



SAFECYCLE4KIDS

Enhancing physical activity uptake for children through the provision of safecycle interventions

TRAINER's MANUAL

Work Package: WP2-Defining the SafeCycle4Kids Intervention Conceptual Framework

Task: T2.2 Development of the Manuals

Deliverable Title (D2.2): SafeCycle4Kids Manuals

Date: 31/7/2023

Level of Distribution: Public

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Co-funded by the
Erasmus+ Programme
of the European Union



SAFECYCLE4KIDS

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CONTROL SHEET

Version	Date	Description
V 0.1	2/2/2023	First draft

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EXECUTIVE SUMMARY

1. INTRODUCTION. ABOUT THE SAFECYCLE4KIDS PROJECT

SafeCycle4Kids is an 18-month EU-funded project aiming to increase safe cycling for kids by supporting cycling adoption as a mean of active travel that can improve the physical activity level. Kids (& families) do not cycle because of safety concerns.

SafeCycle4Kids concept is based on two principles that will increase the skill and the safety and therefore confidence of young cyclists and their families: 1) Parental perceptions of children's cycling and traffic skills are an important correlate of children's independent mobility. 2) Increasing children's cycling and traffic skills are important targets in cycling promotion among children. The five partners will develop a safe cycling training for kids and parents that can be used as the basis for a European-wide intervention, based on the good practices training that have been applied in various countries so far. This will increase the physical activity levels of kids and families through an economic, green and inclusive method of exercise, cycling.

2. TRAINERS MANUAL

The SafeCycle4Kids Trainer's manual is an easy guide for delivering a cycle skills training session that complies with guidelines. The manual includes key good practice teaching points, delivery options and assessment criteria and is designed for people working as cycling instructors.

The lesson plans are divided into three sections which will correspond to the same number of sessions:

Lesson 1: On the school ground or/and in the Traffic Education Park (Theory and Practice)

Lesson 2: Street Simulation

Lesson 3: On the Street (Real-life Scenarios)

Each lesson plan includes an overview of the training, a description of the activities, instructions of how to administer the activities, necessary supplies, and copies of handouts for each activity. Beginning on page 4, instructors will discover information to help them, such as a comprehensive list of needed program materials, where to locate extra resources, guidance, educational programs, example letters to parents, and supplementary readings.

Once the necessary tools are in place, the school administration is on board, and there is community engagement, the SafeCycle4Kids program may begin. Before implementing the curriculum, read it over. As you go through all of the program details that need to be set up before starting the SafeCycle4Kids program, you can want to get in touch with other groups to request volunteers and/or supporting supplies.

In advance of SafeCycle4Kids programming, you will need to make the following preparations:

- **Set the date:** Work out the dates for programming
- **Determine the number of students:** Find out how many children will be participating so you can plan how much time and how many volunteers will be needed.
- **Determine the Location:** Identify a secure, paved, bike-riding-sized outdoor space that is close to the school. Remember that you will be chalk-drawing a training course, so make sure the venue can accommodate this. In the event of inclement weather, the first lesson will take place on a basketball court. Verify with the building's facility manager that this is permitted.
- **Volunteers:** Each course requires a minimum of three adults to be conducted successfully. However, the more support you have, the more efficient your lessons will be.
- **Notify Parents:** A memo and waiver may need to be sent home with parents two weeks prior to the event, with a reminder sent a few days beforehand. On page 14 you'll find a sample waiver.

- **Supplies You Will Need Include:**

1. One bike per student
2. One helmet per student
3. Safety vests for students (yellow), trainers and volunteers (orange)
4. Sidewalk chalks
5. 20-25 soccer cones
6. Stickers, certificates or other rewards for completing the training
7. Disposable paper surgical caps if helmets are being used and shared
8. Whistle
9. Optional: Cardboard cutouts of signs.
10. Optional: Bike pump
11. Optional: Bicycle multi-tool for minor adjustments and repairs
12. Optional: Extra tubes for tires

Once you've accomplished these basic procedures, communicate with your volunteers, program partners, and/or participants ahead of time so they know where to meet, what time to arrive, and what their general responsibilities will be.

3. TEACHING POINTS FOR EACH LESSON OF TRAINING

3.1 Lesson 01

3.1.1 Theory

3.1.1.1 Helmet Safety (~20 min)

Materials: One approved bicycle helmet

Before demonstration, inquire with students about the most significant component of the human body. After receiving a variety of responses, ask them why the head is the most important.

The brain obviously controls our ability to think, but it also controls the operation of all other body parts. Ask them to consider what else our brains enable us to do: speak, walk, feel emotions, remember, sense hunger or discomfort, breathe, digest food, regulate our muscles, and so on.

Now that students understand why the brain is essential, talk about what you can do to safeguard your head.

Ask students what the most important thing they can put on their body to protect themselves while riding their bikes is. After a variety of responses (from knee pads to garments), ask students why a helmet is more vital than anything else.

Demonstration: Helmets that are not correctly fitted may fail to protect your head in the event of an accident. It is critical that children learn not only why is advisable to wear a helmet, but also how to properly wear one. It is important to demonstrate helmet fit on students. If you're conducting a demonstration using an adult-sized helmet and it doesn't fit your student's head, you should try it on yourself. A student volunteer may still be used to illustrate what an ill-fitting helmet looks like and how to tell whether a helmet is too large.

Helmet Size: A helmet should fit quite securely and not be able to move from side to side if it is the proper size for your head. Invite a student to try the helmet on and come over. Explain to kids that if the helmet is just a little

bit too large, they may add additional padding (extra pads often come with the helmet) by demonstrating the pads on the interior of the helmet.

Front and Back: Then, when the students put on the helmet, ask them how they knew which was the front and which was the back. If their helmet is facing the wrong way, ask them how they could have known it was facing the wrong way. Helmets are thicker in the back, where they hang, to protect the back of the head and the spinal cord.

1. Eyes, ears, and mouth test

It's important that a helmet sits on your head correctly and that the straps are adjusted to fit (picture 1).

Eyes: When the students look up (with their eyes only), they should see the helmet's front rim. If they can't, tilt the helmet forward until they can.

Ears: With the chin strap buckled, the helmet's two straps on each side should meet just under the ear to form a "V". If they don't, move the straps up or down through the sliding junctions.

Mouth: With the chin strap buckled, ask the students to open their mouth. They should feel the helmet pull down on the top of their head. If they don't, adjust the strap length until the helmet fits properly.

Picture 1



3.1.1.2 Safety Check for Bicycles (~15 min)

Material: One bicycle

ABC Quick Check is a bicycle safety inspection that provides a basic and easily-remembered method for determining whether a bicycle is secure to ride each time it is used. Explain to the students that if their bicycles are unsafe, they will not be secure while riding (picture 2).

Demonstration: Go through the **ABC Quick Check** step by step. Students should be able to figure out what each step stands for. You may invite a student to come forward and assist you in demonstrating each step.

Air A = Air: Air pressure in tires should be very firm. When squeezed, the tire should feel as hard as a fully inflated basketball (not soft like a beachball, very hard to squeeze).

Brakes B = Brakes: Hand brakes should not be able to be pulled all the way to the handlebars. Ask a student to test each brake individually and try to roll the bike forward and backward. If the front and rear brakes are working properly, the opposite wheel should pop off the ground as the bike is pushed forward and backward. Coaster brakes should engage when the pedals are rotated in reverse.

Chain C = Chain: The chain should be free of rust and should not squeak when spinning. Have a student check the colour of the chain (it should be black or silver) and

Picture 2



spin the pedals backward to listen for squeaks. Also ask the student to press one finger to the chain. If the finger comes away with a smudge mark, then the chain is properly lubricated. If it comes back clean, then the chain may need lubricant. (Remind the students to wipe this oil on their tires, shoes, etc., rather than on their clothing.)

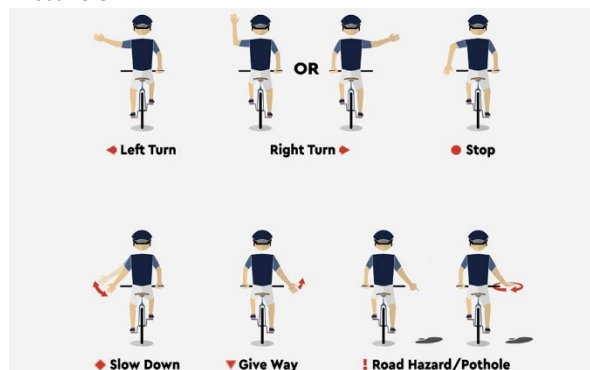
Quick = Quick Release: Not all bicycles, particularly kids' bikes, have fast releases. To make it simple to remove these parts, these little levers are frequently placed on the wheel hub and even on the seat. To ensure that wheels and seats don't get loose when riding, quick releases should be locked and secured. When a quick release lever is properly closed, the word "close" is visible on the side of the lever that faces outward, and it takes the whole force of the hand to open the lever. If not, open the lever, adjust the tension with the adjustment knob on the other side, and then shut it again. Continue adjusting until the lever runs into resistance halfway through its arc and needs the pressure of your palm's heel to shut all the way.

Check = Wheel Spin: Hold each end of the bike up and ask a student to spin the wheel and listen for any rubbing against the brakes or frame. Also lightly bounce the bike to check for any unusual rattling or loose parts.

3.1.1.3 Signalling (~10min)

Students should signal before making turns or stopping. Explain to students that by signalling, they are letting cars and pedestrians to know what they are about to do, which will make them safer. Review the signalling positions briefly with students. Mention that though taking one hand off the handlebars can feel scary at first, once they practice it, they will feel more confident. You can play a quick game of Simon Says with the signalling positions to reinforce students' knowledge (picture 3).

Picture 3



3.1.1.4 Traffic Signs - Used in Some Countries (~15min)

Materials: road traffic signs cards

Pictures 4,5 & 6

Picture 4



Picture 5



Picture 6



3.1.1.5 Basic and Recommended Equipment				
Bell or horn	Reflective Vest	Shoes that cover your toes	Rack or basket	Water bottle in a holder
Red light on the back of the bike	White light on the front of the bike	Mobile phone	Bright-coloured clothing to be more visible	Bike lock

3.1.2 On Bike Activity

3.1.2.1 Activity 1: (~25min)

Setup: After the theoretical portion of the course, you can teach an on-bike activity in a traffic education park to teach road rules and assess the previously given components. This bicycle activity instruction can also be given in a school yard or a parking area.

Outline the "street" lines, the start and stop lines, the U-turns, and the 'crosswalk' in chalk. (Traffic cones can also be used to mark the path.) Place the tennis balls, sponges, or cones on the course's slalom portion in an even pattern (approximately 1,5meter apart).

One idea for a cycling course is as follows. Throughout the course, students will move in a continuous loop (picture 9).

Pre-Course Instruction: Before starting the race, have the students stand near the starting area riding their bikes with their feet on the ground. While stationary, practice the following abilities with them:

Power Pedal Position: This is a good method for students to acquire speed and balance on their bicycles. Instruct students to secure their bikes and apply the brakes. With one foot on the ground, have them rotate the second pedal back to a "2 o'clock" position with their other foot, placing their foot on top of the pedal and prepared to push down. (If your bike has a coaster brake, you may need to raise the back wheel and rotate the pedals forward). Tell students that if they stop with their pedals in this position, they will have greater power when they push off (picture 7).

Ps. Recemented, starting a bike on the road requires starting with the left leg on the pedal and the right leg on the walkway. This is a better traffic start for right-hand-drive countries.

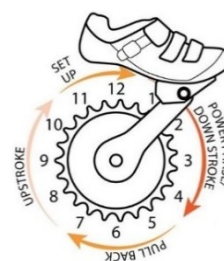
Looking Back: This skill trains students to watch their left shoulder for traffic behind them. Ask students to move their heads to the left and look behind them while straddling their bikes, both hands on the handlebars, and the front wheel straight (picture 8).

Position a volunteer in the area behind students and have the volunteer raise both arms, one arm, or no arms. Then ask the students to repeat the scan back.

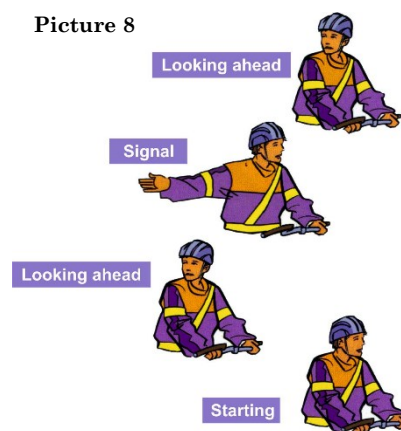
Ask students how many arms the volunteer was holding up. Tell students that they will be doing this on the first part of the course and that they should use the scanning skill to check for traffic approaching from behind before crossing streets or making turns.

Preview the Course and Adult Coach/Volunteer Positions: Show the students how the course works by walking them through it as a group, stopping at each place to explain it and show them what each feature and action is.

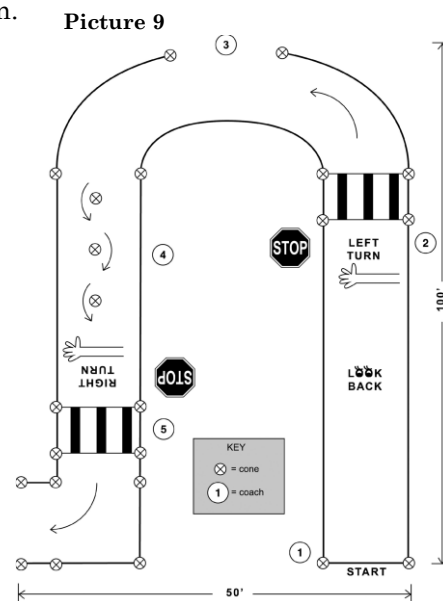
Picture 7



Picture 8



- **Start Line (Coach #1):** Students will begin the course one at a time. Students will demonstrate the power pedal position. When instructed to do so by the adult manning this station, they will push off to begin the course.
- **Looking Back:** Students will ride in a straight line. When they hear coach #1 at the start line shout, “Look back”, they will look back over their left shoulder at the coach, who will hold up either two, one or no arms. The student should shout out the number of arms they see held up. Students should not stop pedaling and should maintain a straight line while looking back before and proceeding to the crosswalk.
- **Crosswalk #1 (Coach #2):** Students will practice braking and stopping before the crosswalk. Students should use their brakes rather than their feet to stop. Students should use their “stop” arm signal to indicate their intention to stop. They should look left, right, and left to check for cars and pedestrians in the crosswalk and wait for the coach manning the station or other volunteers to cross through the crosswalk. (Students who are unable or unwilling to participate on bike may be used as pedestrians at the crosswalk stations.) Students will then signal their turn and follow the U-turn arrow around to the next station.
- **Driveways (Coach #3):** Students should stop before crossing in front of the driveway. Review with students the dangers of riding behind cars in driveways. Review concepts like eye contact and communicating with hand signals. The coach at this station will pantomime backing a car up, talking on the phone, tuning the radio etc. Students should not proceed but should wait short of the driveway for the “driver” to stop, notice them, and give them a “wave” hand signal indicating that the driver has seen them and is going to wait for them to proceed.
- **Slalom (Coach #4, optional):** Students will weave in and out of the tennis ball obstacles on the course to practice handling skills and hazard avoidance.
- **Crosswalk #2 (Coach #5):** Repeat of Crosswalk #1, but with a turn in the opposite direction of Crosswalk #1. Students will practice braking, stopping, and looking left, right, and left. They should signal a right turn and follow the arrow to queue in line to repeat the course if time allows.



Materials: Chalk, tennis ball halves or cones

3.1.2.2 Activity 2 (~25min)

Setup: This lesson is best taught on a field or in a car-free location. The length of roadway should be at least 45meters and the width should be at least 8 meters. To plan ahead for the following activities in this lesson, draw a scene that simulates the route to school and back to bike parking, but on a smaller scale than the actual trip. In case the real trip route to school and bike parking back have parked cars and there are two available cars, they can be used as props. This will put the cars in position to act as visual barriers for bicyclists emerging from the driveway. Use cones to represent the cars if cars are not available. It is also recommended to have students wear bright-coloured or retroreflective vests when riding on the street (picture 10).

Riding with one hand (~20min)

Riding a bike with one hand is a useful skill for children to learn. However, it is important that children are already confident and skilled at riding a bike with two hands before attempting to ride with one hand.

Here are some steps that can help children learn how to ride a bike with one hand:

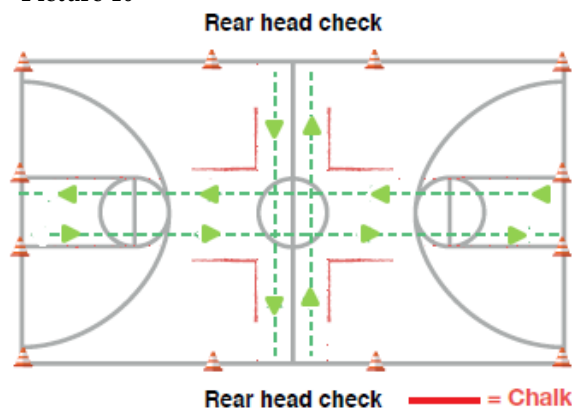
1. Make sure the child is good at riding a bike with two hands. They should be able to balance and not fall off at all.
2. Start by loosening the grip of one hand while riding. Don't let go, just hold it gently.
3. Try riding the bike with a flat palm guiding the handlebars.
4. Let go completely and rest the arm or wrist on the handlebar for support.
5. Let go completely and take the whole hand, arm, everything off the handlebar.
6. Practice turning in the direction of the hand that is still on the handlebar.
7. If turning in the other direction, steady the bike with the wrist again at first, but with practice, it should be possible to do it single-handedly.
8. Practice, practice, practice until riding smoothly.

Predictability: Ride on the Right

Head Checks and Signalling

1. Students line up with bikes in two equal groups behind start cone at "X".
2. On teacher's signal students ride in a straight line (check for "power pedal" when starting off and keeping 2 bike lengths), perform a head check in the "head check zone" and signal left or right prior to reaching the end cone.
3. Students then "peel off" and join the end of the opposite line
4. If students are sharing bikes, the teacher can use selected non-riders to stand to the side and at the back of the rear head check zone to "test" riders as they perform their rear head check (eg. hold up a certain number of fingers, coloured cards, pictures and have rider shout out the number/colour/picture).
5. Alternatively, non-riders can observe their partner performing rear head check and signals and provide them with feedback prior to swapping roles.
6. Give students multiple opportunities to practice this activity.

Picture 10



Materials: Cones, sidewalk chalk to label course, and volunteers to direct students.

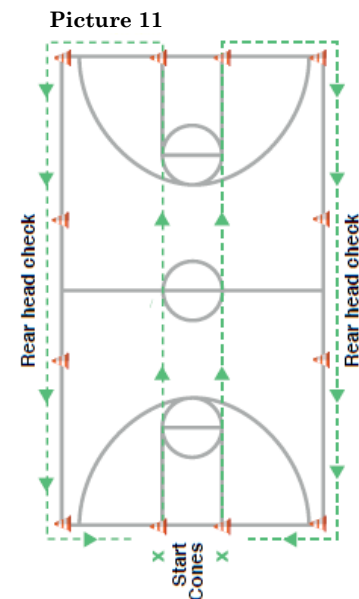
3.1.2.3 Activity 3 (~25min)

Intersection Game

1. Teacher explains the set-up of the "intersection" in the Activity 3 course.
2. Demonstrate entering and exiting the intersection and the concept of giving way to the right.
3. Students free ride around the course and enter the intersection when they like.

4. Ensure students maintain the safe distance of two bike lengths to the rider in front of them and perform rear head checks prior to and signal when turning.
5. Partners can be used as observers, pedestrians, “lollipop men/ladies” – be as creative as you like.
6. Then swap roles.

This activity provides an opportunity for the teacher to assess the student’s competence with skills covered so far – “power pedal”, braking, signalling, rear head check and basic bike control – and plan additional lessons and/or activities for those students requiring further practice or consolidation of skills covered. Reinforce to students that it is not a race but rather an opportunity for them to practice skills covered (picture 11)



Materials: Cones, sidewalk chalk to label course, and volunteers to direct students

3.2 Lesson 02: Street Simulation

The following activities represent potential road situations that children may have to overcome on their way to school.

The activities are suggested to include some situations such as avoiding obstacles, traveling on roads with crossroads, mandatory roundabouts, left turning on a road after a straight course with the intention of heading or right turning on a road after a straight course with the intention of heading, stopping in case of emergency or stopping to give priority.

3.2.1 Activity 1 & 2 (~50min)

Bike Control | Putting It All Together

The learning intentions of this activity are for kids to ride safely and confidently in a group, ride alongside another rider safely, and react to other area users and hazards.

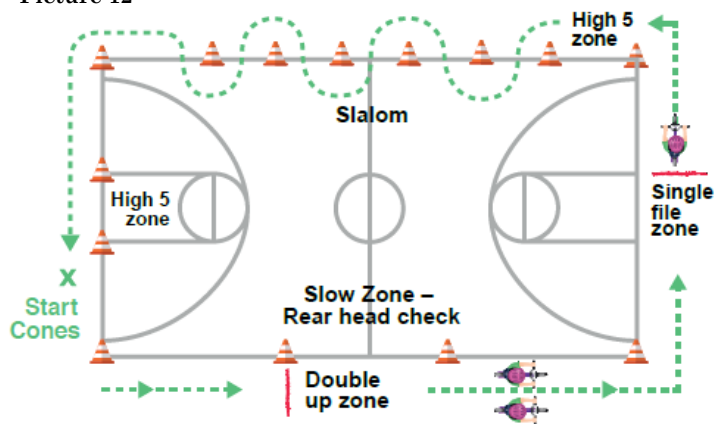
Lesson introduction: Explain to students: In this lesson we will review all the skills covered in SafeCycle4Kids so far with a group riding activity. We will also cover riding alongside another rider (doubling up, moving from single file riding to side-by-side riding).

Revision: Brainstorm skills covered through SafeCycle4Kids so far and select individual students to demonstrate and talk the class through the do’s and don’ts of, Power Pedal, Braking, Signalling, Rear Head Check.

Description (picture 12)

1. Students with bikes line up in pairs (doubled up) behind the two start cones
2. On teacher’s signal ride towards the “squeeze point”
3. At “squeeze point” students form single file and then double up once past the “squeeze point”
4. Students can then choose to peel left or right
5. Students will need to communicate with their partner their intended actions and use hand signals

Picture 12

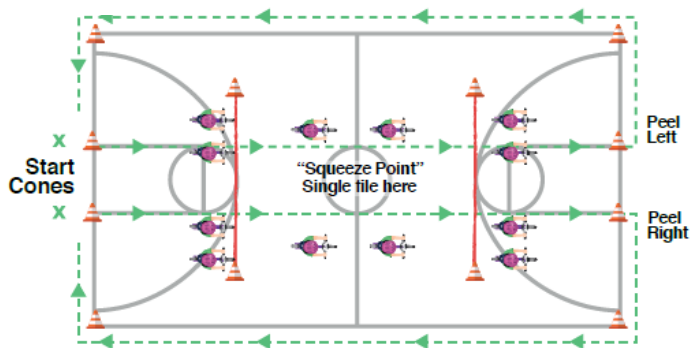


Activity 2: Description (picture 13)

1. Walk students through the course explaining each section and the skills as they go.
2. Question students on skills: What does this skill look like? Where and when might we need to use the skill?
3. Students with bikes line up behind the start cone at "X".
4. Partners position themselves in one of the "High 5 zones".
5. On teacher's signal students ride single file (except through the double up zone) through the course, giving their partner a high 5 inside one of the zones.
6. Reinforce once again that it is not a race and that students should take their time.
7. Partners swap roles

This activity provides an opportunity for the teacher to assess the students competence with skills covered so far –“power pedal”, braking, signalling, rear head check, doubling up and general bike control.

Picture 13



Materials: Helmets, Cones, sidewalk chalk to label course, and volunteers to direct students

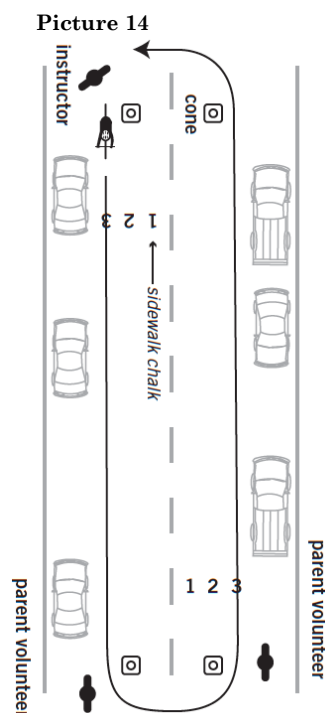
3.2.2 Activity 3 (~25min)

Setup: The length of the roadway should be at least 45metre and the width should be at least 8metre. This will put the props in position to act as visual barriers for bicyclists emerging from the driveway. Use cones to represent the cars (picture 14).

Purpose: On-the-bike experience of proper road positioning will train youths to ride predictably and safe.

STEPS

1. During the first part of this lesson, teachers will explain to students again why they should follow the same rules as an automobile. User of all vehicles must follow the law, so that they are predictable in their actions. Bicyclists must ride on the right, follow traffic signs that their behaviour is more predictable and they can be visible to other road users, which will help to prevent collisions.
2. Explain and demonstrate the activity.
3. Students will line up at one end of the street and ride in a straight line down the right side of the street (practice in two groups of 15).
4. Where there are cars parked on the street, bicyclists should not swerve. Rather, they should stay one metre away from the car so you can not be hit by an opening car door. If there are no cars for the rest of the block, and no hazards or obstacles that might make them invisible to passing traffic, students can move closer to the curb but maintain a distance of at least 1 m from it
5. Students will pass the car and ride to the end of the street. A volunteer will be at the end and instruct the students to go back down the other side of the street.
6. Have the students go around this circle a couple of times to get the students warmed up and used to the movement.
7. Switch out students to allow the second 15 to go.



Materials: helmets, yellow jackets, trainers and volunteers to direct students.

3.2.3 Activity Community Ride: This lesson is intended to give students the opportunity to apply the skills covered through SafeCycle4Kids in a “real” situation i.e., riding off school grounds on the route planned out. Alternatively, you can construct a course on school grounds.

Staffing: It is recommended to have at least two teacher/adults available to accompany the group. Invite parents/careers and/ or other school community members to join in (line students up on their bikes in a “ride line” as per the diagram below, picture 15)

Picture 15



3.3 Lesson 03: On the Street (Real-life Scenarios)

3.3.1 Real-life Scenarios are Introduced.

In this lesson, a route will be drawn on a smaller scale than the actual distance, which will represent traveling from a bicycle parking lot to school and back. This activity will be done in a car-free area, such as is a school yard

or a traffic education park. This lesson is designed to give trainees real cycling experience to build skills and confidence for making short trips.

The students will first complete the exercises from lessons 1 and 2 in order to improve their abilities and knowledge of traffic laws

It's important to give students a quick review of the most common dangers they might face while riding a bike. The students will then study and practice the three types of left-hand turns used to navigate junctions.

1. Driveway or alley crossings: Driveways and alleyways should be regarded as streets: before crossing, students should always double-check that no cars are driving out or turning in. Before crossing, they should come to a complete stop, look left, right, then left again. Furthermore, students should always check before pulling out of a driveway or alley - no shooting out!

2. Pedestrian: Bicyclists must give way to pedestrians on the sidewalk or at a crosswalk. If a person walks in front of a bike, students can use a bell or horn, or yell ("Excuse me, please!" or "On your left!") to alert the pedestrian to their presence. If they do not move, they should slow down or halt if required to avoid them.

3. Moving car: When bikers or any road users refuse does not follow traffic regulations, others are unsure what to do next. As a cyclist, riding in a straight path, indicating turns, and coming to a complete stop at street crossings are behaviours that will help drivers of other vehicles and pedestrians and understand what you're doing.

4. Parked car: When cars are parked on the street or in driveways, it might be difficult to see if someone is inside and ready to drive away. Drivers may also open their doors without first looking for bicycles.

5. & 6. Trains and railway tracks: Always stop before crossing railroad tracks, look left, right, and left again, and listen to ensure there isn't a train approaching. Never try to beat a train across the tracks, and always follow crossing signals. In urban contexts, bicycle tires can become entangled on tram tracks, resulting in a disastrous fall. To avoid getting caught in the tracks, bicyclists should try to cross tram tracks as close as possible to a 90-degree (right) angle.

7. Other bicyclists: The other bike in the photo is approaching you on the opposite side of the roadway (very dangerous), is not wearing a helmet, and is carrying a box. Reinforce for students that are recommended to wear a helmet and only carry things that can be secured in a pannier or basket.

8 and 9. Potholes and cracks: A hole or crack in the sidewalk or street can send a bicyclist flying. Students can avoid dangerous conditions by scanning the area ahead of them and going around these hazards.

10. Leaves: When it rains, leaves can remain wet and slippery for a long time after the pavement has dried. Dry leaves might also cause a bike to skid. It's best to avoid leaves wherever feasible. If you do ride over leaves, don't stop or turn quickly, as this increases your chances of crashing.

11. Sewer grate: Some sewer grates have gaps large enough to fit a bike tire through. If you don't have enough room to share the lane with traffic while avoiding a sewage grate, go to the center of the lane until the grate is passed.

12. Angry dog: Different students will most likely have different opinions about how to interact with an angry dog. You can have a democratic discussion as a class and share your experiences and skills, but keep in mind that some responses (such as trying to pet or befriend the dog) should definitely be actively discouraged.

4. Release and Consent Form

Dear Parent/Guardian:

Your child has been given the opportunity to participate in the SafeCycle4Kids Bicycle Safety Program. The Program is a comprehensive curriculum offered by the Erasmus+ Program that will teach bicycle safety through classroom activities and on-the-bike skills practice. Students will learn skills such as helmet use, hand signals, traffic signs, and manoeuvring through intersections and out of driveways. The bicycle training will be run on the school grounds or/and on the traffic educational park.

All participants must have this consent and release form signed by a parent or legal guardian. The following conditions apply:

1. All participants will be taking part in physical activity, mainly bicycling. Individuals in average health will be able to comfortably participate; it shall be each individual's responsibility to be sure they are in a healthy condition.
2. Bicycle riding will occur both on the school grounds and on streets, therefore, all activities are potentially dangerous. Participants must adhere to the rules set out in class in order to assume responsibility for their risk.
3. Neither the _____ schools nor the SafeCycle4Kids will assume legal liability for any program participants.
4. If my child is taking the course using his/her own bicycle and/or helmet I agree to inspect the bicycle and/or helmet prior to the course to ensure these items are safe for my child's use. I undersigned, give my consent for _____ to participate in the SafeCycle4Kids program. I hereby release the facilitators, _____ schools, its employees and volunteers, the SafeCycle4Kids and any program participants from any and all liability with relationship to participation in the SafeCycle4Kids program.

Parent/Legal guardian signature: _____

Date: _____



SAFECYCLE4KIDS

Enhancing physical activity uptake for children through the provision of safecycle interventions

KID's MANUAL

Work Package: WP2-Defining the SafeCycle4Kids Intervention Conceptual Framework

Task: T2.2 Development of the Manuals

Deliverable Title (D2.2): SafeCycle4Kids Manuals

Date: 24/7/2023

Level of Distribution: Public

Authors: Alexandros Skeparianos

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CONTROL SHEET

Version	Date	Description
V 0.1	2/2/2023	First draft

PARTNERS

Name of partner	Short name	Country
PHYSIS YPAITHRIA ASKISI	PHYSIS	GREECE
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EXECUTIVE SUMMARY

1. INTRODUCTION. ABOUT THE SAFECYCLE4KIDS PROJECT

SafeCycle4Kids is an 18month EU-funded project aiming to increase safe cycling for kids by supporting cycling adoption as a mean of active travel that can improve the physical activity level. Kids (& families) do not cycle because of safety concerns.

SafeCycle4Kids concept is based on two principles that will increase the safety and therefore confidence of young cyclists and their families: 1) Parental perceptions of children's cycling and traffic skills are an important correlate of children's independent mobility. 2) Increasing children's cycling and traffic skills are important targets in cycling promotion among children. The five partners will develop a safe cycling training for kids and parents that can be used as the basis for a European-wide intervention, based on the good practices training that have been applied in various countries so far. This will increase the physical activity levels of kids and families through an economic, green and inclusive method of exercise, cycling.

2. KIDS MANUAL

The SafeCycle4Kids kids' manual is an easy guide for kids that promotes compliance with safe cycling guidelines.

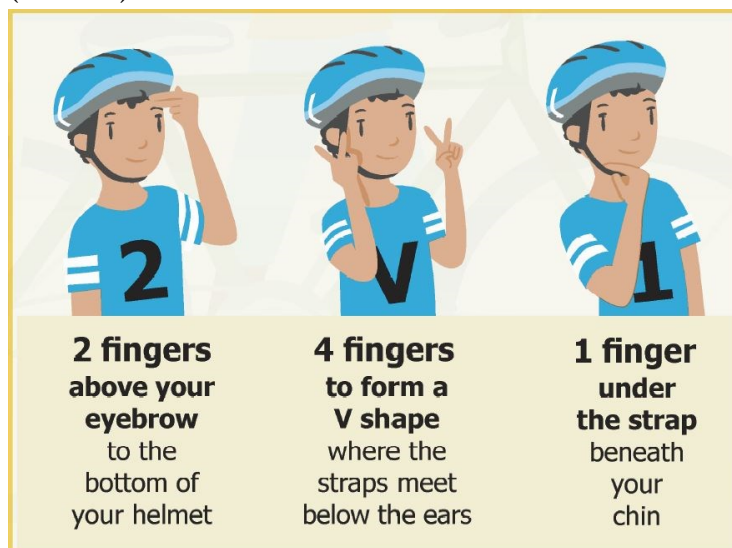
2.1 Helmet

Use a helmet that:

- Is marked with an approved of your Country safety standards symbol. If your helmet doesn't meet your Country safety standards, ask your parent or guardian to get you one that does.
- Is a bright color, fits snugly and is something you like?
- If your helmet gets hit hard, you will need to get a new one.
- Has adjustable straps that you always buckle.
- Doesn't wobble or fall off when you shake your head, even when the straps are undone.

Follow the 2V1 Rule (picture 1)

(Picture 1)



Rules of Helmets

- **You suggested to wear** your bike helmet every time you ride, even if you are only going for a short ride.
- **You have to** make sure your helmet fits you properly. It should be level and cover your forehead.
- **You have to do** the buddy helmet-check. Before riding with a friend, check to make sure each other's helmet is on correctly.
- **Avoid** wearing a headwear under your helmet, as it may cause it to slide off.

2.2 Correct Size of Bike

Correct bike fitting is essential. You will feel safer and more in charge. Your comfort and safety on the road will be compromised if your bicycle is the wrong size for you.

Here's how to check if your bike is the right size:

1. Straddle the top tube with your feet flat on the ground. You should be able to lift your bike at least 2–3 cm off the ground.
2. Adjust your seat height so that you can touch the ground with the balls of both your feet.
3. While you are sitting on your seat, check to see that the leg on the pedal closest to the ground is slightly bent at the knee.
4. When you're seated, you should be able to reach the handlebars with only a gentle lean. You shouldn't need to stretch too far in order to reach them. You should also check to make sure the levers on the handlebar brakes are adjusted for your size.
5. Make sure when you buy a bike that you ask the salesperson to show you how high the seat and handlebars can be raised. This will help you understand how the bike can change and adapt as you grow.

2.3 Make your Bike Legal and Safe

Recommended Equipment and Clothing (picture 2):

- Helmet
- Lights and reflectors
- Bell or horn
- Reflective tape: white reflective tape on the forks and red reflective tape on the rear stays
- Rack or basket
- Water bottle in a holder
- Red light on the back of the bike for riding at night
- Bike lock
- Shoes that cover your toes
- Bright-coloured clothing to be more visible
- Reflective Vest

Make sure nothing, such as loose pant legs or a pair of shoes (which you can tuck in), may get caught in your chain and cause you to lose your balance. Running shoes provide a greater grip on the pedals and protect your feet from scrapes. Gloves improve your grip on the handlebars and protect your hands if you fall.

(Picture 2)



NEED TO HAVE

- Bike
- Helmet
- Bike jersey/top
- Bike shorts
- Bike shoes/socks
- Bike gloves
- Water bottle or Hydration pack
- Eye protection
- Spare tube
- Tire lever
- Pump
- Multitool
- First aid kit
- Snacks
- Packs



GOOD TO HAVE

- Lights/Reflectors
- GPS/Trail maps
- Weather-resistant clothing
- Insulating layers
- Padding
- ID/Medical card



BRING IF YOU WANT

- Sunscreen/insect repellent
- Electrolyte tabs
- Toilet paper
- Cleansing wipes
- Small towel



2.4 A-B-C Quick Check

The A-B-C Quick Check is something you should do every time you ride your bike. It only takes a few minutes and can help tell you if there is something on your bike that needs to be fixed. All you have to remember is A-B-C (picture 3):

A = Air

It is always important to check your tires to make sure you have enough air in them. Get an adult to help you use a bike pump if you think the tires need more air.

To check the air, make a “thumbs up” sign and then press down on your tire with the thumb. You should be able to press down a little bit — but if you can push down a lot, your tire needs more air.

B = Brakes

Brakes are very important because they help you stop. You need to make sure your brakes are working properly. Make sure both brake levers don't pull all the way back to the handlebars. You should be able to slide your hand between the lever and hand grip. Squeeze both brakes and rock your bike back and forth, checking for any loose steering components. Steering should be tight and handlebars aligned properly with the front wheel.

If your bike has coaster brakes (also known as foot brakes), turn the pedals backwards to check if the brakes are working.

Sometimes you may have to stop very quickly. Be careful when applying the front brakes so you don't flip over your handlebars.

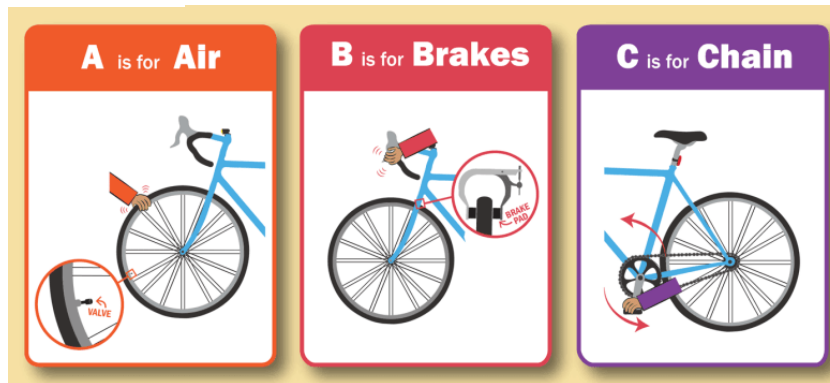
Always leave extra space for braking when riding in wet weather.

If you think your brakes might not be working properly, ask an adult for help.

C = Chain

You want to make sure your bike chain is nice and straight at the top and bottom. Turn your pedals a few times to see if the chain runs without getting caught. Make sure it isn't rusty or dry. If it is, it may need to be cleaned or lubricated. Ask an adult to help you with this.

(Picture 3)



Quick Check

If you have quick releases on your wheels and seat, make sure they're tight and aren't easy to open.

Before you get on your bike, there's one last step you should take. Simply pick your bike up about 10 cm off the ground and gently drop it. Did anything rattle or fall off? If the answer is 'no', then you're ready to take your bike for a ride.

2.5 Top 10 Rules of the Road

1. Wear your helmet

Putting on an approved helmet is recommended before getting on your bike. Think of it as a seatbelt for your head that can protect you in the event you take a tumble or fall off your bike. No matter how short or lengthy your ride is, it is preferable to put on your helmet before getting on your bike.

2. Use hand signals

Hand signals are a cyclist's version of a car's turn signals and brake lights. They show drivers what you are planning to do so that they don't run into you. Remember, the driver of a car can't read your mind.

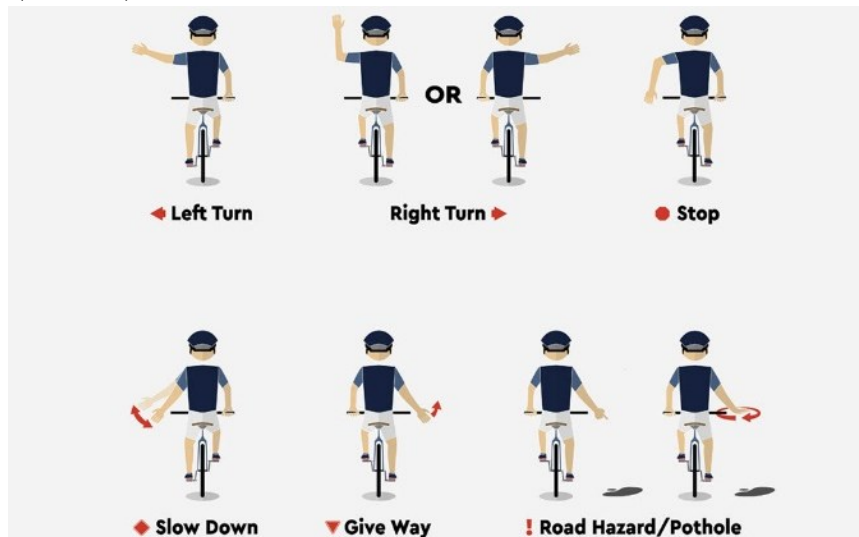
Make your hand signal early enough so that you give cars enough time to see you and react. An easy way to remember the left and right signals is to point in the direction you want to go. Always make sure hand signals are specific and clear, and that you extend your arm fully.

Signalling requires you to have one hand off your handlebars. Make sure you practice signalling so you can signal without going off course. Signal well ahead of the turn and put both hands back on the handlebars before you make a turn or change lanes.

The proper signalling order is (Picture 5):

1. Shoulder check — is it safe to put your hand out?
2. Make your hand signal.
3. Shoulder check again to make sure it is safe to turn or change lanes.
4. Complete your turn with both hands on the handlebars

(Picture 5)



3. Obey traffic rules (Pictures 6 & 7):

When you are riding your bike on the road, obey the same traffic signals, signs and lights that cars do. This includes stopping at stop signs and red lights.

Don't weave, race or stunt-ride on the road. Never carry riders or packages.

Both of these could cause you to fall and be seriously hurt.

(Picture 6)



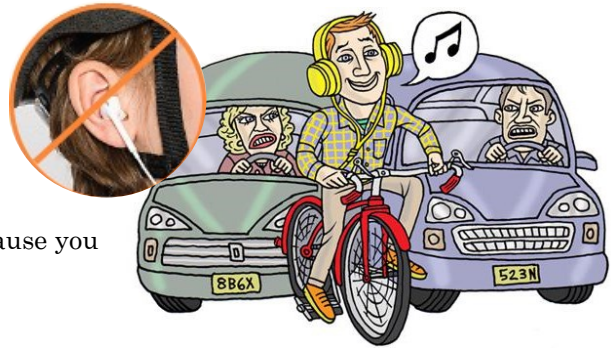
(Picture 7)

Streets you may not enter cycling



Avoid wearing headphones or ear buds since you may not hear any nearby cars or pedestrians, which can be very dangerous for both you and those around you.

Avoid weaving, racing, or stunt-riding on the road. Never carry riders or packages. Both of these could cause you to fall and be seriously hurt.



4. Keep to the right

Always ride in the same direction as cars, on the right-hand side of the road. (The right-hand side is the same side as your bicycle chain.)

Ride single file and not side-by-side so that cars don't have to move as far around you. If you fall off your bike, you don't want to fall into your friend or have them fall into you.

5. Shoulder check

Before turning or changing lanes, always shoulder check first to see if it's safe to put out your hand to signal. Shoulder checks a second time to make sure it's safe to turn or change lanes. Put both hands back on the handlebars to give you more control when you turn.

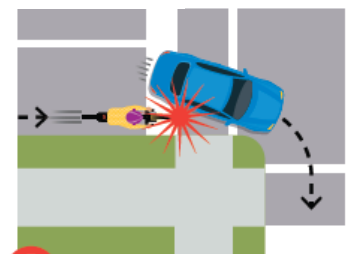
6. Turn carefully

Most crashes happen at intersections. Be careful — look and listen before signalling and going ahead.

To safely turn left, walk your bike across the intersection until you get more experience.

To make a right turn, watch for other cars turning right. Don't squeeze to the right of a car because the driver may not see you and could turn into you (pictures 8).

(Picture 8)

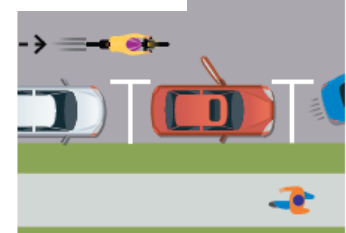


! Watch for cars turning right.

7. Be careful near parked cars.

When riding near parked cars, be sure to leave plenty of room between you and the car, and always be ready to stop. A door can open suddenly. Watch for drivers who may be pulling into or out of parking spots (pictures 9).

(Picture 9)



! Watch for opening doors

8. Watch out for moving cars.

Stop and look in all directions before riding onto the street from the driveway or sidewalk. Get off your bike to cross at a crosswalk or intersection. Make eye contact with drivers so they see you. Do not proceed unless you feel safe to do so and watch for additional cars that may not have seen you.

9. Know where to ride

Ask your parent or guardian if you're allowed to ride on the sidewalk or on the street. If the tires on your bike are 41 cm or less you can ride on the sidewalk. Remember to share the sidewalk with people walking, small children, dogs or other young cyclists. Call out or ring your bell to let others know you're coming.

If your bike is too big to ride on the sidewalk, use bike paths and quiet streets. Make sure you have parental supervision when you're heading out on the road (pictures 10 & 11).

(Picture 10)

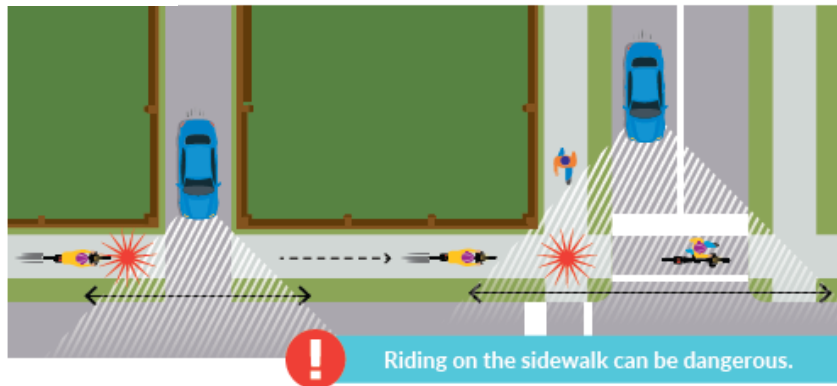


(Picture 11)



On the sidewalk, you should always be aware of your surroundings, especially where sidewalks intersect with roads, driveways and back lanes, as drivers and pedestrians may not see you (pictures 12).

Picture 12



On the street, keep your eyes ahead and watch for potholes, gravel, glass, drainage grates, puddles and other dangers. Be ready to slow down and go around. Stay away from busy roads and highways. No matter where you ride, be ready to slow down and stop for cars at intersections or pulling out of driveways and back lanes.

10. Be seen

Always wear white or bright clothes to help other people see you. Try not to ride your bike at night. But if you have to, make sure you have a front white light and a red or amber reflector on the back so drivers can see you better.

Benefits of Biking





SAFECYCLE4KIDS

Enhancing physical activity uptake for children through the provision of safecycle interventions

PARENT'S MANUAL

Work Package: WP2-Defining the SafeCycle4Kids Intervention Conceptual Framework

Task: T2.2 Development of the Manuals

Deliverable Title (D2.2): SafeCycle4Kids Manuals

Date: 24/7/2023

Level of Distribution: Public

Authors: Alexandros Skeparianos



Co-funded by the
Erasmus+ Programme
of the European Union



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CONTROL SHEET

Version	Date	Descripton
V 0.1	2/2/2023	First draft

PARTNERS

Name of partner	Short name	Country
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EXECUTIVE SUMMARY

1. INTRODUCTION. ABOUT THE SAFECYCLE4KIDS PROJECT

SafeCycle4Kids is an 18month EU-funded project aiming to increase skill and safe cycling for kids by supporting cycling adoption as a mean of active travel that can improve the physical activity level. Kids (& families) do not cycle because of safety concerns.

SafeCycle4Kids concept is based on two principles that will increase the safety and therefore confidence of young cyclists and their families: 1) Parental perceptions of children's cycling and traffic skills are an important correlate of children's independent mobility. 2) Increasing children's cycling and traffic skills are important targets in cycling promotion among children. The five partners will develop a safe cycling training for kids and parents that can be used as the basis for a European-wide intervention, based on the good practices training that have been applied in various countries so far. This will increase the physical activity levels of kids and families through an economic, green and inclusive method of exercise, cycling.

2. PARENTS MANUAL

The SafeCycle4Kids parents' manual is an easy guide for delivering a cycle skills training session that complies with safe cycling guidelines. The manual includes key teaching points and delivery options for parents.

3. A MANUAL TO BIKE SAFETY FOR PARENTS

Bike riding is part of healthy, active and happy lives. Families can support young people so bike riding becomes a real and enjoyable choice.

Cycling is a potentially fun and highly beneficial form of transportation which can also become a hobby or a non-planned physical activity-based leisure time for young children. A child who rides a bicycle gains an advantage in developing their equilibrioception, or sense of balance. Young children's psychophysical and motor skills benefit significantly from the multitasking involved in operating a bike, particularly due to simultaneously pedalling while maintaining balance, regulating speed, steering and observing the environment around them. Riding a bike is also a form of low-impact cardiovascular exercise, which means that it improves the health of the heart. It also burns calories and improves a child's stamina, thereby improving their overall health and performance during physical activities. In order to get the most benefits out of bicycling, however, children will need to learn the ins and outs of bicycle safety. As well as other forms of physical activity, such as walking on the street, or sports, riding a bicycle is not without its risks. Teaching children bicycle traffic laws, proper maintenance procedures, and riding safety tips will help them reduce the chance of serious injuries that can come from riding a bicycle, particularly in a car-cantered environment

3.1 Choosing the Right Bicycle

- Choose a child's bike based on their size instead of their age group.
- A child should be able to place both feet flat on the ground while sitting on a bicycle seat.
- Ensure that the child's knees do not come up to the handlebars and that their feet can reach the pedals and their hands can reach the handlebars for easy manoeuvring.
- Children's growth rates will require buying a new bicycle every few years.
- While there is no hard and fast rule for what bicycles fit a particular age group, children ages four to five years will typically need a wheel diameter ranging from 30,50cm to 35,50cm. Children nine years and older will typically need a bike with a wheel diameter of 61cm.

- Bicycles are a much more effective alternative to learn than bicycles with training wheels, as they teach the child to concentrate on remaining balanced.
- Typically, children older than seven years should be strong enough to use bicycles with hand brakes

3.2 Safety Equipment Tips

- Helmets are a relevant piece of equipment. This is especially true for children, who are more susceptible to head injuries.
- Make sure to specifically purchase a bicycle helmet, as opposed to one for football, snowmobile-riding, or other activities. Only a bicycle helmet is appropriate for protecting a child from crash-related head injuries. Make sure the helmet has a CE marking on the inside, followed by the number of the European standard: EN-1080 for children's helmets.
- A helmet should fit a child's head and sit level. It should not be able to skew from side to side or slide forward or backward.
- Never wear anything under the helmet, such as a baseball cap or other head wear, as this will prevent a proper fit and reduce its effectiveness.
- Children should have their helmets secured with buckled straps, not just resting on their heads.
- Helmets should have bright or fluorescent colours so that vehicle drivers and other bicycle riders can see them.
- Ideally, a helmet should have ventilation to prevent overheating.
- Replace and do not reuse any helmet that has been involved in a crash where the child hits their head on anything.
- Children should wear gloves rated for bicycle riding as well as clothing with bright or fluorescent colours.
- When riding a bike, children should never wear pants that are overly loose at the bottom or around the ankles. These pants are more likely to get tangled with the bicycle chain.
- Carrying water during summer rides helps to prevent kids from dehydrating.
- Bicycles with reflectors in the front and rear and battery-powered headlights help to improve visibility to vehicles at night and during poor weather conditions.

3.3 Riding Safety Tips

- Some Europeans allow children to ride on sidewalks - inform yourself what is the law in your country and municipality. Also make sure your child rides on sidewalks at low speeds and respects the pedestrians
- Instruct the child to never let someone ride on the bicycle along with them.
- Wearing headphones blocks out noise and prevents children from hearing traffic and other sounds that may alert them to a dangerous situation.
- Young children should avoid ride alone at night.
- Stay away from the sides of parked cars, as their doors may open unexpectedly.
- Carry all items, such as books, in an attached basket or panniers. Avoid carrying a rucksack.
- Children should never take their hands off of the handlebars while riding.
- Some European countries allow cyclists to ride two abreast. it is often safer to do so, particularly in larger groups or when accompanying children or less experienced riders.
- Avoid riding through puddles, as they may conceal potholes that can cause a crash.
- Stay away from wet leaves, as they can cause bicycles to slip, make you lose your balance and fall.
- Parents should quiz their children about traffic laws, specifically those which apply to riding a bicycle, and proper techniques for riding safely.
- Children learn by example, so parents should always observe all traffic laws and practise safe riding techniques. Children who are starting out should be supervised by their parents or legal guardians

3.4 Bicycle Safety Laws

- Parents need to know national and municipal bicycle laws.
- Teach kids to use the proper hand signals. For left turns, they should look behind them and to the right and left, then hold out their left arm straight, then slowly go into their left turn.
- To turn right, look to the rear, right, and left, then hold out the right arm straight and slowly turn right.
- To stop, look in all directions, then hold the left arm down to make an upside-down “L” shape, then slow to a stop.
- Children must stop at any stop sign or red traffic light that they encounter, and they should walk their bicycles across intersections and crosswalks with heavy traffic.

3.5 Bicycle Maintenance

- Children should be taught to inspect their bicycles regularly, starting with ensuring that the brakes react quickly and grab tightly. Replace them if they are worn.
- Tires should be kept inflated to their stated tire pressure levels.
- Keep the bike chain properly tightened. Clean and oil the chain a minimum of once per month.
- Ensure that the seat is secure and adjusted to the proper and comfortable riding height.

3.6 Tips for Outings

- Get everyone involved in planning the route
- Look for routes with light traffic, simple intersections or bike lanes
- Plan the length of the ride: long enough to be an adventure but not so long your kids get tired
- Kids under 10 should only ever ride on the road with an adult riding too
- If your outing will last several hours, pack a bag with warm clothes, water and snacks

3.7 Riding to School

Always ride with your child until you're sure they have the skills and confidence for the traffic and road conditions between home and school.

Plan the route. Map out a safe route to school. Choose side streets with low traffic speeds and good visibility. Ride with your child and make sure they understand the route — have them lead to show they know where to go.

Carrying gear. Prefer panniers instead of rucksacks (especially if it is heavy with books). Don't hang anything from the handlebars — it could throw them off balance or get stuck in the wheels - unless it is a properly fixed and adapted basket.

3.8 Being Prepared

Checking bikes and helmets often is a good idea. Get your child involved in this. They'll learn the basics through cycle skills training and practice at home reinforces their learning.

- Make sure your child can straddle their bike frame with their feet on the ground
- According to traffic rules and regulations for cyclists, every bicycle within the European Union is required to have:
 - A white (or pale yellow) front light that is non-blinking;
 - A red brake light at the rear of the bike that stays lit when you're stationary;
 - At least 2 yellow reflectors on each wheel or the tyres or spokes need to be reflective.
- Check if the brakes work and the tyres have air
- Make sure their helmet fits and is properly positioned

3.8.1 Eyes, ears, and mouth test

It's important that a helmet sits on your head correctly and that the straps are adjusted to fit (picture 1).

Eyes: When the student looks up (with her eyes only), she should see the helmet's front rim. If she can't, tilt the helmet forward until she can.

Ears: With the chin strap buckled, the helmet's two straps on each side should meet just under the ear to form a "V". If they don't, move the straps up or down through the sliding junctions.

Mouth: With the chin strap buckled, ask the student to open her mouth. She should feel the helmet pull down on the top of her head. If she doesn't, adjust the strap length until the helmet fits properly

Picture 1



3.8.2 ABC Quick Check

Go over each step of the **ABC Quick Check**. Ask students if they can figure out what each step stands for. You may ask a student to come up and help demonstrate each step (picture 2).

Air A = Air: Air pressure in tires should be very firm. When squeezed, the tire should feel as hard as a fully inflated basketball (not soft like a beachball, very hard to squeeze).

Brakes B = Brakes: Hand brakes should not be able to be pulled all the way to the handlebars. Ask a student depress each brake individually and try to roll the bike forward and backward. If the front and rear brakes are working properly, the opposite wheel should pop off the ground as the bike is pushed forward and backward. Coaster brakes should engage when the pedals are rotated in reverse.

Chain C = Chain: The chain should be free of rust and should not squeak when spinning. Have a student check the color of the chain (it should be black or silver) and spin the pedals backward to listen for squeaks. Also ask the student to press one finger to the chain. If the finger comes away with a smudge mark, then the chain is properly lubricated. If it comes back clean, then the chain may need lubricant. (Remind the students to wipe this oil on their tires, shoes, etc., rather than on their clothing.)

Picture 2



3.9 Teaching Basic Traffic Skills to Kids

Your direct involvement and periodic supervision is essential if your child is going to learn the necessary skills to cycle safely. After your child has learned to balance and control a bicycle, begin teaching the following basic traffic skills. They can reduce the most common mistakes that children make while riding.

Driveway ride out: Many bicycle collisions involve children who are killed or seriously injured riding out of a driveway and not seeing or yielding to oncoming traffic.

Teach your child to always walk his/her bicycle from the garage or house to the edge of the road, and to begin riding only after searching for traffic. That means looking left, right and left again. Consider painting a line across the end of your driveway to act as a reminder for your child to stop and search for traffic before entering the roadway.

Stop sign ride out: Another common cause of serious bicycle injuries among children is simply failing to stop for a stop sign in their own neighbourhood. Many adults glide through stop signs, setting a poor example for children. Many people commonly think it's okay to ride through a stop sign if there are no motor vehicles approaching.

Children do not possess the skills to quickly search for traffic and determine the speed of oncoming vehicles. Teach children that stopping at a stop sign is a responsibility they share with all vehicle drivers. Riding through a stop sign is a traffic violation.

Sudden swerves: Collisions frequently occur when young cyclists make a sudden swerve across one or more lanes of traffic. The child may be responding to roadway debris or may suddenly decide to go in a different direction. Their first concern is responding to the immediate hazard or distraction. Their behaviour can be unpredictable which might put them at risk if drivers are not attentive and/or their speed is high, even on streets with low traffic volume.

Using a parking lot or quiet street, show your child how to look behind (scan to the rear) for oncoming traffic, without swerving into traffic. Teach your child to make a left turn by scanning to the rear, signalling with the left arm extended straight out, moving across the lane and completing the turn after another assessment of all oncoming traffic, front and back. This is a skill that will require practice. Work with your child until you and he/she are confident and comfortable in making a left turn. If the child is unable to safely make a left turn on the roadway, tell him/her to move off the road and cross the street as a pedestrian, walking the bicycle through the crosswalk area.

Wrong way riding: Some European countries allow two-way cycling in one-way streets for motor vehicles. However, children riding against traffic are frequently involved in collisions at intersections and driveways. Bicyclists riding against the motor traffic can place themselves in an unexpected location, reducing the ability of other vehicle drivers to see them or predict their behaviour. Because all traffic users are taught to look left, right and left, wrong way traffic is difficult to see and might be at additional risk.

Help teach your child to ride in a predictable manner, on the right side of the road, and to obey all traffic laws. It may be helpful to draw an intersection on paper and "walk" through a search, assess and ride situation for both the driver who is in the right and a wrong-way rider. Then go to an intersection either in a car or on bikes and explain to your child the right way to ride. It will help him/her understand that riding the wrong way can be dangerous and illegal.

Riding at night/bad weather: Kids should be taught how to be extremely careful if they have to ride their bikes at night, particularly in winter when the day ends earlier, so they might leave school after sunset. Make sure they have a good lighting system which is properly working, wear light coloured clothes, retroreflective stickers and a helmet.

Bad weather conditions contribute to many bike crashes, especially when the weather unexpectedly changes for the worse and your child is caught in rain or fog. Inclement weather is a hazard for both motor vehicle drivers and cyclists. Braking capacity is reduced in wet weather, visibility is reduced in rain and fog, and vision is obstructed by wind and rain. If your child gets caught in bad weather, make sure they understand these hazards, always carry their light-coloured raincoats with them, and if necessary have an alternative plan for getting to their destination safely.

3.10 How Parents Can Help Prevent Bike Injuries

- Buy your child an approved bike helmet.
- Let your child help pick out the helmet.
- Make certain your child's bike is the correct size, has reflectors, and is safely maintained. Young Children should be given extra attention when riding their bikes in the street, because they are less likely to quickly identify and adjust to traffic situations.
- Teach your child to always stop and look left-right-left before entering the road.
- While cycling, people must obey traffic laws, as well as drivers of motor vehicles. Teach your child the rules of the road, particularly the ones that are specifically applied to the interaction between bicycle users and users of other vehicles. Cycling promotion associations are important sources of this knowledge. Enrol your child in a bike safety education program if one is available in your community, as well as in group bike rides and other events.

- In order to transform the current unsafe urban environment, it is necessary that parents become involved in events that promote children's right to the city, motivating municipalities and national governments to make streets safer for kids.
- Don't allow your child to ride with headphones. Stress the need to ride alert, since most drivers do not see riders. When cycling, children should signal their intentions to other road users.