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Bikeability Scotland level 2 is the central level of the Bikeability Scotland program and follows on from the basic skills introduced in level 1, to cover on road skills for competent and safe cycling.

It teaches children how to ride a bike safely on the road and navigate basic junctions. It is intended to be delivered to Primary 6 children and should be delivered on-road in a risk assessed location, usually a quiet residential area. Page 5 details the learning outcomes of the programme and how these should be assessed.

As a trainer, you will be expected to carry out training activities based on these guidelines and using these resources. The Cycle Training Assistant course has been developed by Cycling Scotland to support and upskill the trainers through a standardised and certificated qualification – ask your local authority Bikeability Scotland coordinator for more information on this free training.

Responsibilities may vary from school to school or between local authority areas. Your school or Local Authority will discuss your roles and responsibilities with you. For example, cycle training may be carried out off-road, on-road or in a combination of environments. Risk assessment must be carried out on any roads to be used in on-road training, and a route, or routes, mapped out. Make sure that you know the locations to be used for training, either on- or off-road. Confirm that these areas have been risk assessed and any risk management measures put in place.

Your local Bikeability Scotland coordinator, usually within the local authority, can advise you how the trainee cyclists are to be assessed.

Bikeability Scotland is a multi level programme designed to give the next generation the skills and confidence to ride their bikes on today’s roads. It is intended as a fundamental introduction, a starting point for lifelong development and consolidation of skills necessary for good cycling practice.

Activities cover The Highway Code but also set out a foundation for the development of a set of skills based on a problem-solving approach to cycling, where students develop the knowledge, skills and understanding to make informed decisions as road users.
The role of the trainer is complementary to that of trainees and parents. In many settings, school teachers are also directly involved in the training. The following table sets out broad responsibilities:

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>TRAINER/TEACHER</th>
<th>TRAINEE</th>
<th>PARENT/CARER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCLE MAINTENANCE</td>
<td>Perform basic initial “roadworthiness” check</td>
<td>Monitor cycle condition. Repair or arrange cycle</td>
<td>Repair or arrange cycle repairs as required</td>
</tr>
<tr>
<td>DISCIPLINE GUIDELINES</td>
<td>Establish acceptable behaviour</td>
<td>Follow acceptable behaviour guidelines</td>
<td>Reinforce acceptable behaviour rules</td>
</tr>
<tr>
<td>PRACTICAL CYCLING ACTIVITIES</td>
<td>Carry out instruction</td>
<td>Practise and carry out manoeuvres and control exercises correctly</td>
<td>Read cycling materials. Support/encourage safe cycling</td>
</tr>
<tr>
<td>THEORETICAL WORK</td>
<td>Ensure supporting classroom activities are covered. See Teacher’s Guide for theory and practical support activities</td>
<td>Link theory and practice both at home and at school</td>
<td>Assist with homework</td>
</tr>
<tr>
<td>PROTECTIVE CLOTHING</td>
<td>Outline both advantages and disadvantages of helmets and fluorescent/reflective clothing and encourage informed decisions. Enforce any school rules in this area.</td>
<td>Adhere to guidelines/rules on helmet wearing and hi-viz clothing</td>
<td>Support school rules regarding the wearing of helmets and hi-viz clothing</td>
</tr>
</tbody>
</table>

The role of the local Bikeability Scotland coordinator will vary from authority to authority. However, they can provide invaluable support and information on cycle training, and other road safety matters.

In some schools, teachers may take responsibility for carrying out classroom work to link with practical cycling activity. It is important that you know what is being covered in class and what you will be expected to cover. You should also know whether the school has expectations about the wearing of helmets and hi-viz clothing. Cyclists who bring helmets to school must wear them during training.

The following pages set out a suggested training programme. These link with the cycle training resources available on Cycling Scotland’s website [www.Cyclingscotland.org](http://www.Cyclingscotland.org), the Teacher’s Guide and the Cyclist’s Guide.
Course Duration

The Royal Society for the Prevention of Accidents (RoSPA) has identified that the most effective cycle training courses are extended courses spread over several weeks. For the purposes of Bikeability Scotland Level 2 it is recommended that a course lasting between seven and 10 hours could provide the basis for beneficial training. The training course should include an element of theory and knowledge of the Highway Code as it affects cyclists. This is supported by the resources mentioned on the previous page.

Supervision Ratios

RoSPA recommend a ratio of 1:8 for on-road training to maximise learning with a minimum of two trainers present at all times to provide an adequate level of supervision. Trainers may exercise their own discretion depending on the group, as the level of supervision will vary depending on developmental stage and the learning outcomes to be achieved. Trainers should be aware of and adhere to local guidelines, on which your (school/local authority) can advise. Whilst all training should be delivered by suitably qualified Cycle Training Assistants, larger groups can be made up by additional adults to observe and supervise. For example teachers, learning assistants and volunteers who should be trained to the level required by the local Bikeability centre.

On-road Training

Deciding when to move your training on to the road will depend on a number of factors, e.g. how many cyclists and trainers you have; how much time you have. Most trainers will generally move on-road around session 3.

Assessment

The competency marking sheet shows the learning outcomes for Bikeability Scotland level 2, which are closely aligned to the national standards for Cycle Training. Centres will be provided with these sheets for each candidate, although their use is optional and there is no requirement to issue a copy to candidates. The candidate certificate also details these outcomes, and assessors are asked to use this to record any comments they have.

While some of these learning outcomes can be assessed within specific sessions, some such as road positioning should be embedded throughout the course and assessed as such. Please note that there are some outcomes which are optional. Your local Bikeability Scotland delivery centre will decide whether to deliver these, and will clarify local policy on using the competency marking sheet.

Candidates should be assessed using the traffic light layout on the marking sheet and certificate, where the three levels correspond to the descriptors used throughout the Curriculum for Excellence as follows:

Red – (Developing) The candidate has started to engage in the work of the new level; and is beginning to make progress in the outcome across the breadth of learning described.

Amber – (Consolidating) The candidate has achieved a breadth of learning across the outcome for the level and can apply the learning in familiar situations, is beginning to undertake more challenging learning and to apply learning in unfamiliar contexts.

Green – (Secure) The candidate has achieved a breadth of learning across the outcome, has responded consistently well to the level of challenge and is able to apply the learning in new and unfamiliar situations.

Trainers should refer to the training notes at the bottom of each page for more information on exactly what to look for from candidates, and in each manoeuvre should refer to the assessment criteria set out on the competency marking sheet.

In general trainers should look to three main areas in assessing competence:

- Observation
- Signalling
- Road Positioning
This form can be used to record assessment of candidate performance. The headline learning outcomes correspond to those on the candidate certificate. Please note that whilst some should be assessed during specific individual sessions, many should be embedded throughout the sessions and assessed as such.

The three levels correspond to the descriptors used throughout Curriculum for Excellence as follows:

**Red – (Developing)** The candidate has started to engage in the work of the new level and is beginning to make progress in the outcome across the breadth of learning described.

**Amber – (Consolidating)** The candidate has achieved a breadth of learning across the outcome for the level and can apply this in familiar situations, is beginning to undertake more challenging learning and is able to apply the learning in unfamiliar contexts.

**Green – (Secure)** The candidate has achieved a breadth of learning across the outcome, has responded consistently well to the level of challenge and is able to apply the learning in new and unfamiliar situations.

<table>
<thead>
<tr>
<th>All Level 1 manoeuvres</th>
<th>All Level 1 manoeuvres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount / Dismount</td>
<td>Start and finish an on-road journey</td>
</tr>
<tr>
<td>Braking</td>
<td>Look behind</td>
</tr>
<tr>
<td>Slow speed control</td>
<td>Starting off safely</td>
</tr>
<tr>
<td>Pedalling</td>
<td>Observation</td>
</tr>
<tr>
<td>Cornering</td>
<td>Signalling</td>
</tr>
<tr>
<td>Balance and control</td>
<td>Balance and control</td>
</tr>
<tr>
<td>Changing gear</td>
<td>Effective braking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand where to ride on the roads they are using</th>
<th>Understand where to ride on the roads they are using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct use of primary and secondary road position</td>
<td>Demonstrate all signals</td>
</tr>
<tr>
<td>Show awareness of reasons for these positions</td>
<td>Use signals correctly</td>
</tr>
<tr>
<td>Demonstrate understanding of defensive cycling</td>
<td>Signals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Turn left/right into a minor road</th>
<th>Turn left/right into a minor road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td>Signalling</td>
<td>Signalling</td>
</tr>
<tr>
<td>Road position</td>
<td>Road position</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Turn left/right into a major road</th>
<th>Turn left/right into a major road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td>Signalling</td>
<td>Signalling</td>
</tr>
<tr>
<td>Road position</td>
<td>Road position</td>
</tr>
</tbody>
</table>
Be able to take the correct carriageway lane when needed
(only when needed - training will seldom happen on roads with more than one carriageway)
Observation
Signalling
Road position

Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs and markings

Explain decisions made during riding and thereby demonstrate understanding of safe riding strategy

Decide where cycle lanes can help their journey and demonstrate correct use (if cycle lanes can be included)

Make a U-turn
Observation
Signalling
Road position

Demonstrate understanding of safety equipment and clothing

Optional outcomes

Use a mini roundabout
Observation
Signalling
Road position

Go straight from minor road to minor road at a crossroads
Observation
Signalling
Road position

Use a single lane roundabout
Observation
Signalling
Road position

Instructor’s comments

Instructor’s Name

Instructor’s Signature
Dear Parent/Carer

Your child has completed a course of instruction under level 2 of Bikeability Scotland and his/her performance is recorded in this certificate. It is important that both you and your child recognise that the instruction took place under close supervision on relatively quiet roads. Therefore, this certificate should not be seen as a licence to cycle unsupervised on busy roads.

Learning safe cycling skills is an ongoing process, so it is important for you to make sure that your child keeps using the skills learned during training. Some notes may have been made on this certificate about certain aspects of cycling that your child needs to practise more. It is very important that your child is given as much help as possible to continue improving the skills taught on the course, especially those commented on.

There are some useful websites in the Cyclist’s Guide and in the Parent’s Guide you should have received when your child registered on the course. Your local Cycle Trainer will also be able to provide you with further information on cycle safety and improving cycling abilities.

**Assessment of performance**

- **Secure** - Well done! You have shown a high level of understanding of this learning outcome. Keep up this standard, keep safe, and keep cycling!

- **Consolidating** - You have progressed well and met this learning outcome with some mistakes. With adult help, you should read the comments and try to improve on the areas noted.

- **Developing** - You have shown some progress but have not yet achieved this learning outcome. With adult help, you need further training in the areas noted, paying attention to the comments.

This is to certify that has completed Bikeability Scotland Level 2

Assessor

Chief Executive Cycling Scotland

Date
**Learning Outcome**

All level 1 manoeuvres

- Start and finish an on-road journey
- Be aware of everything including what is behind whilst riding
- Understand how and when to signal their intentions to other road users
- Understand where to ride on the roads they are using
- Pass parked or slower moving vehicles
- Pass side roads
- Turn left/right into a minor road
- Turn left/right into a major road
- Make a U-turn
- Decide where cycle lanes can help their journey and demonstrate correct use (if cycle lanes can be included)
- Be able to take corrective carriageway lane when needed
- Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs and markings
- Demonstrate an understanding of safe riding strategies
- Explain decisions made during riding and therapy
- Demonstrate understanding of key safety equipment and clothing
- Understand how and when to signal their intentions to other road users

**Extra Outcomes**

- Be aware of everything including what is behind whilst riding
- Understand how and when to signal their intentions to other road users
- Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs and markings
- Demonstrate understanding of safety equipment and clothing
- Understand how and when to signal their intentions to other road users

**Assessor's Comments**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Extra Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessor’s Name**

**Assessor’s Signature**

**Clothing**

- Demonstrate understanding of safety equipment and clothing
- Understand how and when to signal their intentions to other road users
- Demonstrate an understanding of key safety equipment and clothing

**Assessor’s Comments**

- Be aware of everything including what is behind whilst riding
- Understand how and when to signal their intentions to other road users
- Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs and markings
- Demonstrate understanding of safety equipment and clothing
- Understand how and when to signal their intentions to other road users

**Extra Outcomes**

- Be aware of everything including what is behind whilst riding
- Understand how and when to signal their intentions to other road users
- Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs and markings
- Demonstrate understanding of key safety equipment and clothing
Initial contact with/recruitment by schools.

Attend the Cycle Training Assistant course and familiarise with resources. Contact the school or local Bikeability Scotland coordinator.


Introduction to Bikeability Scotland. Establish rules and carry out basic cycle checks. Cover expected behaviours, helmet wearing and appropriate clothing.

Develop your delivery of other sessions through discussion with teachers and planned use of materials. These points may help:
› Work in groups
› Keep children as interested and active as possible
› Look for opportunities to involve children in discussion about all elements of the sessions in order to encourage making informed decisions.
› Link practical and theoretical work
## Table 1: Suggested lesson structure

<table>
<thead>
<tr>
<th>LESSON</th>
<th>SESSION</th>
<th>SUPPORT MATERIALS AND ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>1</td>
<td>Repeat throughout course</td>
</tr>
<tr>
<td>✗ Trainees’ responsibilities ✗ Review of level 1 outcomes ✗ Observation &amp; defensive cycling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>2</td>
<td>Repeat throughout course</td>
</tr>
<tr>
<td>✗ Starting off and stopping ✗ Road priorities &amp; position ✗ U-turn (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>✗ Left turn (Uncontrolled Junction) ✗ Left turn (Controlled Junction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>✗ Overtaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>5</td>
<td>Repeat in 6-7</td>
</tr>
<tr>
<td>✗ Right turn (Controlled Junction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>6</td>
<td>Repeat in 7-8</td>
</tr>
<tr>
<td>✗ Right turn (Uncontrolled Junction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons 7-8</td>
<td>7-8</td>
<td></td>
</tr>
<tr>
<td>✗ Revision – link manoeuvres together in continuity and introduce traffic conflict at junctions ✗ Role of the Road User ✗ U-Turn ✗ Optional outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Above are listed eight training sessions. You may wish to spend time between these, revising or assessing the trainee’s abilities. By introducing “conflict” situations involving other cyclists as road users, you can begin to assess the cyclist’s understanding of road priority. Your local Bikeability Scotland coordinator can give you more information on the optional outcomes.
Inexperienced cyclists often make the mistake of riding in the gutter because they feel that this is safer. It is of vital importance that students are taught about assertive road positioning, and are aware of their rights and responsibilities as road users.

When cycling, students should be encouraged to adopt the attitude that they are equal to other road users and share the same rights.

Students should be taught to ride in one of two standard positions in the road, according to circumstances.

**Primary Position**

The primary position is in the centre of the moving traffic lane. Here the cyclist is most visible to following drivers and those who might cross their path, and has the best visibility of side roads and other road features.

The primary position is especially useful at junctions, on narrow roads when there isn’t enough room for those behind to overtake, and in busy, slow moving traffic.

It offers:
- space around to react
- high visibility to other road users
- the smoothest road surface

**Secondary Position**

Sometimes the primary position can be inconvenient for other drivers and as long as personal safety is not affected, cyclists can adopt the secondary position, which should be to the left of moving traffic but at least 50cm from the kerb. This allows them to avoid the drains, puddles and rubbish that may be there. Riding too close to the edge can also make the cyclist more difficult to see and be seen.

Trainers should introduce these road positions early on in the sessions, and reinforce this throughout the programme.
A safe cycling strategy

Students should be taught that being aware of what is going on around them and that changing their behaviour accordingly is key to their safety. Whilst the manoeuvres and outcomes of the course are important, the ideas of defensive cycling such as observation and road position should permeate the course to allow children to make informed choices about their own safety.

Safe cycling means that a cyclist:
- looks behind and makes sure it’s safe before making a manoeuvre
- employs good observation skills
- takes up the correct position on the road
- is prepared to cope with what other road users might do
- is able to make good decisions based on what is observed.

It is vital that the cyclist can see what is going on around them - if the cyclist wears glasses or lenses to see things at a distance, they must wear them when cycling.

As well as looking properly, it is also important to:
- understand what you see
- make the right decision about what you’re going to do
- remember that a quick glance may not be enough to digest information about approaching danger
- remember that pedestrians and drivers sometimes misjudge the speed of cyclists and step out or pull out too soon
- remember that drivers might not see a cyclist. They may open car doors or pull out in the cyclist’s way

Signalling

Cyclists should be able to demonstrate all the signals and be aware of when and how to signal. Signals are used to communicate with others in a standard way, so that they are aware of what the cyclist intends to do. They are an indication to others of what the cyclist plans to do, not an instruction, and the cyclist should be sure that a movement is safe to make before carrying it out. For this reason a signal should always be preceded by looking around, particularly behind.

There are two kinds of signals applicable to cyclists:

Safety Signals

Safety signals should always be made and are used when the cyclist will cross the path of other road users and are thus vulnerable to any misunderstanding. If the cyclist cannot give a safety signal because it will affect control of the bike, they should delay the manoeuvre.

Courtesy Signals

Sometimes signals can impair rather than enhance safety, for example when turning left some drivers, themselves turning left, will attempt to overtake at the junction and cut across the cyclist’s path. Cyclists should be instructed to use their discretion, be courteous to others and signal if they can, but not if it compromises their own safety.

Note that the difference between safety and courtesy signals is not mentioned in the Cyclist’s Guide to avoid confusion, but it can be useful for the trainer to explain this depending on the group’s level of understanding.

It can be very useful for cyclists to make eye contact with drivers behind when signalling, this can make people act much more considerately.
On approaching a junction, cyclists must be fully aware of what is happening around them. They must also be aware of what other road users might do, and be prepared to act accordingly. Cyclists must make a clear decision based on what they observe, plan their manoeuvre in plenty of time and clearly signal their intention to other road users. All road users must know who has right of way at a junction. As a general rule, road users on the major road have priority (make their manoeuvre first) over those on the minor road. This is shown clearly in the diagram below:

1 This road user is turning left from major to minor and would manoeuvre first.

2 This road user is turning right from major to minor and would turn second.

3 This road user is turning from minor to major and would turn last.
Lesson 1

Preparing for the road

**TRAINEE’S RESPONSIBILITIES**
The first session should act as an introduction to the whole scheme. The trainer should set out the ground rules, covering:

**Clothing and helmet wearing**
The wearing of helmets by cyclists is not a legal requirement. Helmets may help reduce injury in the event of an accident, they will not however prevent an accident happening.

Children should be made aware that they should ride carefully and responsibly whether wearing a helmet or not.

A school or Local Authority may have a policy for trainee cyclists to wear helmets during cycle training, and trainers should be aware of the local policy and enforce this policy if required.

Cyclists should be encouraged to make themselves visible and to understand the differences between reflective and fluorescent. They should also be encouraged to wear appropriate clothing. Untied laces, baggy trousers and long skirts can get caught up in the chain or wheels.

Cyclists should also be encouraged to wear appropriate wet/cold weather clothing. Long hair should be tied back. Discourage the use of hoods (can impair vision) and headphones, such as with MP3 players (can impair hearing).

A session on clothing may be covered by teachers as part of an Environmental Studies lesson.

**Behaviour on the roads**
Trainees should understand the risks associated with on-road cycling and the necessity for them to do as trainers tell them. Trainees must be made aware that irresponsible behaviour will not be tolerated.
The scope of the cycle training programme

It should be emphasised that Bikeability Scotland is intended to be an introduction to safe and responsible cycling. It is not a one-off course that will equip them to be cyclists for life. Trainees’ responsibilities may be covered in formal sessions or as necessary at any time throughout the training. Trainers, Local Authority staff or teachers in the school may make this input.

It is important that trainees be given consistent messages on expected standards of behaviour, and that teachers, trainers and Local Authority staff agree on, and adhere to, these standards.

Support materials: Refer to and use the Teacher’s Guide and the section from the web based resource on clothing and helmet wearing. It is important for the trainer and any teacher(s) involved in the training programme to agree on how responsibilities will be allocated. Liaison between teachers and trainers is important to ensure cohesion and complete coverage in the course.

Schools might produce a handout outlining own code of behaviour expected of pupils when out on their bikes.

Bicycle check: It is the responsibility of the parents/carers to ensure that bikes are roadworthy. Trainers should carry out a check on all bikes being used for training. Any faults should be marked on the Bike Check page in the Cyclist’s Guide. A copy of the Bike Check can also be found later in this Guide. Repairing faults is not the responsibility of the trainers, however, the trainer can make minor adjustments (brakes, saddle height etc), if they feel comfortable to do so.

Bikes considered unroadworthy must not be used until they have been repaired.

Cyclists should be encouraged to check their bikes regularly.

Refer to page 08 of the Cyclist’s Guide which gives the following guidance to students regarding bike checks.
Before you go anywhere on your bike you should always check:

1. **Brakes:**
   Make sure brakes are working. Each brake should be able to stop the bike without the other brake being used.

2. **Tyres:**
   Check for damage to tyres. Check that the canvas is not showing through and that there are no bald patches or cracks. Make sure that the tyres are properly inflated – you will find the correct tyre pressure marked on the tyre.

3. **Chain:**
   If you don’t have gears, check that the chain isn’t too loose or too tight. There should be about 2 cm movement up and down. Is there dirt or rust in the chain? Clean the chain before oiling.

4. **Reflectors:**
   Is there a red reflector on the back of the bike? Is there a white reflector on the front? Are both clean? Is there anything hiding them from other road users?

5. **Lights:**
   You don’t need to have lights on your bike in good daylight. You must have a white light at the front and a red light at the back if cycling in poor weather or in the dark. Make sure that the lights work and that the batteries are ok.

6. **Saddle (seat):**
   Is the saddle loose? If it is, tighten it. Is the saddle the correct height? You should be able to touch the ground with both feet when you are sitting in the saddle. Do not raise the saddle above the safety mark on the seat post. If you need to raise the saddle above this level, it’s time to get a new bike.

7. **Handlebars:**
   The handlebars should be at a safe height, usually around the same level as the saddle. Make sure that the handlebars are not squint or wobbly, as this could make steering dangerous.

8. **Oil:**
   Oil all the moving parts of the bike, using a light oil made especially for bikes. Make sure that the oil does not spill onto the rim of the wheel, the brake blocks or tyres.

An adult should make any of the changes that are needed. If you need more help with any of these, then take your bike to a bike shop and ask someone there to check it.
Bike check

Use this diagram to check that your bike is safe before riding. Ask an adult to help if there are any problems with your bike. You don’t need to use the diagram every time, but it’s good to get into the habit of checking your bike often.

- **LIGHTS**
  - Loose
  - Missing
  - Dirty
  - Not Working

- **SEAT**
  - Raise
  - Lower
  - Straighten

- **FRONT BRAKES**
  - Not Working
  - Adjust
  - Adjust Levers

- **BACK BRAKES**
  - Not Working
  - Adjust
  - Adjust Levers

- **HANDLEBARS**
  - Loose
  - Not Straight
  - Steering Slack

- **REFLECTOR**
  - Loose
  - Missing
  - Dirty

- **FRONT TYRE**
  - Worn
  - Soft
  - Damaged
  - Bald

- **BACK TYRE**
  - Worn
  - Soft
  - Damaged
  - Bald

- **CHAIN**
  - Loose
  - Oil

- **PEDALS**
  - Loose
Also available in Gaelic

Also available in Gaelic

Cycling Scotland

Cycling Scotland
CONTROL

The first lesson should emphasise the importance of good bicycle control and observation skills. For students who have done Level 1 this will be a review which can include:

1. **Cycling along a line.** Looking behind over right shoulder with both hands on handlebars. Try looking behind, then looking forward, then signalling right and signalling left.

2. **Cycling as slowly as possible.** Ride as slowly as possible, pedalling and braking as necessary. In this exercise, cyclists must not pedal backwards, use their feet to brake nor freewheel. Pedal with the balls of the feet.

3. **Changing gear.** Ride over a distance in low gear. Now cover the same distance in a high gear. Which is easier?

4. **Riding through an obstacle course,** using brakes and pedals to control speed. As cyclists improve, move the obstacles closer to each other. It is important that the trainees keep working on their cycle control exercises throughout and beyond the duration of training. The cyclist should pedal with the balls of the feet during the training exercises and manoeuvres.

OBSERVATION

Good control is not enough to guarantee safety on the roads. Good observation is a vital skill for all road users. When practising the control exercises, cyclists should keep looking all around and be aware of any situation or potential situation which could affect them or others during the training sessions. If trainees take part in on-road training, they should look out for other road users such as pedestrians, drivers, cyclists and cats or dogs.

The cyclists could be introduced to the idea of safe or “defensive cycling”, which can be explained as the cyclist who:
- looks behind and makes sure it’s safe before making a manoeuvre
- has good observation skills
- takes up the correct position on the road
- is prepared to cope with what other road users might do
- is able to make good decisions based on what is observed.

See the previous section on road position, observation and defensive cycling for more information.
When cycling on the road cyclists should always set off from a position where they can see and be seen. Cyclists should be told never to get on their bikes on the pavement. They should push it to a safe place on the roadside and, when the road is clear, push the bike onto the road near the kerb. It is illegal to cycle on the pavement unless there is a sign saying you can.

**STARTING OFF**

The cyclist should get on the bike when it’s safe to do so. Place the left foot on the ground and raise the pedal. (This is called the 2 o’clock position.) Before moving off:

1. **Look**
   Check all around, looking back over the right shoulder, to see if it’s safe.

2. **Signal**
   If it’s safe to move off, signal with the right arm (arm stretched straight out from the shoulder with the palm facing forward and the fingers together).

3. **Two hands on the handlebars**

4. **Lifesaver**
   Final look back over the right shoulder, just to make sure it’s safe to go.

5. **Manoeuvre**
   Once it’s safe to go, look ahead and push on the raised pedal to make a smooth and controlled start.

**Training points**

Is the cyclist:
- cycling steadily or wobbling?
- remembering the lifesaver (final look behind)?
- demonstrating good all round observation before starting off?
- using the balls of the feet to pedal?
- remaining seated in the saddle?
STOPPING

There are two types of stop that can be made:

- A routine stop (when the cyclist plans to stop)
- An emergency stop

Whatever the reason for the stop, it should always be controlled.

When the cyclist plans to stop

1. **Look**
   Check all around, looking back over the right shoulder, to see if it’s safe. Is there anything travelling close behind? If it’s very close, let it pass.

2. **Signal**
   If it’s safe to stop, signal with the right arm (arm stretched straight out from the shoulder with the palm facing down and the fingers together. Move arm down and up three times).

3. **Two hands on the handlebars**
   Apply both brakes gently and increase pressure equally. If the front brake is applied too strongly, the cyclist could fly over the handlebars. If the brakes are pulled on too quickly, the cyclist could skid. Cyclists should not use their feet to try to stop.

4. **Lifesaver**
   Final look back over the right shoulder, just to make sure it’s safe.

5. **Manoeuvre**
   Once it’s safe to stop, bring the bike to a stop smoothly and safely. The cyclist must get off on the pavement or verge on the left-hand side.

**Training Note:** Students should know when and how to signal – This signal is to indicate to other road users that they intend to stop or slow down. It is not used often but has advantages in some situations and students should practise and be able to demonstrate. A left signal can be just as effective for stopping.

Emergency stop

There may be times when a cyclist has no time to plan a stop, for example when a pedestrian steps out or a car pulls out. In this case the cyclist will need to make an emergency stop. To do this:

**Brake** – Apply both brakes firmly but smoothly. As the brakes are applied, push body back by straightening arms. The cyclist should come to a complete stop.

**Restart** – Remember to repeat the starting procedure, checking carefully all around, before starting off again.

Defensive cycling

Remind the cyclist that they can shout or use a bell to warn pedestrians of their approach, avoiding the need for some emergency stops. They should however be prepared to slow down or stop.

**Training points**

Routine Stop:
- Is the cyclist checking all around?
- Is the cyclist giving a signal when necessary? (Introduce other cyclists as traffic so they must decide when a signal is appropriate.)
- Does the cyclist always remember to check for traffic and signal when necessary before restarting?

Emergency Stop:
- Is the cyclist aware of, and anticipating, possible hazards ahead?
- Is the cyclist using the brakes correctly?
- Is the cyclist stopping the bike without wobbling or skidding?
- Does the cyclist always remember to check for traffic and signal when necessary before restarting?
It is important to discuss and debrief road priorities and position with the cyclists as often as possible. Lessons 3–7 should be supported by work on road priorities and position in the Teacher’s Guide.

**LEFT TURN – UNCONTROLLED JUNCTION**

This is the sort of junction where no lights or signs control traffic flow. While a cyclist may have right of way because of their position on the road, some motorists may not give way.

**When making a left turn at this type of junction, the cyclist should:**

1. **Look**
   Check all around, looking back over the right shoulder to see if it’s safe.

2. **Signal**
   If it’s safe, give a clear left-turn signal (straight arm, fingers together, palm facing forward).

3. **Two hands on the handlebars**
   As the cyclist gets close to the junction, return left hand to the handlebars and use both hands to brake gently.

4. **Lifesaver**
   Final look back over the right shoulder, just to make sure it’s safe.

5. **Manoeuvre**
   If it’s safe, complete the manoeuvre.
LEFT TURN – CONTROLLED JUNCTION

Controlled junctions may be controlled by “Stop” signs, “Give Way” signs, traffic lights, police or traffic wardens. When approaching a controlled junction to turn left, the cyclist should:

1 Look
Check all around, looking back over the right shoulder to see if it’s safe.

2 Signal
If it’s safe, give a clear left-turn signal (straight arm, fingers together, palm facing forward).

3 Two hands on the handlebars
As the cyclist gets close to the junction, return left hand to the handlebars and use both hands to brake gently.

4 Lifesaver
Final look back over your right shoulder, just to make sure it’s safe. If the junction is not clear or the lights are red, the cyclist must stop. Keep left foot on the ground and the right pedal set at the 2 o’clock position.

5 Manoeuvre
Obey the traffic lights and road signs. If the cyclist has stopped, remind the cyclist to look all around and signal clearly before moving off safely.

Training points

* Does the cyclist check all around and look back over the right shoulder on the approach to the junction?
* Is a clear correct signal being given of the intention to turn left?
* Is braking being carried out smoothly, by using both hands?
* At a controlled junction, if the junction is not clear or the lights are at red:
  * Does the cyclist adopt the correct (2 o’clock) position while waiting to move off?
  * Does the cyclist take a final look around and give a clear signal of the intention to turn left?
  * If the junction is clear, does the cyclist return both hands to the handlebars and complete the manoeuvre correctly?
  * Is the cyclist looking out for pedestrians or other road users who may pose a hazard at the junction?
Lesson 4
Overtaking & passing side roads

Cyclists should be reminded that, before overtaking a stationary vehicle, they should be aware that the vehicle might start off or reverse without warning. A driver or passenger might suddenly open a door. A pedestrian might step out unexpectedly. Cyclists should look out for any signs of this. They should be encouraged to be aware of any movements, inside or beside the vehicle, which might affect their safety. They should also leave room on the approach and not get too close to the vehicle that will be overtaken.

When overtaking, a cyclist should:

1. **Look**
   Look behind and in front. Look through the windows of vehicles to see whether there is anyone inside.

2. **Signal**
   If it’s safe, signal clearly with the right arm before starting to move out (straight arm, fingers together, palm facing forward).

3. **Two hands on the handlebars**
   Make sure that both hands are on the handlebars, so that the brakes are covered before reaching the vehicle.

4. **Lifesaver**
   Final look back over the right shoulder, just to make sure it’s safe.

5. **Manoeuvre**
   The cyclist should move out gradually and leave a safe gap. If a cyclist has to make an emergency stop, remind them to apply both brakes firmly but smoothly and to move their body back by straightening arms. Return to the correct road position - after overtaking, move in to the correct road position for the circumstances, checking that it is safe. Do not cut in sharply.

Cyclists should be reminded to look out for oncoming traffic before moving into the opposite lane.

**Training points**
- The cyclist should be able to describe what to look for in a stationary vehicle that might indicate it is about to move off.
- Does the cyclist leave enough room on the approach before starting the manoeuvre?
- Does the cyclist signal before moving out?
- Does the cyclist carry out the lifesaver prior to moving out?
- Is the overtaking manoeuvre carried out smoothly?
  - Leaving enough space to clear doors that may be opened
  - Without the cyclist veering out
- Does the cyclist check over the left shoulder to make sure that the vehicle is not about to move off?
- Does the cyclist return to the correct road position smoothly and without cutting in?
**PASSING SIDE ROADS**

On passing a side road the cyclist must maintain the speed and position they have been using on the major road. They must look into the side road as they approach for any vehicles that may be about to turn out and pedestrians who may be about to cross the major road. They must also be looking out for oncoming vehicles that may turn right, across their path, into the minor road.

Cyclists should be reminded that when passing a pair of minor roads at a crossroads, they must also check for traffic emerging from the minor road on their right.

They must also be aware that drivers will be looking out for cars, rather than cyclists, and that by taking the primary position they make themselves much safer. This is a good opportunity to recap on road position through questioning and discussion.

When passing a side road, the cyclist should:

1. **Look**
   
   Look behind and in front, and into the side road.
   
   You should be protecting yourself by riding in the primary position if safe to do so. If not, check behind you, signal if required and take the position.

2. **Manoeuvre**
   
   If it is safe to do so, the cyclist should pass the road continuing to observe all around and maintaining the correct road position.

**Training points**

- Does the cyclist take the correct road position and demonstrate a clear understanding of its benefits?
- Does the cyclist look all around and into the side road?
Lesson 5

Right turn – controlled junction (minor to major)

When cycling in traffic, it can sometimes be difficult for cyclists to turn right. Trainee cyclists should be encouraged to consider that if the road is very busy or drivers do not give way to them, it may be better to pull in and dismount. In this case, they should signal to stop at the kerb, dismount at the kerb and push the bike across the road at a suitable point.

Controlled junctions may be controlled by “Stop” signs, “Give Way” signs, traffic lights, police or traffic wardens. When turning right at a controlled junction, the cyclist should:

1. **Look**
   Check all around, looking back over the right shoulder to make sure it’s safe.

2. **Signal**
   When it’s safe, give a clear right-turn signal. Move gradually into the centre of the road, still signalling. Keep left of the centre lane lines. Keep watching for traffic all around.

3. **Two hands on the handlebars**
   As the cyclist gets close to the junction, return right hand to the handlebars and use both hands to brake gently.

4. **Lifesaver**
   Final look back over the right shoulder, just to make sure it’s safe. If the junction is not clear or the lights are red, the cyclist must stop. Keep left foot on the ground and the right pedal set at the 2 o’clock position.

5. **Manoeuvre**
   Obey the traffic lights and road signs. If the cyclist has stopped, repeat the starting-off procedure again before moving off safely. Move straight across the road and remember not to cut the corner.
Training points

- Can the cyclist demonstrate awareness of when it might be safer to dismount and push the bike across the road?
  - If so, can s/he outline correct procedure to follow?
- Does the cyclist check all around and look back over the right shoulder on the approach to the junction?
- Is a clear correct signal being given of the intention to turn right?
- Is braking being carried out smoothly, by using both hands?
- Is the cyclist correctly positioned at the junction?
- Does the cyclist demonstrate good all-round observation whilst at the junction?
- If the junction is clear, does the cyclist return both hands to the handlebars and complete the manoeuvre correctly?
- Does the cyclist follow the correct road position without cutting the corner?
Lesson 6

Right turn – uncontrolled junction (major to minor)

This is the sort of junction where no lights or signs control traffic flow. These junctions can be very busy. It is important for cyclists to know which vehicles should have priority at this type of junction (i.e. who should get to turn first). Work on road priorities should complement this practical work. Cyclists should know that while a cyclist may have right of way because of his/her position on the road, some motorists may not give way to a cyclist.

Cyclists should be encouraged to consider that it may be safer to dismount at the kerb and push the bike across the road at a safe crossing point rather than try to make the turn on the bike.

However, if the cyclist decides to make the right turn on bike, this is what they should do:

1. **Look**
   Check all around, looking back over the right shoulder, to see if it’s safe.

2. **Signal**
   If it’s safe, give a clear right-turn signal. Move gradually into the centre of the road, still signalling. Keep about an arm’s length left of the centre lane lines. Keep watching for traffic all around.

3. **Two hands on the handlebars**
   As the cyclist gets close to the junction, return the right hand to the handlebars and use both hands to brake gently. Look into the junction for vehicles which may pull out in front.

4. **Lifesaver**
   Look straight ahead for oncoming traffic. Approaching traffic has right of way and you must wait until the major road is clear and it’s safe to turn. Check that the way into the junction is clear. Give a final look back over the right shoulder. Keep going. Remind the cyclist not to stop if there is a car behind, unless it’s overtaking.

   If the major road is not clear – stop and repeat the starting-off procedure before moving off safely again.

5. **Manoeuvre**
   If safe to turn, cycle into the minor road without cutting the corner. Look out for other road users (drivers, pedestrians, cyclists, etc.).
Training Note: When cycling in traffic, it can sometimes be difficult for cyclists to turn right. If the road is very busy or drivers do not give way to you, it may be better to signal to stop and get off the bike at the kerb. Push the bike across the road at a suitable crossing point, remembering to keep looking when crossing.

Training points

- Can the cyclist demonstrate awareness of when it might be safer to dismount and push the bike across the road?
  - If so, can the cyclist demonstrate the correct procedure to follow?
- Does the cyclist check all around and look back over the right shoulder on approach to the junction?
- Is a clear correct signal being given of the intention to turn right?
- Is braking being carried out smoothly, by using both hands?
- If the junction is not clear or the lights are at red
  - Does the cyclist wait with the right pedal in the correct (2 o’clock) position?
  - Does the cyclist take a final look around and give a clear signal of the intention to turn right?
- Can the cyclist explain why the “lifesaver” is particularly important here? (see training procedure above)
- If the junction is clear, does the cyclist return the right hand to the handlebars and complete the manoeuvre correctly?
Lessons 7 and 8

Revision, consolidation and the role of the road user

These lessons should be spent consolidating and revising the work done in previous lessons, concentrating on any areas of weakness. It is highly recommended that cyclists are given the opportunity to link the manoeuvres together in continuity, and that trainers use other cyclists to introduce and discuss traffic conflict at junctions. Opportunities should also be taken to remind the cyclists of their role as road users and to review defensive cycling and correct road positioning.

**Roundabouts**

Mini-roundabouts and single-lane roundabouts can be covered as an optional outcomes (see page 35).

Just as in earlier lessons covering right-hand turns when it is suggested that trainees might dismount rather than make a potentially hazardous manoeuvre, this practice has been adopted in the use of roundabouts.

"Tales of the Road – A Highway Code" gives advice and further details of procedure at roundabouts. Trainers might like to discuss with trainees when it is advisable to dismount. There are no right or wrong answers but trainees should understand that at all times on the road, they must make personal decisions as to when it’s safe to carry out particular manoeuvres.

Sometimes, it may be safer to dismount and push the bike rather than make a manoeuvre that could be very dangerous. Pushing a bike could take less time, too!

**Sharing the road**

It is illegal to cycle on the pavement, unless there are signs to say that this is allowed. When it is allowed, it is important to remember to:

- watch for other users of the space
- give clear warnings that you are behind people
- slow down when near other users
- slow down when merging with traffic ahead
- thank people if they move to let you pass
- be careful!

If pushing a bike on a pavement, cyclists must remember that they are “sharing the pavement with pedestrians”.

Cyclists should be encouraged to talk about the following issues and to demonstrate an understanding of them.

**Appropriate behaviour when sharing a footpath with pedestrians**

- A bike should not be left lying on the pavement. This can be a hazard, especially to the elderly, disabled or people pushing prams.
- Cyclists should not try to cheat the lights at pelican crossings by riding through when the green man is showing to pedestrians. This could be dangerous for any pedestrians and for the cyclist. When cyclists share the road, they must share the rules.
One-way streets
Cyclists must know and obey all relevant road signs. They should be reminded not to cycle the wrong way along a one-way street, and that if they want to go in the opposite direction, get off the bike safely and push it along the pavement.

Single-track roads
When cycling along a single-track road, cyclists should:
- use passing places to allow cars to overtake
- use passing places to allow vehicles coming from the opposite direction to pass
- wait opposite the passing place, if it’s on the other side of the road keep to the left
- don’t use passing places to park or leave bikes.

Dual carriageways
Cyclists should be instructed to avoid them.

It is important that trainee cyclists should be encouraged to develop a realistic view of traffic. Keen awareness of the road environment is important. Observation and monitoring of the road for risk, should be encouraged at all times. However, it is equally important not to generate in trainee cyclists an unreasonable fear of other traffic on the road. When a car is behind a cyclist and presents no danger, the cyclist should move confidently and smoothly along the road. A cyclist puts him, or herself, at greater danger if he, or she, moves erratically or pulls to an unexpected stop because of an unnecessary fear of other traffic. If this were the cyclist’s state of mind, he, or she, would be safer not cycling on the road. More and more off-road facilities are available for cyclists to use when practising cycling manoeuvres. Cycling as a mode of transport and as a leisure pursuit is likely to increase in future years. Your assistance with cycle training should help to promote road safety now, and in the years to come.

Route planning
When a cyclist is planning a journey by bike, even if it’s just round the corner to friends or to school, encourage them to ask themselves these questions:
- can I avoid busy roads?
- can I avoid dangerous junctions and roundabouts?
- is there a safe cycle route I can use? (think about your personal safety as well).

It’s always a good idea to think about the route and plan ahead.

Remember, cyclists can:
- always use the alternative method of getting across the road
- walk with the bike across pedestrian crossings
- find out about road signs for cyclists
- find out about cycle routes from the local Bikeability Scotland coordinator or School Travel co-ordinator, or by checking the websites detailed at the back of the Cyclist’s Guide.
Making a U-turn

Cyclists should be reminded of the importance of being aware of traffic in both directions. The U-turn should only be used when both lanes are clear of traffic and the manoeuvre can be completed without stopping in the middle of the road.

The alternative is crossing the road on foot while wheeling the bicycle. All courses should teach safe road crossing while wheeling the bicycle. The U-turn can be introduced as a natural extension of the first drill, starting off and stopping, although some providers may wish to introduce this at a later stage.

Because the cyclist will only perform this manoeuvre when there is no traffic, there is no need to signal.

If they decide it is safe to make the manoeuvre, they should:

1. **Look**
   Check all around, looking back over the right shoulder, to see if it’s safe. Check for traffic from behind and oncoming traffic.

2. **Two hands on the handlebars**
   As they start the turn, put both hands on the handlebars and use pedalling and brakes to control speed.

3. **Starting the manoeuvre**
   Look straight ahead for oncoming traffic, and over the right shoulder for overtaking traffic and a final check for oncoming traffic as you set off.

4. **Manoeuvre**
   If there is a safe gap behind and in front, complete the turn, slowing down if necessary to do so and taking up the correct positioning on the opposite carriageway. Do not leave the road whilst making the turn.

As you complete the turn carry out a lifesaver look over your right shoulder before moving back to the primary position.

**Training points**
- Does the cyclist check all around and look over their right shoulder before making the turn?
- Does the cyclist adopt the correct road position on completing the turn?
- Does the cyclist leave the carriageway at any time?
- Does the cyclist use the brakes to complete the turn smoothly and safely?
- Is the cyclist able to safely cross the road whilst wheeling the bicycle?
Optional outcomes

The following outcomes are optional and it will vary between local delivery centres and individual schools as to which ones should be covered with the students.

**GOING STRAIGHT ON FROM MINOR ROAD TO MINOR ROAD AT A CROSSROADS**

Cyclists should be reminded that if the road is busy and they are not comfortable with this manoeuvre, they can dismount and walk the bike across.

At a crossroads, cyclists have to be aware of three different lanes of traffic that may present a hazard. Taking the lane prevents vehicles behind from becoming a fourth hazard by stopping them from overtaking as they approach the junction.

If a crossroads is available, the full range of left and right turns should be practised on it.

1 **Look**

As you approach the junction, check behind. If you have not already done so, take the lane by adopting the primary position at the next safe opportunity.

As soon as possible on the approach to the head of the junction, start checking for traffic coming from both directions on the major road.

Also check for traffic that may come from the minor road ahead that you plan to ride into.

No signal is required because you will be going straight ahead.

2 **Manoeuvre**

If there is a stop sign, stop at the stop line and check for traffic from right, left and ahead. If safe to do so, cycle ahead into the other minor road maintaining the primary position.

If the junction is a give way, you should only stop if necessary before completing your manoeuvre.

**Training points**

- Does the cyclist take account of traffic from all three directions, as well as behind?
- If there is a stop sign, does the cyclist take heed and stop and check for traffic?
- If the junction is a give way, does the cyclist only stop when necessary?
- Does the cyclist look behind and move into the primary position of not already there.
ROUNDABOUTS
Cyclists may come across mini/ single lane roundabouts in quiet residential areas where they are riding. These do not present many difficulties but be aware that larger, multi lane roundabouts will be covered in Bikeability 3.

Cyclists should be reminded that good all around observation is the key to safety at all times, and especially on a roundabout. Cyclists should go round a roundabout in a clockwise direction, remember that other road users might not use the roundabout as intended, and be prepared for this.

Cyclists must be aware of traffic on the roundabout, and make a lifesaver before exiting in case there is undertaking traffic.

Single-lane roundabouts
Always go round a roundabout in a clockwise direction. Remember that other road users might not use the roundabout correctly, and be prepared for this.

Good all-round observation is the key to safety at all times, and especially on a roundabout.

Always be aware of traffic on the roundabout and make a ‘lifesaver’ check over your left shoulder before you leave the roundabout in case there is any traffic on your left.

You can think of a single-lane roundabout as two left turns (controlled and uncontrolled).

1 Look – As you approach the roundabout, check behind. If you are not already in the primary position, move into it when it is safe to do so. As you approach the give-way line, check for traffic on the roundabout. If necessary, stop to give way to traffic on the roundabout.

2 Lifesaver – before entering the roundabout and setting off, carry out a lifesaver over both shoulders.

3 Manoeuvre – Cycle round the roundabout. When you have passed the exit before the one you want to take, check behind and ahead for traffic and signal left.

If you are taking the first exit, you should signal before entering the roundabout. If you are turning right, it can be courteous to other drivers to signal right, but only if you have good control of the bike.

On a single-lane roundabout, the safest position is usually the primary position so that you can see other vehicles and drivers can see you. You should stay in this position until you have safely left the roundabout.

Mini-roundabouts
Mini-roundabouts are usually in quiet streets where the speed limit is no more than 30mph. You should approach mini-roundabouts in the same way you would a roundabout, making sure you look, signal, and manoeuvre safely.

Other things to be aware of with mini-roundabouts
- Vehicles can go across the top of a mini-roundabout, so make sure you can be seen and can see properly.
- Mini-roundabouts are often on very small roads so it is difficult to turn and signal at the same time. Always make sure you have control of the bike. If you cannot signal, try to make eye contact with any drivers.
Training points

- On approaching the roundabout, does the cyclist check behind and signal if appropriate?
- Is the cyclist aware of traffic on the roundabout?
- If necessary, does the cyclist stop at the give way line?
- Does the cyclist signal and use a lifesaver as appropriate?
Road Safety Scotland:
For information and guidance on road safety for young people
www.roadsafetyscotland.org.uk

Transport Scotland:
For information about sustainable travel choices
www.chooseanotherway.com

Cycling Scotland:
For more information about Bikeability Scotland or training for cycle instructors
www.cyclingscotland.org

Sustrans Scotland:
For information about school travel plan activity (including the Big Pedal) and the National Cycling Network
www.sustrans.org.uk

Bike Club:
For support and advice on after school bike clubs for young people
www.bikeclub.org.uk

Scottish Cycling:
For information about cycling clubs and cycle sport activities, including Go-Ride
www.scottishcycling.org.uk

CTC:
For information about the national cycling charity
www.ctc.org.uk

CycleStreets:
A useful route-planning tool, showing local cycle paths, to help you plan your cycle rides
www.cyclestreets.net

BikeEventScotland:
An online cycling calendar to help you find cycle events close to you
www.bikeeventscotland.com

Go Mountain Bike:
Award programme to help you get into mountain biking and develop your skills
www.gomtb.co.uk

"Cyclecraft" by John Franklin (ISBN 978 0 11 703740 3) is an invaluable reference guide for cyclists of all ages.
## Sample risk assessment

<table>
<thead>
<tr>
<th>HAZARD</th>
<th>MINIMISE RISK BY:</th>
</tr>
</thead>
</table>
| **Pupils going between the school and the cyclist training site**     | - All pupils to walk to/from the site, whilst pushing their bikes along the path in single file.  
|                                                                       | - High visibility clothing for both pupils and trainers.  
|                                                                       | - Reasonable weather conditions.  
|                                                                       | - Constant trainer supervision, whilst walking.  |
| **Cycle trainer in conflict with passing traffic during normal training** | - Trainer given correct training.  
|                                                                       | - Trainer not to work on road normally.  |
| **Cycle trainer giving demonstration of road positioning on foot**     | - High visibility clothing to be worn at all times.  
|                                                                       | - Only work in reasonable weather conditions.  |
| **Cycle trainer using bike for demonstration**                         | - Use current (SCTS) web based resource.  
|                                                                       | - Wear a cycle helmet, if necessary.  |
| **Pupils colliding with vehicles when:**                              |                                                                                   |
| **Starting and stopping**                                              | - Good instruction.  
|                                                                       | - High visibility clothing for pupils.  
|                                                                       | - Reasonable weather conditions.  
|                                                                       | - Regular supervision by local Bikeability coordinator.  
|                                                                       | - Encourage cycle helmet wearing.  
|                                                                       | - Train only those who can control their bike well when riding and walking.  |
| **Turning right from major to minor road**                            | - Good instruction.  
|                                                                       | - High visibility clothing for pupils.  
|                                                                       | - Reasonable weather conditions.  
|                                                                       | - Regular supervision by local Bikeability coordinator.  |
| **Turning right from minor to major road**                            | - Good instruction. Possibly more than one trainer.  
|                                                                       | - High visibility clothing for pupils and trainers.  
|                                                                       | - Reasonable weather conditions.  
|                                                                       | - Regular supervision by local Bikeability coordinator.  |
| **Turning left from major to minor road**                             | - Good instruction.  
|                                                                       | - High visibility clothing for pupils.  
|                                                                       | - Reasonable weather conditions.  
|                                                                       | - Regular supervision by local Bikeability coordinator.  |
| **Turning left from minor to major road**                             | - Good instruction. Possibly more than one trainer.  
|                                                                       | - High visibility clothing for pupils and trainers.  
|                                                                       | - Reasonable weather conditions.  
<p>|                                                                       | - Regular supervision by local Bikeability coordinator.  |</p>
<table>
<thead>
<tr>
<th>Pupil Name</th>
<th>Bike Checked</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Control Exercises</th>
<th>Starting Off</th>
<th>Stopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Turn</td>
<td>Left Turn</td>
<td></td>
</tr>
<tr>
<td>Controlled</td>
<td>Unccontrolled</td>
<td></td>
</tr>
<tr>
<td>Right Turn</td>
<td>Left Turn</td>
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<table>
<thead>
<tr>
<th>Overtaking and Passing Side Roads</th>
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</thead>
<tbody>
<tr>
<td>Controlled</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory</th>
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</thead>
<tbody>
<tr>
<td>U-Turns</td>
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</tbody>
</table>

These spaces can be used to record additional outcomes.