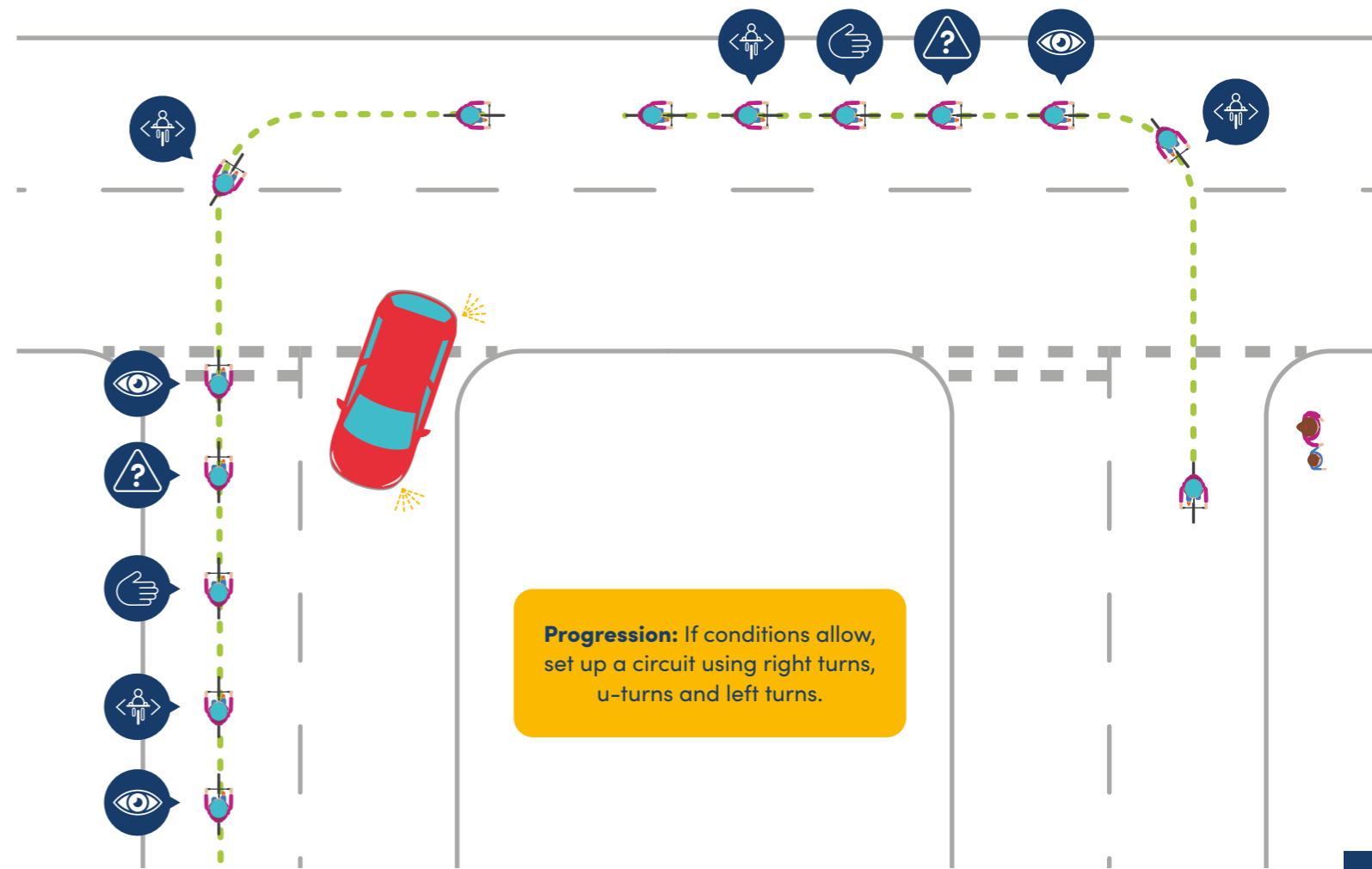
Core functions

-  **Observe:** Check ahead and behind on approach to the junction.
 -  **Position:** Decide if you need to move into a more visible position.
 -  **Signal:** Communicate your intention to turn (if necessary).
 -  **Priority:** Pedestrians waiting to cross the side road have priority. Check for other vehicles who may move into your path. Adjust your speed and approach with care.
 -  **Observe:** Check for any traffic approaching from all directions, and that the right turn is clear of hazards. If it is clear you can proceed onto, or across, the major road.
- Before turning complete a final look – typically over your right shoulder when turning right.
-  **Position:** If you have to stop before turning into a side road, wait in a primary position until the road is clear, repeating observations and signals where necessary.
- Maintain your position through the junction.

Questions to test learning:

- Which direction is your final check when turning right?
- Which road position gives you the best visibility when turning right out of a side road?
- Where do you wait on the major road to turn right if there is oncoming traffic?
- Where do you wait on the minor road if there is traffic?
- What can you do if someone who has priority gives way to you?

“ If the road is busy, it may be more comfortable to dismount and walk your bike across the junction. ”



Activity 9: Crossroads

Activity 9a: Turning left and right at crossroads

The riding strategies that have been practised in Activities 7 and 8 apply to turning left and right at crossroads.

In addition, you must observe riders making good observations of vehicles approaching from the road ahead.

Activity 9b: Continuing straight across a major road at crossroads

Core functions



Observe: Check ahead and behind on approach to the junction.



Position: On approach to the junction check ahead and decide if you need to move into a more visible position.



Signal: Your road position communicates your intention to go straight on (no signal is required). Attempt eye contact with any drivers waiting on the other side of the crossroads.



Priority: Pedestrians waiting to cross the side road have priority. Check for other vehicles who may move into your path.



Observe: Check for oncoming traffic in all directions, and that the road ahead is clear of hazards. If it is clear proceed across the crossroad. If not, wait.

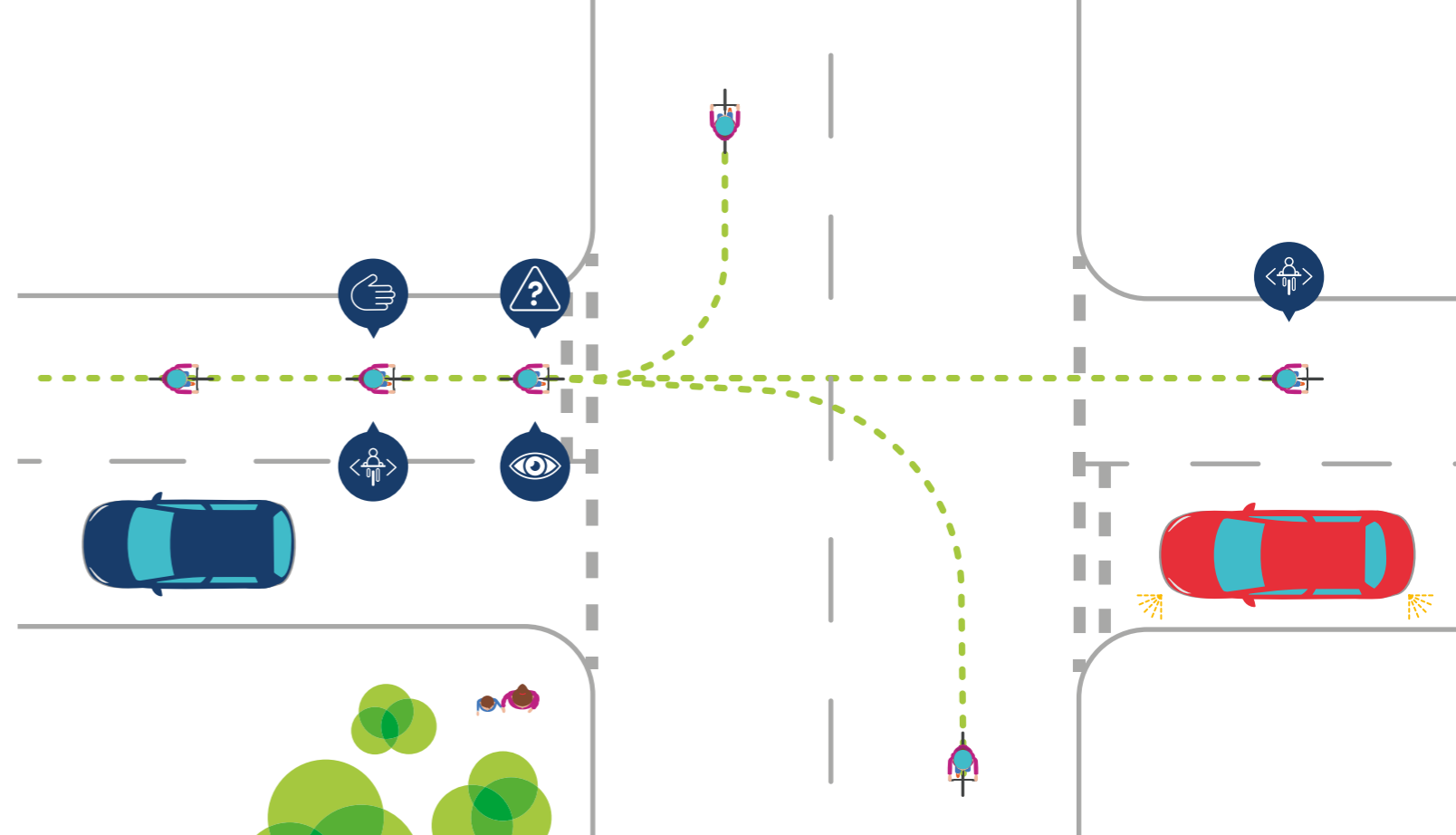
Before proceeding complete a final look – typically over your right shoulder when going straight.



Position: Maintain your position across the crossroad.

Questions to test learning:

- Who has priority when travelling straight on at a crossroad from a minor road to a minor road?
- If the junction has give way markings, do you have to stop?
- If there is a stop sign on the minor road, what must you do?



Progression: If conditions allow, set up a circuit for example; combine crossroads with start and stop, U-turns, right or left turns and return to your start point.

Activity 10: Roundabouts

Activity 10a: Single-lane roundabouts

Core functions



Observe: Check for any traffic approaching from all directions.



Position: Decide if you need to move into a more visible position.



Signal: Depending on which exit you plan to take, you may need to signal left or right to vehicles behind you. Make eye contact with drivers waiting to enter the roundabout from other roads.



Priority: Vehicles on the roundabout on your right or joining the roundabout from your right have priority.



Observe: At the entrance to the roundabout check for traffic coming from the right. If it is clear you can proceed onto the roundabout. If not, wait. Before proceeding complete a final look.



Position: Maintain your position around the roundabout.

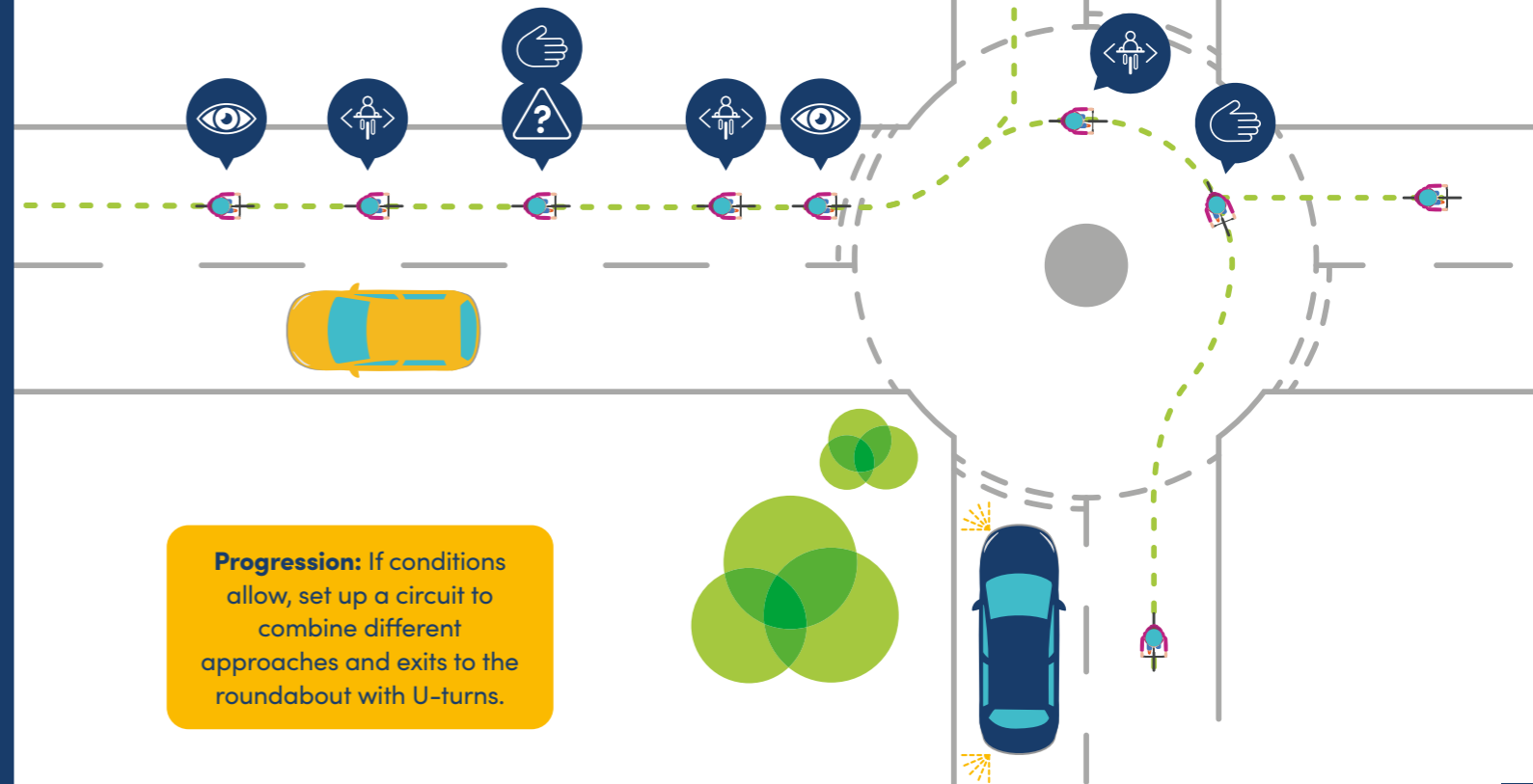


Signal: Once past the exit before the one to take, signal left and make a final look over your left shoulder.

Attempt eye contact if you don't have space to signal.

Questions to test learning:

- Who goes first at the roundabout?
- When do you signal your intention to leave the roundabout?
- Over which shoulder do you complete your final check when exiting the roundabout?
- Can you explain how a roundabout works?
- If you are proceeding straight ahead at a roundabout, do you need to signal on approach?



Activity 10: Roundabouts

Activity 10b: Mini-roundabouts



Observe: Other traffic may go across the top of a mini roundabout, so riders must make sure they make good observations.



Position: Riders must be in an assertive position when entering, whilst on and exiting the roundabout.



Priorities: Vehicles already entering the roundabout have priority.

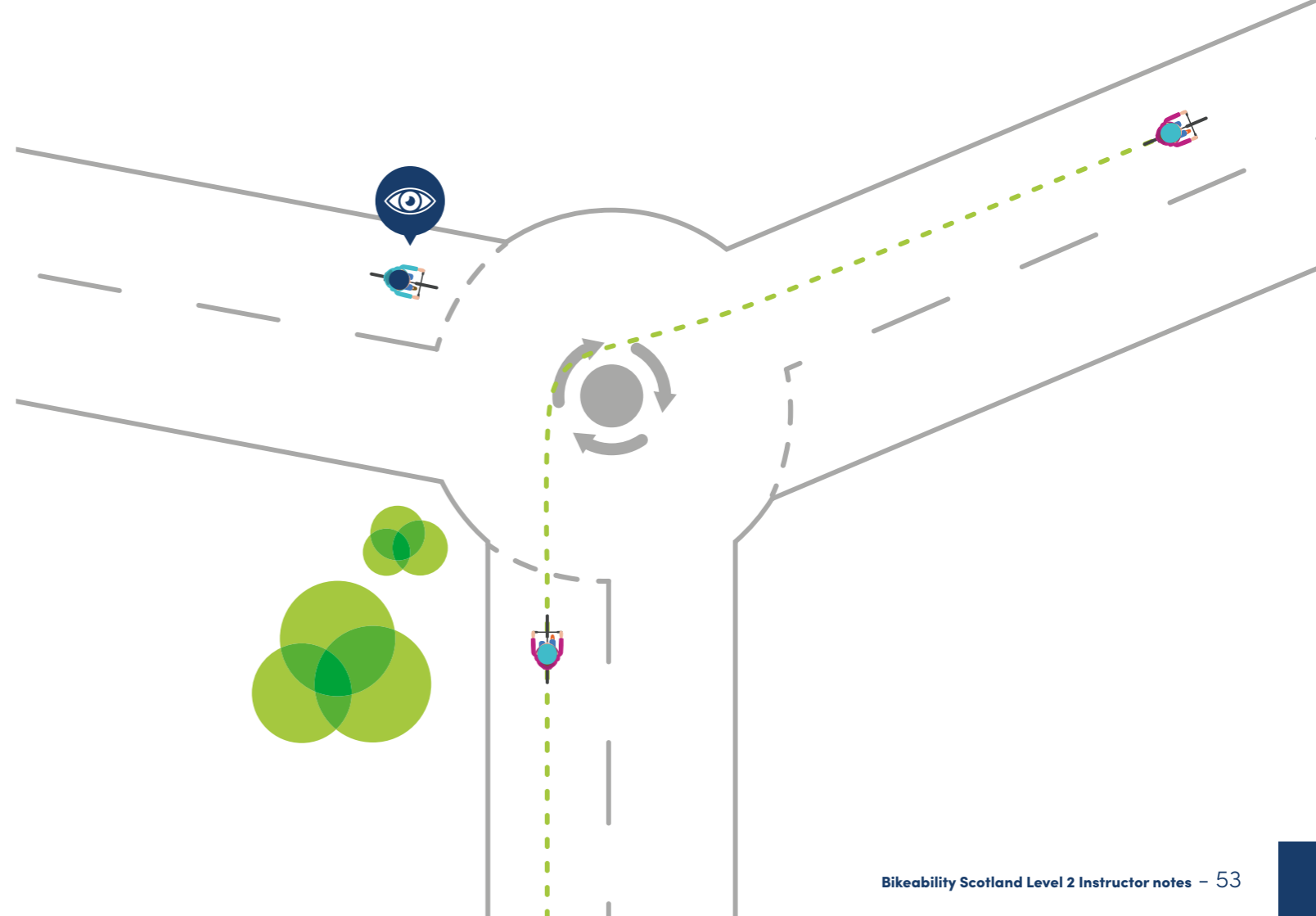
As mini-roundabouts are often used in place of T-junctions, give way to pedestrians already crossing at the roundabout.



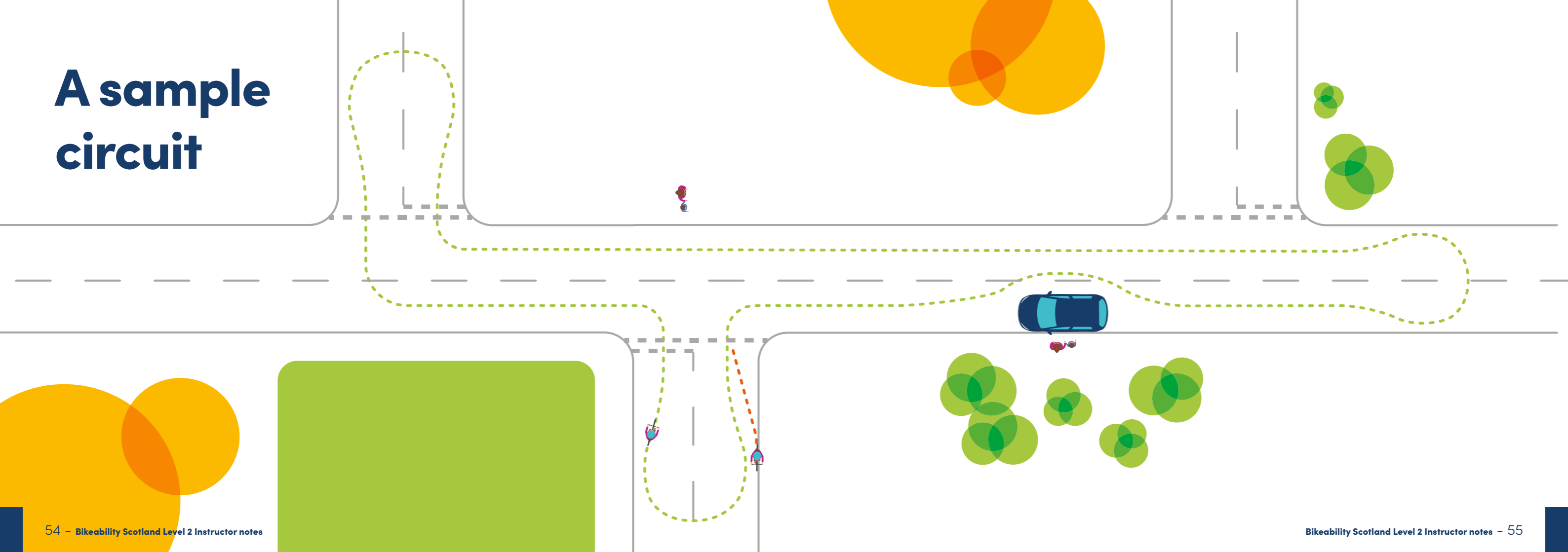
Signal: A rider may not have enough space to turn and signal at the same time.

If there is no time to signal, the rider should attempt to make eye contact with any drivers. It is important that they retain control of their bike.

“ Mini roundabouts are often found in quiet areas where the speed limit is no more than 30mph. They should be treated the same as single lane roundabouts. ”



A sample circuit



Cycling Scotland



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