

# LET'S GET GOING



**Cyclist Skills  
Programme For  
Young Children**





Te Kaunihera-ā-Rohe o Ngāmotu  
**NEW PLYMOUTH  
DISTRICT COUNCIL**  
newplymouthnz.com



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### **Acknowledgements**

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*I really think that every childcare centre would benefit with having this program in their centre.  
It was easy to understand, easy to implement and had great results for the different ages that were involved.*

*The following are some comments from the children of Waitara and Districts Community Childcare Centre:  
"I didn't know where my brakes were; I need to make sure they work so I don't hit anyone"  
"I liked going around the cones, I was good at that".  
"I told my brother how to wear his helmet, because he didn't know".  
"I like the whole thing, I like my bike now".*

**Beth Collins, Waitara and Districts Community Childcare Centre.**

*"I like that there are "off the bike" activities which are great for little ones"*  
**Chris Foggin, Bike NZ**

*"We have been keeping track of the children's travel to the centre and there has been an improvement in the number of both children and adults cycling".*

**Joanne Denny-Newman, Brooklands Kindergarten**

*"Children have shown an increase in awareness in keeping safe while out riding"*  
**Sally Wooller, Inglewood Kindergarten**



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## **Introduction**

Welcome to the Let's Get Going (LGG) Programme.

In recent years research has shown a decline in the number of children who ride a bike.

The LGG programme has been developed for kindergartens, preschools, playcentres and primary schools, interested in up-skilling children aged 3-5 years in cyclist skills. It gives young children the opportunity to learn, develop and practise fundamental skills of cycling in order to gain the skills, information and motivation to progress towards riding a bike independently.

This in turn increases the likelihood of retained cycling with the goal of developing a lifelong enjoyment of cycling among children and their families.

The programme has been developed by early childhood teachers and cyclist skills trainers to recognise the skills set and developmental needs required by children.

The sessions involve both developmental and cycling aspects.

## **Developmental Aspects**

### **Language Development**

When children are involved in conversation their language is enhanced. The brain is most open to learning a new skill at a young age. It is important to talk to children when they are active and learning a new skill as this helps with understanding. We can talk about what is happening, which body parts are involved and in what direction they are going.

### **Balance Development**

Good balance helps children to understand where they fit in space, stay still when sitting and develop eye movement and vision.

### **Upper Body Development**

Children's bodies develop from the head to feet, and then out to the limbs, with the fine motor skills of the hands being the last to develop. Strengthening the upper body in turn allows the rest of the body to develop more effectively.

### **Eye Tracking Development**

Our eyes work together but see images separately therefore it's important to develop the fine motor skills of the eyes so similar images are sent to the brain. Good eye muscle control helps to keep the eyes straight during movement so you can see things clearly.

### **Developing Self-Esteem**

No matter how old we are we all like to feel good about ourselves. There are lots of things which help develop self-esteem. Riding a bike is one of them. Also being active, learning through experiences and feeling confident all together are very important.

## General

Each adult should be clear on the purpose of the session for the day, what station they are on, and what is happening at other stations.

## Delivery

The LGG programme is delivered over five sessions.

Each session should be approximately 30 minutes to 1 hour in duration. This allows flexibility in different environments. It is recommended that the adult to child ratio be 1:10 maximum, however a lower ratio would allow more individual attention to be given to each child.

Instructors should be aware that new people can make children feel uncomfortable, making them less inclined / reluctant to participate.

Note: children should never be forced to participate in the sessions. This will only result in negative feelings towards the activity.

## Session Structure

The sessions consist of the following:

- Introduction / Review: 5 -10min
- Learning: 10 -15min
- Circuit: 20-30min  
(5 -10min at each of the three stations)  
with extra time allowed for change over
- Cool Down / Summary: 5 -10min

## Child Supervision

The children should be put in two- three even groups of 5 -10 children. Each group is assigned a colour in the form of a sticker on shirt or felt pen mark on hand. This helps identify where wandering children should be.

The following are suggestions to keep the children on task throughout the session:

- Instructions should be clear and simple. Try to avoid using more than three instructions at a time.
- Provide demonstrations.
- Encourage and provide positive reinforcement.
- Minimise talk time / Maximise practise time.



## Teaching Balance

For best results use a mixed approach of balance bike, trainer wheels and two wheeler bike.

### Balance / Runner bike

Balance / Runner bikes are the preferred method of teaching children how to ride. It separates the steering/balancing function from the pedalling function, so the child can concentrate on learning to balance without the distraction of pedals. Children can ride a balance bike as soon as they are able to walk. Encourage them to raise their feet as they ride. This allows them to learn balance in a less scary situation and as soon as they feel uncomfortable they can put their feet down.

Note: Two wheeler bikes can be made into balance / runner bikes by simply removing the pedals (provided the bike is the right size).

### Training Wheels / Stabilisers

Training wheels are not suitable for uneven hilly surfaces. It is important that training wheels are adjusted correctly; the bike should always have a bit of a lean. Many parents set training wheels so they both touch the ground this can result in reduced traction of the back wheel causing skidding. Having the wheels set like this gives the effect of an oversized tricycle which can be dangerous.

Once children learn to pedal, steer and brake trainer wheels should be adjusted a bit at a time. Be sure not to let the child know you have changed it as they may object. The bike will become more unbalanced and the child will learn to balance automatically with practise.

### Two Wheeler Transition

A child can try a two wheeler when they have the strength to balance, pedal and apply brakes. A good indicator of readiness is the ability to ride a balance bike for several metres without putting their feet down.

When children begin on a two wheeler they are more than likely to require some assistance. Be sure not to hold the handle bars as this results in reduced learning in steering and balance. It is more effective to hold under the back of the seat (most new bikes will have a handle here). You will be able to feel how much they are tipping and assist them as well as gauge when they are at the stage you can actually let go.



## Venue

Hold the sessions in a convenient playground, gymnasium, netball court or car park. Hard, level surfaces that are traffic free are best.

## Health and Safety

The Risk Analysis and Management System (RAMS).

Appendix 1 shows a RAMS form that can be used to plan and evaluate for safe management of risky activities, such as cyclist skills training.

RAMS was developed by the Outdoor Safety Institute.

## Tips

### Playcentre

Playcentres are different to Kindergartens in a number of ways. Firstly playcentres have children of varying age (0-5). This means that you will need to consider what the younger ones will do while the sessions are running.

It is suggested that unless they are capable of following instructions and riding a bike with little assistance, they should be kept in a completely different area where they can not cause any distraction. Also the adult / teacher ratio is one to three in a playcentre which is often an advantage over the Kindergartens where it is normally one to ten (depending on parent support).

It is suggested that playcentres hold the sessions somewhere other than the centre e.g. a hall. The reasoning for this is the sessions are a lot more structured than usual playcentre sessions. Taking the children away from the centre reduces levels of distraction.

For areas with small playgroups, a cluster of these groups could be formed for the five weeks. This would need to be outside of session times, as each centre has different group dates and times.

### Te Kohanga Reo

It is important to understand that Kohanga deliver all instructions and learn in Maori. However this doesn't mean that those who do not speak fluent Te Reo Maori cannot deliver the sessions. Most Kohanga are more than happy to provide a translation service.

### Primary Schools

While the programme is designed for 3 - 5 year olds, slightly older children can also be involved. They can be used to demonstrate activities for the younger children. To add in extra challenges with the activities encourage them to ride as slow as they can without putting their feet down and do the advanced version of each activity.

## 5 Week Schedule

Week Module	Relevant Activities	Activity Extensions
<b>Week 1. Helmet Fit</b>	Straight line riding Challenge course Gate slalom	Challenge course with beanbag balancing on head
<b>Week 2. Bike Mount /Dismount</b>	Round the circle Bubbles Straight line riding	U-Turn
<b>Week 3. Bike Safety</b>	Braking Pegs Round the circle	Round the circle Use traffic light to stop (red), slow down (orange) and start (green) children
<b>Week 4. Bike Care</b>	Gate slalom Braking Bike pump	360° Challenge
<b>Week 5. How To Hold A Wheels Day</b>	Teachers choice of activities (see module five)	



# Module One - Helmet Fit

## Learning

Children will be able to fit their own helmet correctly.

It is the law to wear a helmet when riding a bike. The brain is responsible for everything the body does. Head injuries are the most common cause of fatalities so protecting the head is important.

## Other components of learning

- Children should wear closed toe shoes when they are riding.  
Use a story to explain how they could stub their toe if they don't.  
For example "One day I was riding my bike down the street without shoes on and my foot slipped off the pedal. I stubbed my toe on the concrete and it hurt a lot! So now I always make sure I have my closed toe shoes on while riding my bike."
- High visibility / bright coloured clothing should be worn when riding on the street.

## Activity Organisation

Begin with instructions and questions, as a group. Once children are in groups, adults should double check helmets.

## Check Points

( See flyer hand-out for images )

- Check the helmet for any cracks or damage.
- Ensure the helmet is on the correct way.
- Adjust helmet so it is level, covering the forehead but not the eyes.  
There should only be enough space for one or two fingers from brow line to helmet.
- The side straps should make a 'V' connecting below the ear, one strap in front of the ear and one behind.
- The clip should then be clipped. Ensure that the chin strap is tightened to fit only one finger between the strap and the chin.
- Children should then be asked to shake their heads in all directions to ensure there is minimal movement.

Helmets are designed to take only one hit. If they are involved in a crash or dropped they should be replaced.

## Discussion Questions

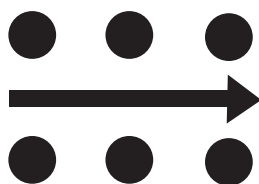
What kind of different helmets are there?

A. *BMX, motor bike, bicycle, snowboarding, windsurfing.*





## Activity One – Straight Line Balance



### Objective:

Children will develop the ability to ride straight while maintaining balance and control.

### Equipment:

- Cones, set up as above.
- Chalk (optional) to draw lines for the children to follow.

### Instructions:

Balance bikes

- children should attempt to lift both feet off the ground to balance down the line.

Pedal bikes

- children should ride as slow as possible without putting their feet down.

### Safety:

Some children may go faster than others so it's important to go one at a time.

### Modifying the Activity:

#### *Beginner:*

The area can be made larger and the distance shorter.

#### *Advanced:*

Reduce the area in which the children can cycle in and lengthen the distance.

### Discussion Question:

Is it easier to go faster or slower?



## Activity Two – Gate Slalom



### Objective:

Children will develop the ability to manoeuvre their bicycle and negotiate obstacles.

### Equipment:

- Cones, set up as above
- Chalk (optional) to draw lines for the children to follow.

### Modifying the Activity:

#### *Beginner:*

Use less cones placed further apart.

#### *Advanced:*

Place cones closer together, add more cones.

Children's feet shouldn't touch the ground.



## Activity Three - Challenge Course

### Objective:

This activity does not involve the use of a bike but is designed to enhance balance, an important component of cycling.

### Equipment:

Any of the following can be used:

Mini hurdles  
Skipping ropes  
Cones  
Ladders  
Balance beams

### Activity Organisation:

Various equipment will be used to create a course that involves jumping, heel to toe walking, direction change and balancing.

### Instruction:

Ask children to play Follow The Leader around the course.

### Safety:

Children sometimes trip over, make sure they are not going so fast that they hurt themselves and where possible use a grassy area.

### Modifying the Activity:

#### Beginner:

Slow the pace down.

#### Advanced:

Introduce a bean bag for the children to balance on their head whilst doing the course.

### Activity Ideas:

Jump through hoops  
Go under skipping rope  
Do the course forwards, backwards and sideways.

## Handout ( Please use printable version available online )



### Week One

This week the children began the Let's Get Going Cyclist Skills Programme.

*The following is what they have learnt so far.*

### Helmet Check

- Check helmet for cracks or damage. If there is damage the helmet will need replacing.
- Ensure helmet is the correct size.
- Adjust helmet so it is level, covering the forehead but not the eyes.
- The side V-strap should be buckled under the ear.
- Straps should be evenly adjusted, connecting under the chin and tightened to fit only one finger between the strap and the chin.



## Module Two - Bike Mount and Dismount

### Learning

Children will learn to correctly mount and dismount their bicycles.

### Group Management

In a group setting explain the principles of how to mount and dismount a bike. It is helpful if an adult can show how this is done on their bike but if not ask an able child to demonstrate.

### Check points

- Children should be able to sit on their seat, hands on the handle bars, and balls of their feet firmly on the ground.
- Oversized bikes are dangerous.
- Bike should be single speed with back pedal brakes.

### Bike Mount

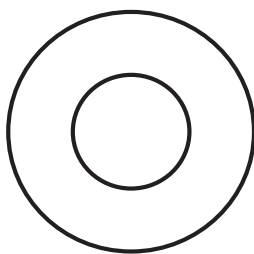
- Hop on the bike by swinging leg over the back. If children have a low frame bike they can put their leg over the bar. If possible hold the brake on while doing this.
- Mount on the left side of the bike to avoid the chain. This will also become important when the children begin to ride on the road as they will be leaning away from traffic.
- Feet should be flat on the ground with straight legs.
- Rotate the pedal so your right pedal is at 45 degrees forward and up.
- Put your foot on the high pedal and push down.
- Elbows slightly bent.
- Head looking forward.

### Dismount

- Apply brakes slowly.
- If bike has both hand and foot brakes, encourage the child to use them both.
- When the bike is almost stopped slide forward on the seat and put foot down.
- Dismount on the same side as bike mount.



## Activity One - Round The Circle



### Objective:

Children will develop the ability to corner in both directions.

### Equipment:

- Cones laid out in a circle.
- Chalk (optional) to draw lines for the children to follow.

### Instruction:

Correct Turning:

- Look where you want to go.
- Brake before the corner.
- Approach wide.
- Don't turn too sharp.

### Safety:

Ensure that the children do not overtake each other as this may cause a collision. You may need to split the faster and slower riders up and let them ride at separate times.

### Modifying the Activity:

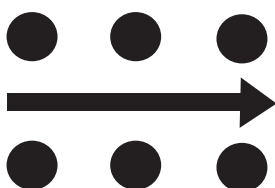
#### Beginner:

Make the circle larger (this decreases the angle they have to turn).

#### Advanced:

Make the circle smaller (this increases the angle they have to turn).

## Activity Two - Straight Line Balance



### Objective:

Children will develop the ability to ride straight while maintaining balance and control.

### Equipment:

- Cones, set up as above.
- Chalk (optional) to draw lines for the children to follow.

### Instructions:

Balance bikes

- Children should attempt to lift both feet off the ground to balance down the line.

Pedal bikes

- Children should ride as slow as possible without putting their feet down.

### Safety:

Some children may go faster than others so it's important to go one at a time.

### Modifying the Activity:

#### Beginner:

The area can be made larger and the distance shorter.

#### Advanced:

Reduce the area in which the children can cycle in and lengthen the distance.



## Activity Three – Bubbles

### Objective:

This activity doesn't involve a bike and focuses on eye tracking, an important component in cycling.

### Equipment:

Bubbles

### Safety:

This should be done in small groups indoors.

### Instructions:

Adults blow bubbles and children use their pointer finger to pop them.



## Handout ( Please use printable version available online )



## Week Two

This week the children learnt some more components of safe bicycle riding. Try practising these at home with them.

### Mount

- Mount on the left side of the bike to avoid the chain.  
This will also become important when the children begin to ride on the road as they will be leaning away from any traffic.
- Rotate the pedal so your right pedal is at 45° forward and up.  
This is the "Power Start" position.

### Bike Dismount

- Apply brakes slowly. When the bike is almost stopped slide forward on the seat and put foot down. Dismount on the same side as bike mount.



## Module Three – Bike Safety and Braking

### Learning

Children will be able to identify aspects of bike safety that are important to them at their age.

### Activity Organisation

Initial instruction and questioning will take place in a whole group setting.

### Check Points

Children should always ride with an adult.

#### *Traffic light*

Green = Go, Orange = Slow down, Red = STOP

#### *Pedestrian Crossings*

Wait on the footpath until there is no traffic or the traffic has stopped on BOTH sides.

Look both ways for traffic.

We must walk our bikes across the road.

#### *Stop Sign*

Everyone including bike riders must always stop at these signs.

Look both ways.

*(There are printable signs available online)*

### Discussion Questions

Where should children ride their bikes?

*A. On the footpath or in a safe non-traffic area.*

People use the footpath too, so how can we let them know we are coming?

*A. Using our bell or if we don't have one shouting out politely.*

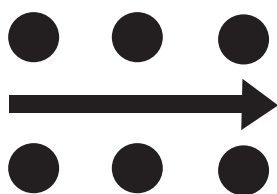
What else do we need to watch for when riding on the footpath?

*A. Cars going in and out of driveways. Children should be reminded that they need to look both ways. They can also listen for cars as they can't always be seen.*





## Activity One - Braking



### Objective:

Children will develop the ability to accelerate and brake correctly and effectively.

### Equipment:

- Cones, set as above.
- Chalk (optional) to draw lines for the children to follow.
- STOP sign.

### Instruction:

Someone stands with the STOP sign ready to randomly hold up as the children ride as fast as they can.

### Safety:

Ensure there is enough space at the end of the braking area in case the child does not manage to stop.  
One child at a time.

### Common Faults:

Equipment shifting and children not braking in time.

### Modifying the Activity:

#### *Beginner:*

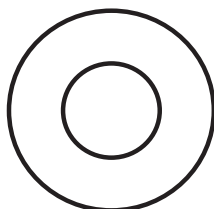
Give children more warning to stop.  
Make the braking area longer.

#### *Advanced:*

Make the run up longer so the child can gain more speed.



## Activity Two - Round The Circle



### Objective:

Riders will develop the ability to ride in a circle and in both directions.

### Equipment:

- Cones
- Chalk (optional) to draw lines for the children to follow
- Traffic light sign

### Instruction:

Someone stands with the traffic light sign in the middle of the circle. As children ride get them to slow down (orange), stop (red), and go (green).

### Safety:

Ensure that the children do not overtake each other as this may cause a collision.  
You may need to split the faster and slower riders up and let them ride at separate times.

### Common Faults:

Equipment Shifting

### Modifying the Activity:

#### *Beginner:*

Make the circle larger (this decreases the angle they have to turn).

#### *Advanced:*

Make the circle smaller (this increases the angle they have to turn).

## Activity Three – Peg Game



### Objective:

This activity does not involve the use of a bike but is designed to enhance fine motor skills of the hands that are required for braking and control of the bike.

### Equipment:

- Pegs
- Ice cream container

### Instruction:

Place a pile of pegs on a table and the children can either peg them to themselves or to the container.

### Safety:

Ensure the items are not so small that they become a choking hazard.

### Modifying the Activity:

#### *Beginner:*

Allow more time for the child to complete the activity and use larger pegs.

#### *Advanced:*

Peg Tag – Children have to get rid of all their pegs by placing them on their peers clothing.

### Discussion Questions:

Can you count the items as you place them on the edge of the container?

What colour are the pegs being placed in the container?

## Handout ( Please use printable version available online )

## Week Three

This week we focused on some very important aspects of bike safety.

### Bike Safety

- Footpaths are for people too.
- Alert pedestrians you are nearby using a bell or saying “excuse me.”
- Look and listen for traffic, especially those backing out of driveways.

### Braking

- Children learnt how to brake effectively without skidding.
- Weather can effect braking, with wet weather resulting in longer braking time required.
- The arms should be extended with the elbows slightly bent when braking.



## Module Four — Bike Care

### Learning

Children will learn to do a basic safety check on their bike ensuring it is safe to ride

### Group Management

In a group setting explain the check points first then get the children to check their own bikes.

### Check Points

**A** for Air - Check that the tyres are not flat by squeezing them. Explain that if tyres are flat the bike should not be ridden. Talk about how it makes it difficult to ride especially when it comes to turning on a flat front wheel. Also explain that riding with a flat tyre can damage it further.

Demonstrate a tyre deflation and listen to the noise it makes. Once deflated explain how to pump it back up again.

**B** for Brakes – Show children how to check their bikes by squeezing them on and trying to push the bike forward. Get the children to test their brakes.

You should also talk about storage of their bikes and why it is important to keep the bike in the shed away from thieves and the rain.

Discuss how a wet bike will rust and the chain may lock or brakes not work.



## Activity One - Gate Slalom



### Objective:

Children will develop the ability to manoeuvre their bicycle, cornering skills and be able to negotiate obstacles.

### Equipment:

- Cones, set up as above.
- Chalk (optional) to draw lines for the children to follow.

### Activity Organisation:

Set up cones as shown above.

### Modifying the Activity:

#### *Beginner:*

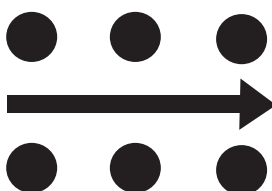
Use less cones placed further apart.

#### *Advanced:*

Place cones closer together, add more cones.

Children's feet shouldn't touch the ground.

## Activity Two - Braking



### Objective:

Children will develop the ability to accelerate and brake correctly and effectively.

### Equipment:

- Cones, set as above.
- Chalk (optional) to draw lines for the children to follow.
- STOP sign.

### Instruction:

Someone stands with the STOP sign ready to randomly hold up as the children ride as fast as they can.

### Safety:

Ensure there is enough space at the end of the braking area in case the child does not manage to stop.  
One child at a time.

### Common Faults:

Equipment shifting and children not braking in time.

### Modifying the Activity:

#### *Beginner:*

Give children more warning to stop.  
Make the braking area longer.

#### *Advanced:*

Make the run up longer so the child can gain more speed.



## Activity Three – Bike Pump

### Objective:

This activity introduces children to aspects of pumping up a bicycle tyre.

### Equipment:

- Bike
- Bike Pump

### Activity Organisation:

Let the air out of the tyre while explaining that children need to check their tyres if they hear that noise.

### Safety:

Ensure that the valve cap is removed by an adult and kept in a safe place as the caps are a choking hazard.

### Modifying the Activity:

#### *Beginner:*

The less air there is in the tyre the easier it is to pump up. Get children to concentrate on accuracy rather than speed.

#### *Advanced:*

A tyre with more air is harder to inflate so don't let as much air out. Ask them to pump faster.

### Discussion Questions:

How many pumps does it take to get enough air in the tyre?

## Handout ( Please use printable version available online )



## Week Four

This week we focused on bike care.

### Bike Care

- Check brakes before every use.
- Ensure bike tyres are inflated to correct pressure, which is written on side of tyre.
- If flat don't ride until pumped up.
- Oil the chain regularly and clean off dirt.
- Dry bike with an old rag or ride it and let the wind do all the hard work.



## Module Five – Wheels Day

### Learning

To create a fun day that reinforce's learning in order to enhance the child's memory of the skill.

### Group Management

Children should be advised to put their helmet and shoes on as a group and then split into groups for the activities.

### Activity Organisation

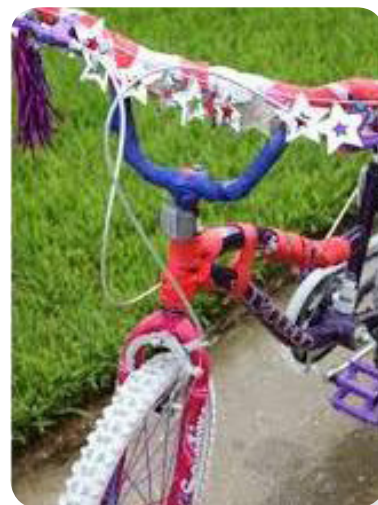
- ***Set time, date and venue***  
Hold the event at a convenient playground, gymnasium or parking lot. Hard level surface in traffic free areas are best.
- ***Awards, prizes and refreshments***  
Certificates should be given to all children at the conclusion of the wheels day. See appendix 4 or online (printable version) for certificate.
- ***Orientation***  
Each adult/helper should be clear on the purpose of the station they are on, as well as familiar with other activities happening elsewhere.

### Choosing Activities

- When choosing activities take into consideration the children's ability, time, equipment required and how many adults are available to help.
- It is recommended that only 1-2 cycling activities be used to allow the children to rest and recover at a developmental activity before going onto the next cycling activity.

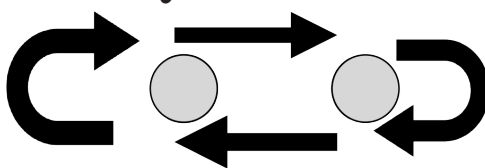
### Activity Ideas

- Get the children to decorate their bikes and helmets (ensure that the slippery surface of the helmet is not greatly altered as this is designed to slide when a child falls off a bike, therefore reducing injury). Children can then parade on their bikes for parents and teachers to see.
- Transform the centre into a safe but busy street with obstacles children will need to avoid on their wheels.
- Invite a special guest that will get the children excited about riding e.g. an adult club member.
- Have a bike-a-thon and count how many times children can cycle around a circle within a certain amount of time (have a smaller circle on the inside for the slower ones) – you could do this as a fundraiser.
- Encourage all children and staff to bring their wheels, big or small.
- Allocate some time in the day for wheeling around, encourage the children to draw pictures of their wheels and where they like to ride.





## Activity One - U-Turn



### Objective:

Riders master making tight turns in a confined space while maintaining balance and control.

### Equipment:

- Cones
- Chalk (optional) to draw lines for the children to follow

### Safety:

One rider at a time.

### Technique points:

Control speed while entering the turn.  
Look where you want to turn.

### Common Faults

Performed too fast.  
Rider turns too wide/narrow.  
Rider is better at turning in one direction than the other.

### Modifying the Activity:

#### *Beginner:*

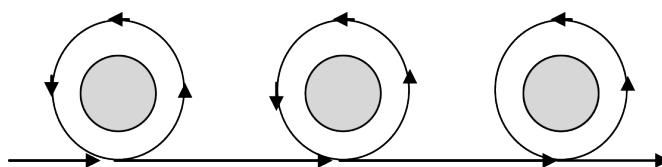
Place a chalk line on the ground for riders to aim for their wheel to follow.

#### *Advanced:*

Make the u-turn sharper.



## Activity Two - 360° Challenge



### Objective:

Riders will be able to control their bicycles around tight turns.

### Equipment:

- Cones
- Chalk (optional) to draw lines for the children to follow.

### Safety:

One rider at a time.

### Common Faults:

Turning too narrow/wide.  
Pedalling in turn. This can result in the pedal touching the ground.  
Not using brakes therefore gaining too much speed.

### Technique points:

Start slowly and increase your speed as you gain confidence.  
Control your speed and look to maintain smooth, consistent turning radius around the markers.  
Point your inside knee towards the markers as you're circling.  
Keep looking at the marker you are circling to prevent drifting.

### Modifying the activity

#### *Beginner:*

Encourage riders to put their feet down if necessary.  
Extend the distance between the cones.  
Reduce the number of turns.

#### *Advanced:*

Decrease the distance between markers.  
Ride the course in the opposite direction.



## Appendix 2 — Permission Form

### Cyclist Skills Programme Permission to Participate Form

(Centre Name) will be participating in the Let's Get Going Cyclist skills programme.

The programme runs for five weeks, every (insert day) starting (insert date) and the last session is (insert date)

#### It would be helpful if your child could bring along:

A bicycle in good working order.

A standards approved helmet.

Closed toe shoes appropriate for cycling.

*All children participating in the Let's Get Going programme must wear a helmet and closed toe shoes during each session.*

During and after the programme, it is a good idea to encourage your child to practise and develop their skills.

Please complete the permission form and return to me.

Thank you in anticipation for your support of the programme. If you have any questions, please do not hesitate to contact (name) at (organisation) on: (Phone)

Kind Regards,

Name

Position

Organisation

---

I give permission for .....

Age ..... to take part in the Let's Get Going Cyclist Skills Training Programme.

Please indicate if your child has any medical conditions or other needs that the course instructor needs to be aware of:

.....

Parent / Caregiver Signature:

.....

Print Name: ..... Date: .....

Do you give permission for photos to be taken during each cycle session? Yes / No

Thank you for your time

**( Please edit and use word document online )**



# Cycle Training Certificate

To .....

In recognition of outstanding performance and participation in the  
Let's Get Going Cyclist Skills Training Programme



Signed ..... Title ..... Date .....



# Cycle Training Certificate

To .....

In recognition of outstanding performance and participation in the  
Let's Get Going Cyclist Skills Training Programme



Signed ..... Title ..... Date .....

## Appendix 4 — Bike NZ - Learn to Ride



### Learn to Ride

Riding a bike is a fundamental skill that provides children with the ability to learn how to take risks, and provides them with a sense of freedom and achievement.



Shocking figures show that less and less children are learning to ride. BikeNZ wants to provide all children with this essential skill to ensure they all enjoy the fitness, freedom and fun that cycling provides.

The Learn to Ride programme was developed in 2010, to teach primary school children the fundamentals of riding a bike, aligning with New Zealand Transport Agency Grade One cycle skills.

The programme covers the following skills, over 5-7 hours:

- Helmet fitting, and bike check
- Balancing, mounting, and dismounting
- Braking, stopping, and riding in straight line
- Cornering, and using gears

Each child graduates the programme with the fundamental skills to become our future world champions, and everyday cyclists. They all receive a cycling passport with stories, kiwi cycling heroes, and activities.

#### Become a Learn to Ride Instructor

Learn to Ride is a great programme for parents, teachers, clubs and schools, or anyone that wants to take their first steps on the coaching pathway. For more information contact Chris Foggin on 09 630 5796, 027 507 5393 or [chris.foggin@bikenz.org.nz](mailto:chris.foggin@bikenz.org.nz)