



Teacher's Guide



Published by Cycling Scotland on behalf of the Bikeability Scotland Delivery Group

Cycling Scotland



Contents

- 02 Introduction**
- 03 Curriculum for Excellence**
- 04 Links between practical & classroom lessons**
- 06 Cycle maintenance**
 - Teacher's notes
 - Worksheet 1: Cycle maintenance
- 08 Understanding road positioning and minor & major roads**
 - Teacher's notes
 - Worksheet 2 (a): Understanding minor & major roads
 - Worksheet 2 (b): Understanding road positioning
- 11 Left turn**
 - Teacher's notes
 - Worksheet 3(a): Left turn – road position
 - Worksheet 3(b): Controlled left turn – road priorities
 - Worksheet 3(c): Uncontrolled left turn – road priorities
- 15 Overtaking**
 - Teacher's notes
 - Worksheet 4: Overtaking
- 17 Controlled right turn – road position**
 - Teacher's notes
 - Worksheet 5(a): Controlled right turn – road position
- 19 Controlled right turn – road priorities**
 - Worksheet 5(b): Controlled right turn – road priorities
- 21 Uncontrolled right turn – road position**
 - Teacher's notes
 - Worksheet 6(a): Uncontrolled right turn – road position
 - Worksheet 6(b): Uncontrolled right turn – road priorities (1)
 - Worksheet 6(c): Uncontrolled right turn – road priorities (2)
- 26 Optional outcomes**
 - Making a U-turn
 - Straight ahead from minor road to minor road at a crossroads
 - Turn left at a mini/single lane roundabout
 - Straight ahead at a mini/single lane roundabout
 - Turning right at a mini/single lane roundabout
- 32 Revision & role of road user**
 - Teacher's notes
 - Road markings, traffic lights and traffic signs
 - Worksheet 7(a): Road markings & traffic lights
 - Worksheet 7(b): Traffic signs
- 35 Risks and responsibilities**
 - Teacher's notes
 - Worksheet 7(c): Risks and responsibilities
- 37 The environment**
 - Teacher's notes
 - Worksheet 7(d): The environment
 - Worksheet 8: Your personal risk assessment sheet
- 42 Useful contacts**

Introduction

This guide has been created to support the practical training aspect of the Bikeability Scotland scheme. It focuses on Level 2, covering each of the core manoeuvres related to cycling in an on-road environment.

This resource can be used alongside other resources, such as Sustrans 'Safer Routes to Schools' and Road Safety Scotland's 'Tales of the Road'. The Bikeability Scotland scheme can also be used to promote an understanding of the role of cycling as an environmentally sustainable and healthy form of transport as part of the 'Health Promoting Schools' and 'Eco-Schools' initiatives.

Bikeability Scotland fits well with the Health and Wellbeing Experiences and Outcomes within Curriculum for Excellence.

For pupils, the emphasis should be on cycling as a problem-solving activity rather than a series of rules. Pupils should also be encouraged to think through cycling safety in relation to the wider safety implications of making a journey. Safe cycling should be developed as a strategic approach and as a means to enjoying all of the benefits that cycling can bring. Teachers are encouraged to use this guide in the classroom, alongside the Cyclist's guide and Trainer's guide, to facilitate collaboration and discussion of the manoeuvres and worksheet in order to allow pupils to express their opinions and concerns and ensure understanding.

The Bikeability Scotland Level 2 objectives are to:

- ⇒ promote an understanding of the rules of the road, particularly as these apply to cyclists
- ⇒ encourage the development of a responsible attitude in cyclists towards the care and maintenance of their bicycles
- ⇒ encourage a consideration of the risks and responsibilities of cycling
- ⇒ enable cyclists to cope with common road and traffic situations involving decision-making
- ⇒ promote an understanding of the role of cycling as a healthy and environmentally sustainable form of transport

On successful completion of level 2, the candidate will be able to:

- ⇒ Demonstrate all the Level 1 manoeuvres
- ⇒ Start and finish an on-road journey
- ⇒ Be aware of everything including what's behind them whilst riding
- ⇒ Understand how and when to signal their intentions to other road users
- ⇒ Understand where to ride on the roads they are using
- ⇒ Pass parked or slower moving vehicles
- ⇒ Pass side roads
- ⇒ Turn left/right into a minor road
- ⇒ Turn left/right into a major road
- ⇒ Be able to take to correct carriageway lane when needed
- ⇒ Decide where cycle lanes can help their journey and demonstrate correct use (if cycle lanes can be included)
- ⇒ Explain decisions made during riding and thereby demonstrate understanding of safe riding strategy
- ⇒ Demonstrate a basic understanding of the Highway Code, in particular how to interpret road signs and markings
- ⇒ Demonstrate understanding of safety equipment and clothing

Additional optional learning outcomes may also include:

- ⇒ Making a U-turn
- ⇒ Going straight from minor road to minor road at a crossroads
- ⇒ Turning left at a mini/single lane roundabout
- ⇒ Going straight ahead at a mini/single lane roundabout
- ⇒ Turning right at a mini/single lane roundabout

Curriculum for Excellence



Bikeability Scotland & the Curriculum for Excellence: Health & Wellbeing – Experiences and Outcomes

MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING

Physical wellbeing

- ⇒ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
- ⇒ I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.
- ⇒ I know and can demonstrate how to travel safely.

(This applies to all kinds of travel – whether on foot, bicycle, motor vehicles or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.)

PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT

Physical activity and health

- ⇒ I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.

Physical activity and sport

- ⇒ I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.

(Learners are provided with the opportunity to develop physical activity and sport in the classroom, in the school and during travel such as walking and cycling, in the outdoor environment and in the community.)

PLANNING FOR CHOICES AND CHANGES

- ⇒ Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me prepare for the next stage in my life and learning.

(It is the responsibility of all adults working together to support learners.)

Links between practical & classroom lessons

Practical (Trainer's Guide)	Classroom (Trainer's Guide)
Lesson 1: Preparing for the Road	Worksheet 1: Cycle Maintenance
Lesson 2: Starting and Stopping There is no specific worksheet for this lesson	Worksheet 2(a): Understanding Minor & Major Roads (this worksheet should ideally be completed before the following practical Left Turn and Right Turn lessons begin) Worksheet 2(b): Road Positioning
Lesson 3: Left Turn – Uncontrolled & Controlled	Worksheet 3(a): Left Turn – Road Position Worksheet 3(b): Controlled Left Turn – Road Priorities Worksheet 3(c): Uncontrolled Left Turn – Road Priorities
Lesson 4: Overtaking	Worksheet 4: Road Position
Lesson 5: Right Turn – Controlled	Worksheet 5(a): Controlled Right Turn – Road Position Worksheet 5(b): Controlled Right Turn – Road Priorities
Lesson 6: Right Turn – Uncontrolled	Worksheet 6(a): Uncontrolled Right Turn – Road Position Worksheet 6(b): Uncontrolled Right Turn – Road Priorities (1) Worksheet 6(c): Uncontrolled Right Turn – Road Priorities (2)
Lessons 7 & 8: Revision & Role of Road User	Worksheet 7(a): Road Markings & Traffic Lights Worksheet 7(b): Traffic Signs Worksheet 7(c): Risks & Responsibilities Worksheet 7(d): The Environment Worksheet 8: Your Personal Risk Assessment
Optional Outcomes: <ul style="list-style-type: none"> • Making a U-turn <ul style="list-style-type: none"> • Straight ahead from minor road to minor road at a crossroads • Turn left at a mini/single lane roundabout • Straight ahead at a mini/single lane roundabout • Turning right at a mini/single lane roundabout 	



Interactive Bikeability Scotland activities are available at www.prometheanplanet.com
Electronic copies of resources, with video support, can be found at www.bikeabilityscotland.org

Cycle maintenance

Teacher's Notes

Further resources:

www.streetwiseguys.co.uk game – 'On your bike'
www.talesoftheroad.direct.gov.uk/cycling-safety.php

STREETSENSE2

C4 – Ways of Travelling Safely

INFORMATION FACT BOX

Over 80 per cent of motorists are concerned about pollution and traffic congestion, and 92 per cent agree that cars are harmful to the environment.



Worksheet 1: Cycle maintenance

Write down the names of the bicycle parts beside each number

ANSWERS

to Worksheet 1: Cycle Maintenance

- | | |
|----------------|---------------|
| 1 Saddle | 2 Bell |
| 3 Handlebars | 4 Brake lever |
| 5 Brake blocks | 6 Front fork |
| 7 Spokes | 8 Tyre |
| 9 Frame | 10 Pedals |
| 11 Chain | 12 Light |
| 13 Reflector | |



Understanding road positioning and minor & major roads

Teacher's Notes

This worksheet should ideally be completed before the practical Left Turn and Right Turn lessons begin.

Pupils should be encouraged to think carefully about how they cycle and be aware of how this affects their safety. A guided classroom discussion to raise awareness of the issues is recommended, with a focus on the potential of safety equipment and the fact that these do not confer automatic protection whilst on the road. Pupils need to be clear that it is the use of correct road positioning, defensive cycling and hazard perception which will maximise safety.

Road Positioning

Cyclists have an equal entitlement to using the road as other road users. They also share the same responsibilities. It is very important to take up an assertive road position, to avoid cycling in the gutter and to make every effort to allow yourself the best possible line of sight when interacting with traffic. Teachers are encouraged to read through the Cyclist's Guide with their pupils and lead a discussion on correct road positioning to clarify any doubts.

There are two standard road positions:

The primary position is generally the safest for the cyclist, the secondary being an option available which helps traffic behind see ahead and overtake you. Cyclists should only adopt the secondary position if it does not put their own safety at risk.

The primary position is especially useful to you at junctions, on narrow roads when there isn't enough room for those behind to overtake (even though they might feel tempted), and in busy, slow-moving traffic.

It's precisely in these circumstances that you need the advantages that the primary position confers

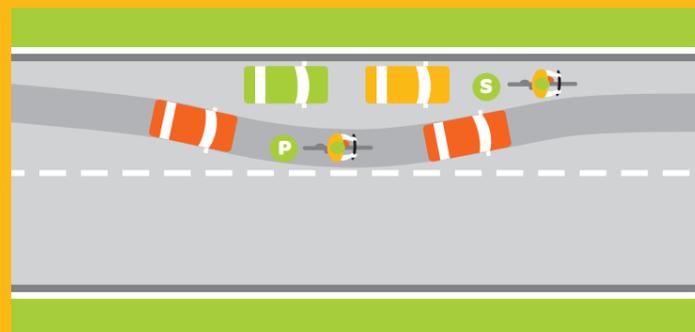
- ⇒ space around you to react
- ⇒ high visibility to other road users
- ⇒ the smoothest road surface.

P Primary Position

⇒ The primary riding position is in the centre of the lane. Here you are most visible to following drivers and those who might cross your path, and have the best visibility of side roads and other road features.

S Secondary Position

⇒ The secondary riding position is to the left of moving traffic, but not closer than 50cm to the edge of the road (closer would mean no room for manoeuvre in emergencies and also riding over road debris).



ANSWERS
to Worksheet 2: Understanding Minor & Major Roads

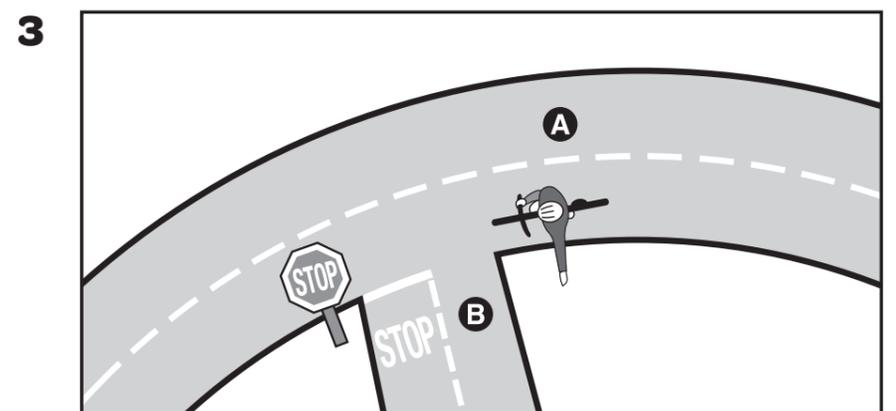
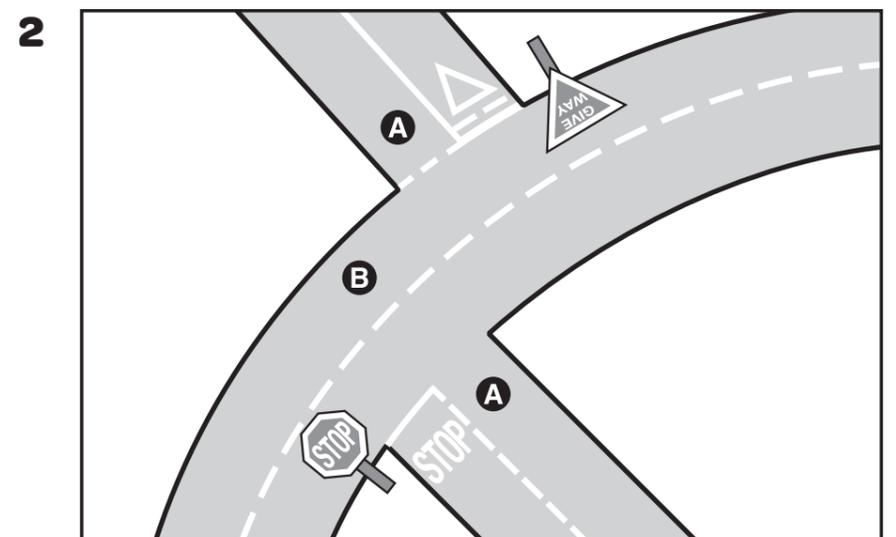
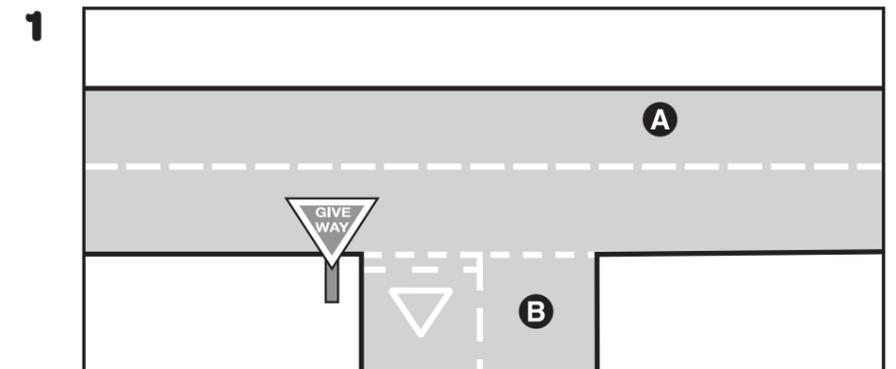
Diagram 1 A – Major
 B – Minor

Diagram 2 A – Minor
 B – Major

Diagram 3 A – Major
 B – Minor

Worksheet 2(a): Understanding minor & major roads

Look at the diagrams below and label the junctions correctly with the words minor and major.

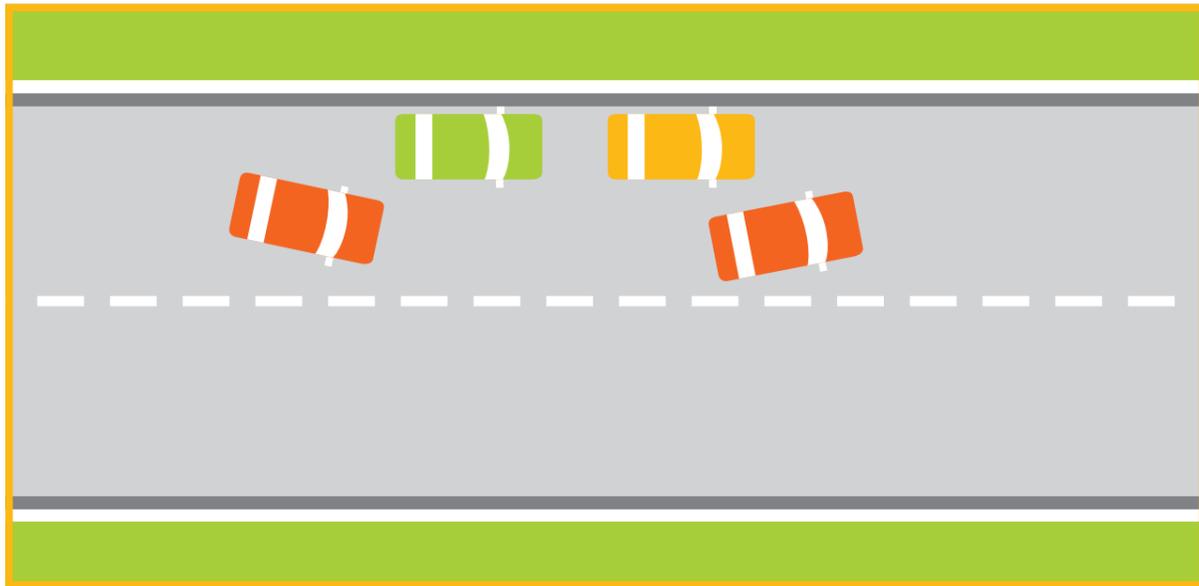


Worksheet 2(b): Understanding road positioning

Look at the diagram below, mark where a cyclist would be in:

1- The Primary Position

2 - The Secondary Position



In your own words, give a brief explanation of the reasons for adopting each road position.

.....

.....

.....

.....

.....

.....

Left turn

Teacher's Notes

Please note that sections which are repeated are intended as consolidation for pupils.

Safe road positioning

Cyclists have an equal entitlement to using the road as other road users. They also share the same responsibilities. It is very important to take up an assertive road position, to avoid cycling in the gutter and to make every effort to allow yourself the best possible line of sight when interacting with traffic.

There are two standard road positions:

Primary Position

⇒ The primary riding position is in the centre of the lane. Here you are most visible to following drivers and those who might cross your path, and have the best visibility of side roads and other road features.

Secondary Position

⇒ The secondary riding position is to the left of moving traffic, but not closer than 50cm to the edge of the road (closer would mean no room for manoeuvre in emergencies and also riding over road debris).

The primary position is generally the safest for the cyclist, the secondary being an option available to you that helps traffic behind see ahead and overtake you. Cyclists should only adopt the secondary position if it does not put their own safety at risk.

Road priorities

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left (3) turning right.

Discuss safety implications. The cyclist must be looking ahead and be aware of what the driver might do. The driver will know that the cyclist has right of way, however, may still try to cut across the cyclist. The cyclist should look properly into the junction, be confident and make a safe left turn.

ANSWERS

to Worksheet 3(b): Controlled Left Turn - Road Priorities

- A (2)
- B Cyclist should have right of way - on the road, the person turning left should always go before the person turning right.

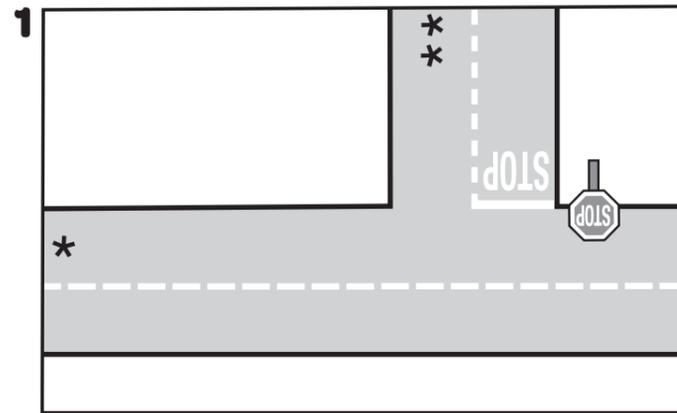
ANSWERS

to Worksheet 3(c): Uncontrolled Left Turn - Road Priorities

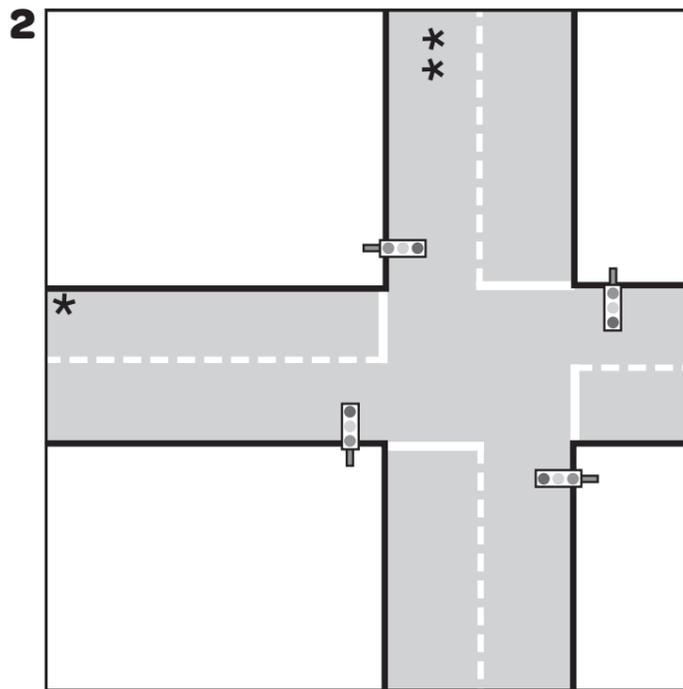
- A Cyclist.
- B Cyclist has right of way - on the road, the person turning left should always go before the person turning right.
- C Lorry might cut across.
- D Perform emergency stop if necessary and restart safely.

Worksheet 3(a): Left turn – road position

Starting at the star *, draw a line to show what road position you would follow to turn left into the minor road. Finish at the double star **.



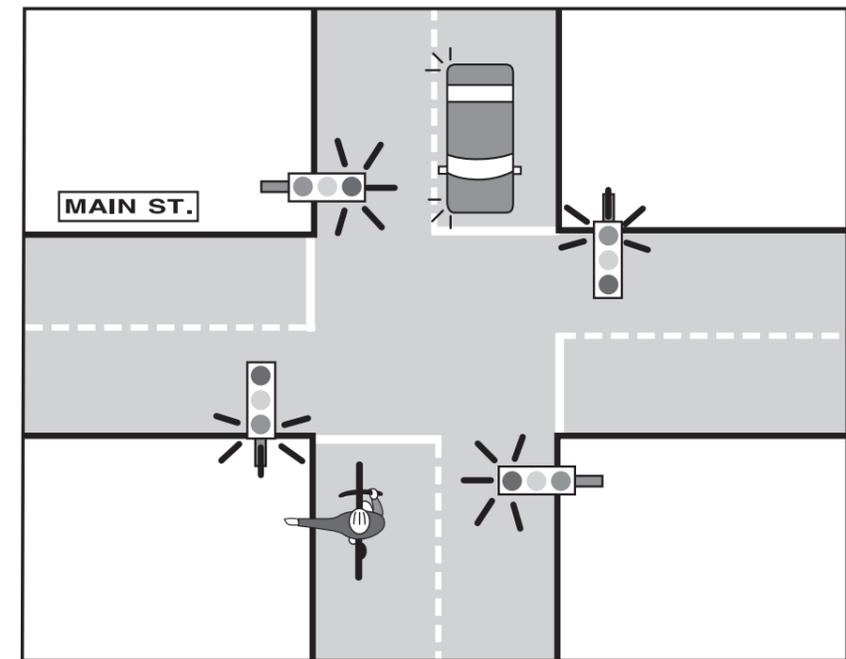
Starting at the star *, draw a line to show what road position you would follow to turn left at this controlled junction. Finish at the double star **.



Worksheet 3(b): Controlled left turn – road priorities

Look at the diagrams and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

A cyclist gets on his bike at the shops and is going to cycle home. He has two left turns to make to get home safely, and knows that he must watch all other traffic carefully. Although he knows that there are road rules which explain road priorities (who gets to make their turn first), he knows that he should be aware of road users who might not stick to the rules.



The cyclist is turning left into Main Street at the green signal at the traffic lights. A car driver wants to turn right into Main Street and also has a green signal.

A Who gets to make their turn first? (Tick one box)

- (1) the car driver
- (2) the cyclist

B Why?

.....

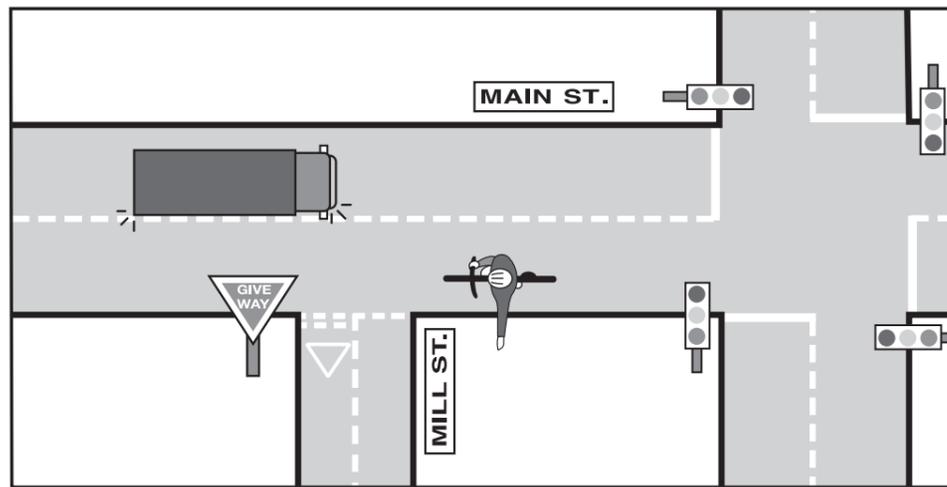
.....

.....

Worksheet 3(c): Uncontrolled left turn – road priorities

Look at the diagrams and answer the questions. Make sure you check your answers with your teacher or cycle trainer.

After completing his turn at the traffic lights, the cyclist gets ready to turn left into Mill Street where he lives. A lorry is waiting to turn right into Mill Street too.



A Who gets to make their turn first?

B Why?

C What do you think could happen in this situation?

D What would the cyclist have to do then?

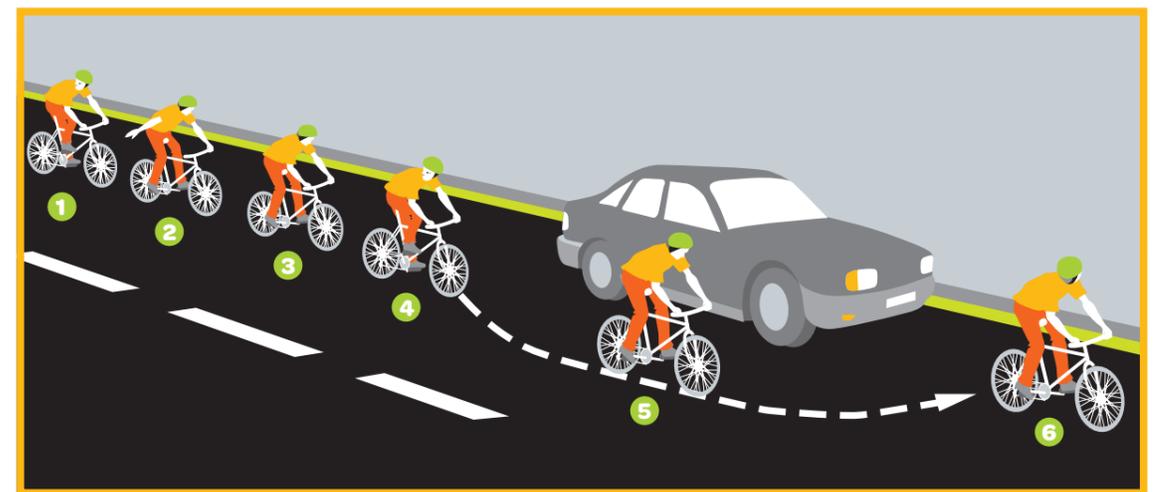


Teacher's Notes

Before overtaking a stationary vehicle, cyclists should be aware that the vehicle might start off or reverse without warning. A driver or passenger might suddenly open a door; a pedestrian might step out unexpectedly – cyclists should look out for any signs of this.

They should be encouraged to be aware of any movements inside or beside the vehicle, which might affect their safety.

They should also leave room on the approach and not get too close to the vehicle.



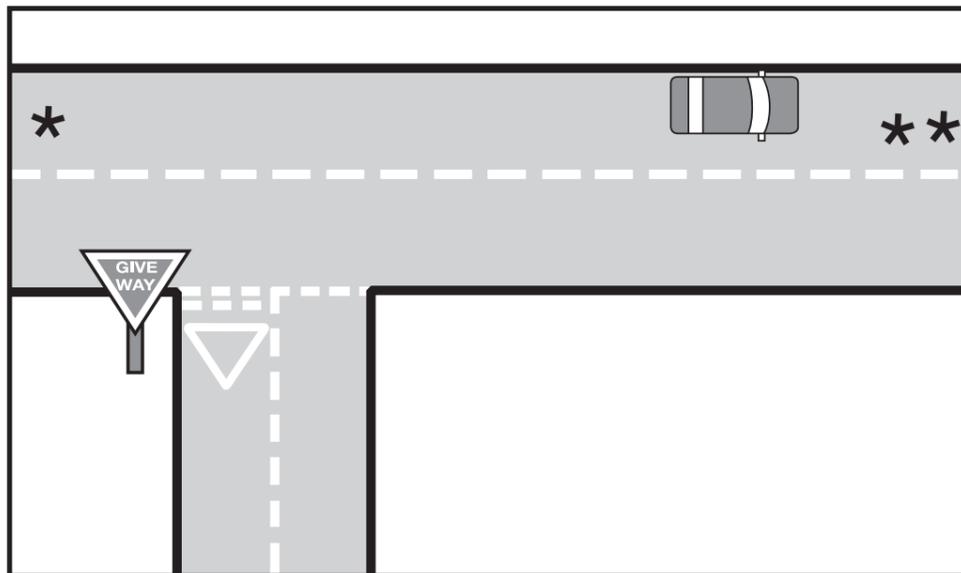
1> Look
2> Signal

3> Two hands on the handlebars
4> Lifesaver

5> Manoeuvre

Worksheet 4: Overtaking

Look at the diagram below and mark out the correct road position a cyclist would take to overtake the stationary vehicle. Start at the star * and finish at the double star **.



Controlled right turn - road position

Teacher's Notes

Safe road positioning

Cyclists have an equal entitlement to using the road as other road users. They also share the same responsibilities. It is very important to take up an assertive road position, to avoid cycling in the gutter and to make every effort to allow yourself the best possible line of sight when interacting with traffic.

There are two standard road positions:

Primary Position

➡ The primary riding position is in the centre of the lane. Here you are most visible to following drivers and those who might cross your path, and have the best visibility of side roads and other road features.

Secondary Position

➡ The secondary riding position is to the left of moving traffic, but not closer than 50cm to the edge of the road (closer would mean no room for manoeuvre in emergencies and also riding over road debris).

The primary position is generally the safest for the cyclist, the secondary being an option available to you that helps traffic behind see ahead and overtake you. Cyclists should only adopt the secondary position if it does not put their own safety at risk.

Road priorities

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left (3) turning right.



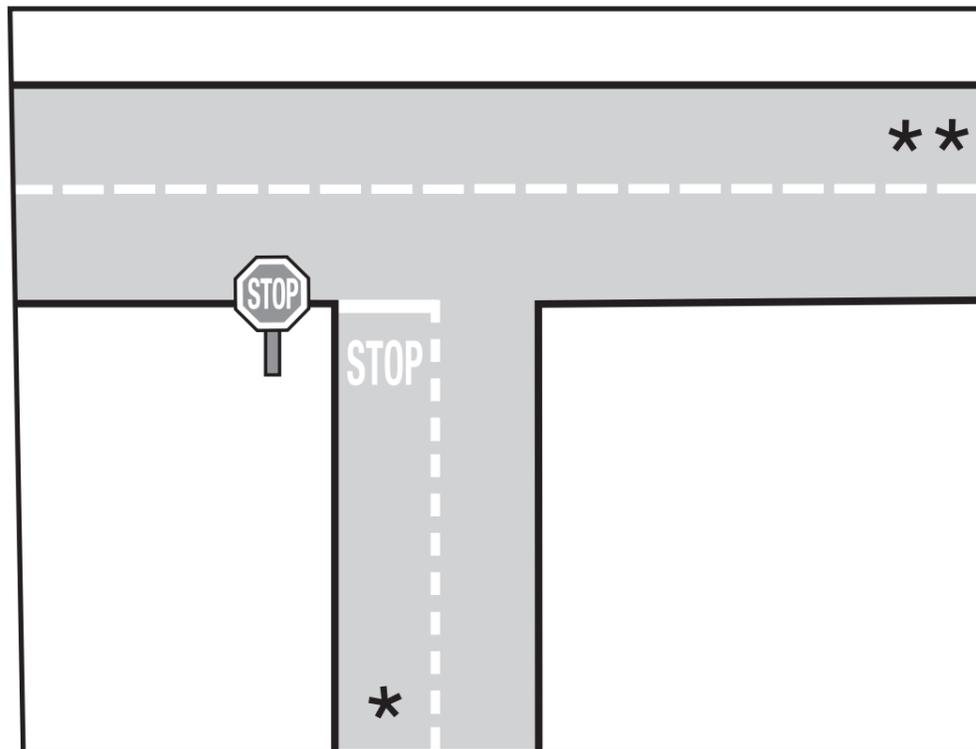
1> Look
2> Signal

3> Two hands on the handlebars
4> Lifesaver

5> Manoeuvre

Worksheet 5(a): Controlled right turn – road position

Look at the diagram below and decide the correct route a cyclist would take to turn right at the stop junction. Mark out the correct road position starting at the star * and finish at the double star **.



Controlled right turn – road priorities

Teacher's Notes

Road priorities

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left (3) turning right.

Safe Road Positioning

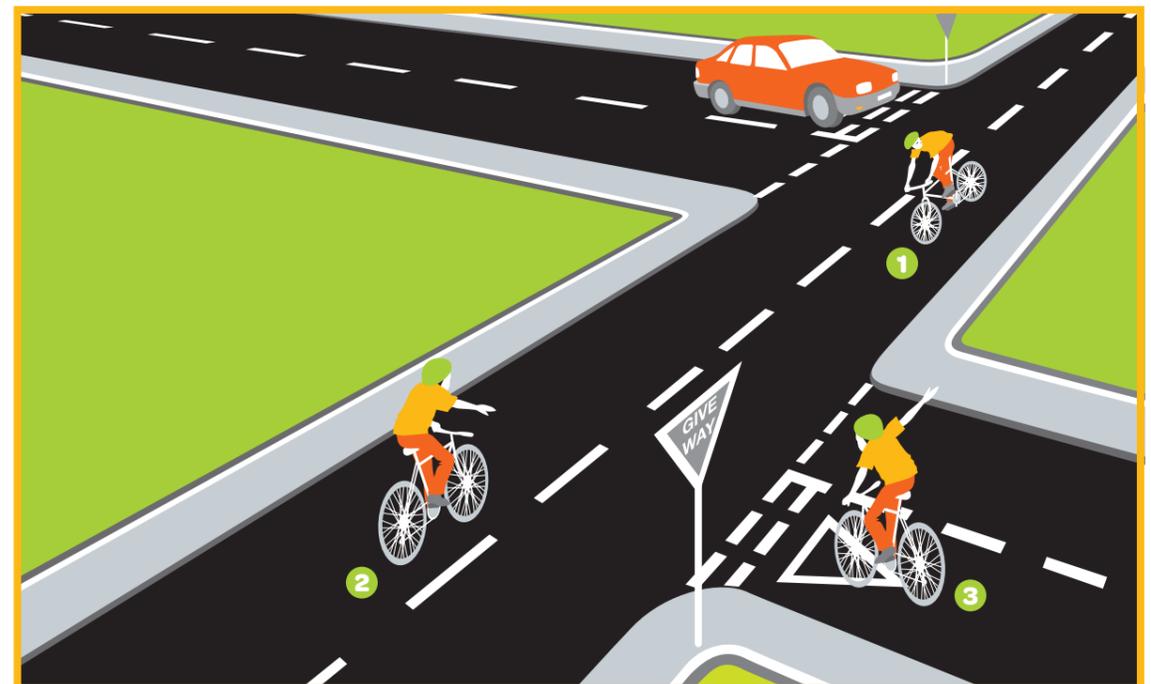
Cyclists should begin preparation for this manoeuvre as early as possible. As they move towards the right of centre of the road, cyclists must make sure they do not get too close to the centre lane lines. It would not be sensible to have the signal arm encroaching on the lane of oncoming traffic.

ANSWERS

to Worksheet 5(b):

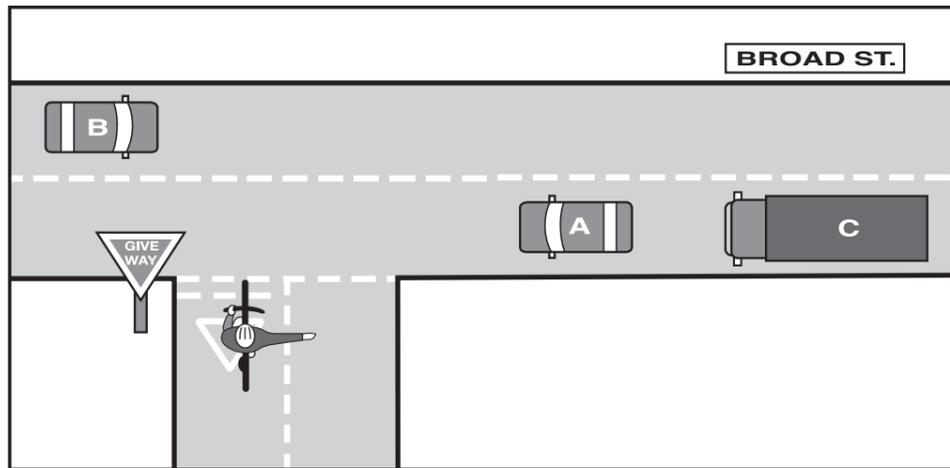
Controlled Right Turn – Road Priorities

- A (3)
- B Cyclists should wait until road is clear from both directions.
- C (1)
- D Cyclists should wait until road is clear from both directions.



Worksheet 5(b): Controlled right turn – road priorities

Look at the diagram below and answer the questions. Make sure you check your answers with your teacher or cycle trainer.



Here, we see a cyclist about to make a right turn from a minor to a major road.

- A** Before making the right turn into Broad Street, what must the cyclist do?
(Tick one box)
- (1) wait for vehicle A to clear the junction
 - (2) wait for vehicle B to clear the junction
 - (3) wait for vehicle A, B and C to clear the junction
- B** Why?
-
-
- C** If vehicle A was turning left into the minor road instead of going straight on, what should the cyclist do?
- (1) wait until vehicle A has made its turn, and vehicles B and C are away from the junction
 - (2) let vehicle B pass the junction and turn when vehicle A is turning left
- D** Why?
-
-

Uncontrolled right turn – road position

Teacher's Notes

Safe road positioning

Cyclists have an equal entitlement to using the road as other road users. They also share the same responsibilities. It is very important to take up an assertive road position, to avoid cycling in the gutter and to make every effort to allow yourself the best possible line of sight when interacting with traffic.

There are two standard road positions:

Primary Position

➡ The primary riding position is in the centre of the lane. Here you are most visible to following drivers and those who might cross your path, and have the best visibility of side roads and other road features.

Secondary Position

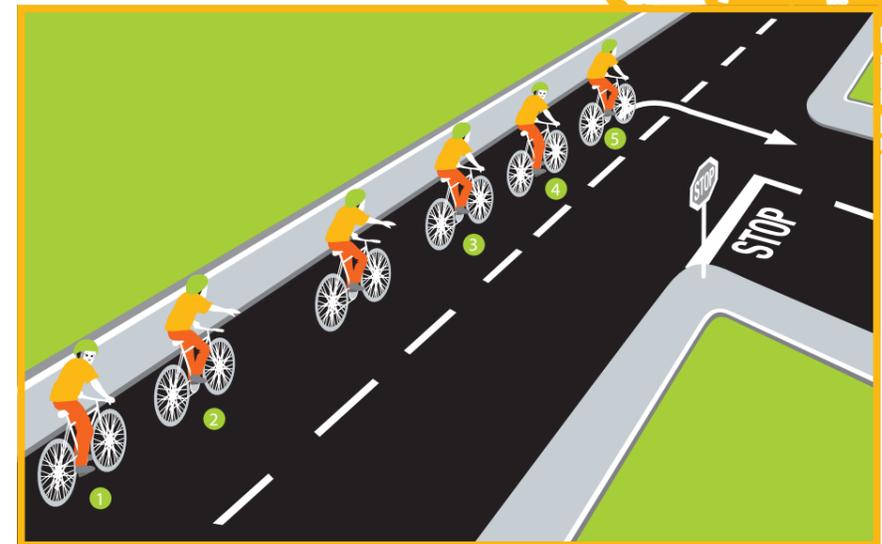
➡ The secondary riding position is to the left of moving traffic, but not closer than 50cm to the edge of the road (closer would mean no room for manoeuvre in emergencies and also riding over road debris).

The primary position is generally the safest for the cyclist, the secondary being an option available to you that helps traffic behind see ahead and overtake you. Cyclists should only adopt the secondary position if it does not put their own safety at risk.

Road priorities

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left (3) turning right.

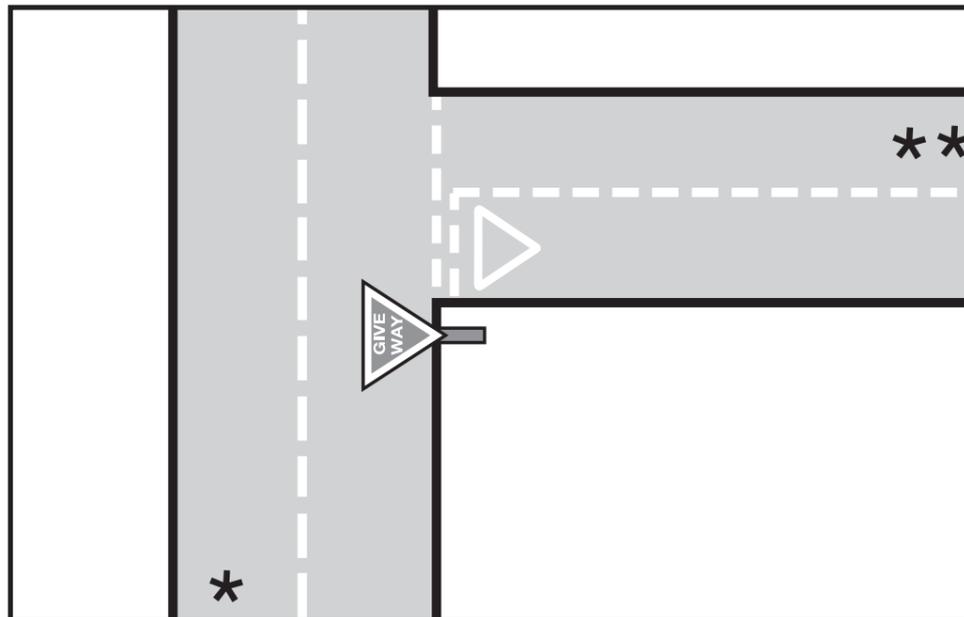


- 1> Look
- 2> Signal
- 3> Two hands on the handlebars
- 4> Lifesaver
- 5> Manoeuvre

Worksheet 6(a): Uncontrolled right turn – road position

Look at the diagram below and decide the correct route a cyclist would take to turn right from the major to the minor road.

Mark out the correct road position starting at the star * and finish at the double star **.
Mark with a ^ the point where you must give the lifesaver look behind before you turn.



Uncontrolled right turn – road position

Teacher's Notes

Safe road positioning

Cyclists have an equal entitlement to using the road as other road users. They also share the same responsibilities. It is very important to take up an assertive road position, to avoid cycling in the gutter and to make every effort to allow yourself the best possible line of sight when interacting with traffic.

There are two standard road positions:

Primary Position

➡ The primary riding position is in the centre of the lane. Here you are most visible to following drivers and those who might cross your path, and have the best visibility of side roads and other road features.

Secondary Position

➡ The secondary riding position is to the left of moving traffic, but not closer than 50cm to the edge of the road (closer would mean no room for manoeuvre in emergencies and also riding over road debris).

The primary position is generally the safest for the cyclist, the secondary being an option available to you that helps traffic behind see ahead and overtake you. But you should only adopt the secondary position if you don't put your own safety at risk.

Road priorities

As cyclists approach a junction, they must be looking ahead into the junction and make a clear, safe decision about what they are going to do. They must also be aware of what other road users might do, and be prepared to act accordingly.

All road users must know who has right of way at a junction: (1) travelling straight ahead; (2) turning left (3) turning right.

ANSWERS

to Worksheet 6(c):
Uncontrolled Right Turn – Road Priorities (2)

- A** This can be a challenging situation and needs a lot of skill and judgement. It is sometimes safer to turn behind the vehicle, but many drivers will pass in front of the cyclist. The cyclist would be safer to wait until the vehicle turns. If there was a queue of traffic behind the vehicle, they would generally turn in front of the cyclist.
- B** If the road is very busy, or drivers do not give way, it may be better for the cyclist to signal to stop and get off the bike at the kerb. The cyclist should push the bike across the road at a suitable crossing point, remembering to keep looking while crossing.

ANSWERS

to Worksheet 6(b):
Uncontrolled Right Turn – Road Priorities (1)

A High Street is a major road and Green Street is a minor road with a 'Give Way' junction.

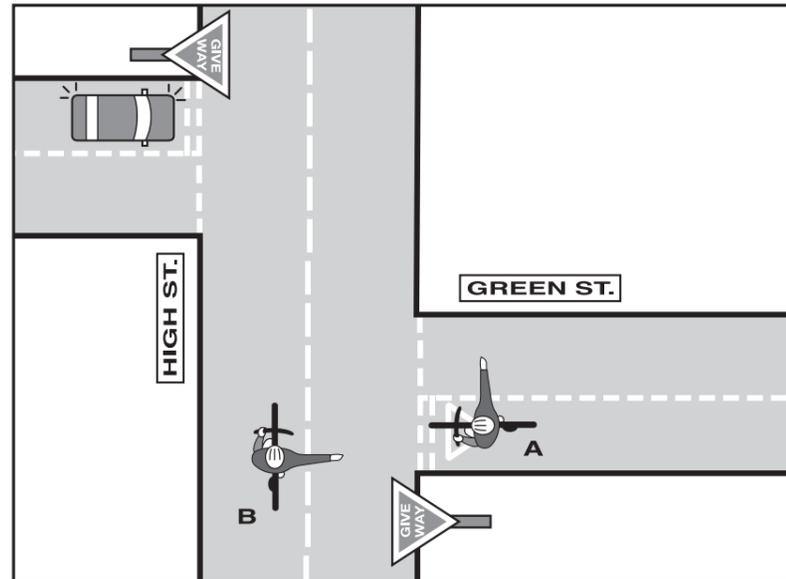
B Cyclist B.

C Cyclist B has right of way.

D A car, or any other traffic, turning from the minor road at the top left of diagram.

Worksheet 6(b): Uncontrolled right turn – road priorities (1)

Look at the diagram below and answer the questions.
Make sure you check your answers with your teacher or cycle trainer.



A What do the road markings at the junction of Green Street with High Street tell us?

.....

B Cyclist A is turning right from Green Street into High Street.
Cyclist B is turning right from High Street into Green Street.
Who should make their turn first – cyclist A or cyclist B?

.....

C Why?

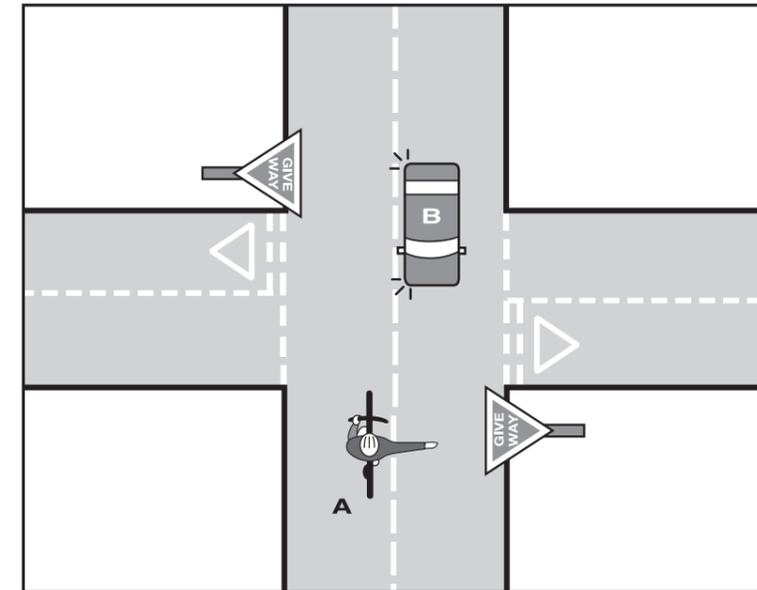
.....

D What should cyclist A be looking out for once the turn has been made?

.....

Worksheet 6(c): Uncontrolled right turn – road priorities (2)

Look at the diagram below and answer the questions. Make sure you check your answers with your teacher or cycle trainer.



A Both the cyclist and the vehicle want to turn right here. Draw the route you think they should take.

.....

B What might be safer for the cyclist to do if a junction was very busy with turning traffic?

.....

Optional outcomes

- **MAKING A U-TURN**
- **STRAIGHT AHEAD FROM MINOR ROAD TO MINOR ROAD AT A CROSSROADS**
- **TURN LEFT AT A MINI/SINGLE LANE ROUNDABOUT**
- **STRAIGHT AHEAD AT A MINI/SINGLE LANE ROUNDABOUT**
- **TURNING RIGHT AT A MINI/SINGLE LANE ROUNDABOUT**

These learning outcomes are optional, the decision on which to deliver can be made by the local authority or within the school. In any case, it is important to liaise with the trainer delivering the practical elements of the course to avoid confusion.

Making a u-turn

Making a U-turn involves crossing both lanes, so it is important to be aware of all traffic passing in both directions. Pupils should be reminded that they also reserve the alternative option to dismount and cross to the other side of the road, on foot, before resuming their journey by bike.

A U-turn should only be used when both lanes are clear of traffic and you are able to complete the manoeuvre without having to stop in the middle of the road. As this manoeuvre will only be performed when there is no approaching traffic, there is no need to signal.



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

When making a U-turn, the following steps should be taken:

- 1 Look**
Check all around, looking back over your right shoulder, to see if it's safe. Make sure you have checked for traffic from behind and oncoming traffic.
- 2 Two hands on the handlebars**
As you start the turn, put both hands on the handlebars and use pedalling and your brakes to control your speed.
- 3 Starting the manoeuvre**
Look straight ahead for oncoming traffic, and over your right shoulder for overtaking traffic and a final check for oncoming traffic as you set off.
- 4 Manoeuvre**
If there is a safe gap behind and in front, complete the turn, slowing down if necessary to do so and taking up the correct positioning on the opposite carriageway. You must not leave the road whilst making your turn.



Straight ahead from minor road to minor road at a crossroads

The following steps should be taken when performing this manoeuvre:

1 Look

As you approach the junction, check behind. If you are not already and it is safe to do so, take the lane by moving into the primary position.

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

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

2 Manoeuvre

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

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



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



Turn left at a mini/single lane roundabout

You may come across mini/single lane roundabouts in quiet residential areas where you are riding. These do not present many difficulties but be aware that larger, multi lane roundabouts will be covered in Bikeability 3.

Always go round a roundabout in a clockwise direction, and remember that other road users might not use the roundabout as intended, and be prepared for this.

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



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



The following steps should be taken when performing this manoeuvre:

1 Look

As you approach the roundabout, check behind. If it is safe to do so, take the lane by adopting the primary position.

As you approach the give way line, check for traffic coming from the right on the roundabout.

2 Signal

As you approach the roundabout, signal your intention to turn left. If necessary stop at the give way line to give way to traffic on the roundabout.

3 Lifesaver

Before entering the roundabout & setting off, carry out a lifesaver look over your right shoulder, checking left if required.

4 Manoeuvre

Cycle round the roundabout – If necessary signal left again before leaving to the left at the first exit. Maintain the primary position until well clear of the roundabout.

Straight ahead at a mini/ single lane roundabout

The same care, if not more needs to be taken as when turning left at a roundabout.

1 Look

As you approach the roundabout, check behind. If it is safe to do so, take the lane by adopting the primary position as you approach the give way line, check for traffic coming from the right on the roundabout.

If necessary stop at the give way line to give way to traffic on the roundabout.

2 Lifesaver

Before entering the roundabout & setting off, carry out a lifesaver look over your right shoulder.

3 Manoeuvre

Cycle round the roundabout - once you have passed the exit before the one you wish to take, check behind and ahead for traffic and signal left before exiting the roundabout.

Maintain the primary position until well clear of the roundabout.



Always be aware of traffic on the roundabout, and make a lifesaver over your left shoulder before exiting in case of undertaking traffic.



Turning right at a mini/ single lane roundabout

The right turn exposes you to the most risk on a roundabout – good observation is essential to protect yourself and make you able to take evasive action if required.

1 Look

As you approach the roundabout, check behind. If it is safe to do so, take the lane by adopting the primary position as you approach the give way line, check for traffic coming from the right on the roundabout.

2 Signal

As you approach the roundabout, signal your intention to turn right and move across to the right hand side of the lane. If necessary stop at the give way line to give way to traffic on the roundabout.

3 Lifesaver

Before entering the roundabout & setting off, carry out a lifesaver look over your left shoulder.

4 Manoeuvre

Cycle round the roundabout, still taking the lane and signalling right if required.

Once you have passed the exit before the one you wish to take, check all around for traffic and signal left before exiting the roundabout.

Maintain the primary position until well clear of the roundabout.



Always be aware of traffic on the roundabout, and make a lifesaver to the left before exiting in case of undertaking traffic.



Revision & role of road user

Teacher's Notes

Road Markings, Traffic Lights and Traffic Signs

Knowing The Highway Code is important for all road users. Part of the message about safe cycling is that pupils should recognise that, when they use their bike on the road, they are subject to the same set of rules as all vehicles. Pupils should be made aware of the messages road signs convey, and should understand about the shapes and colours associated with particular types of signs.

To successfully complete Level 2 of the Bikeability Scotland scheme, teachers should aim to cover the following minimum criteria. However, teachers may wish to introduce additional activities in connection with The Highway Code.

Objectives

- The pupils should be able to identify and name the road signs in 'Tales of the Road – A Highway Code', including:
Ahead only, No vehicles, No entry for vehicles, No cycling, No pedestrians, Give way, Pedal cycles only, Crossroads, Keep left, No right turn.
- The pupils should be able to distinguish between 'Give way' and 'Stop' lines and explain the required action for each.
- The pupils should be able to demonstrate that they know the sequence of traffic lights and the meaning of each signal.

Worksheet 7(a) and (b)

Streetsense2 Activity 5
www.streetsense2.com
(click on the 'Second' button and choose the Road Signs and Travelling Safely activities)

Further Resources:

'Tales of the Road – A Highway Code'
<http://talesoftheroad.direct.gov.uk/>

INFORMATION FACT BOX

By reading and following the rules of The Highway Code you can help reduce injuries on our roads.

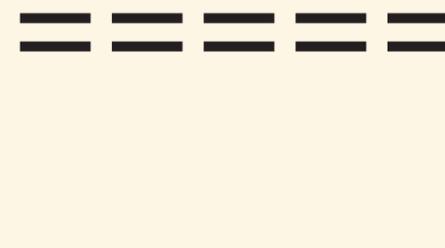
ANSWERS

to Worksheets 7(a) & 7(b):
Revision & Role of Road User

Worksheet 7(a):
'Give way' line – b),
'Stop' line – b),
red; red and amber; green
green; amber; red
stop; stop; go if safe; stop

Worksheet 7(b):
b),b),a),c),a),c),b),a)

Worksheet (7)a: Road markings & traffic lights



This is a line

This means that you must

- a) stop at all times
- b) give way to traffic on the major road
- c) ignore it. This only applies to motor vehicles



STOP

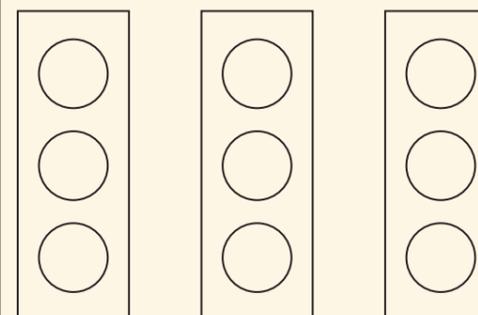
This is a line

This means that you must

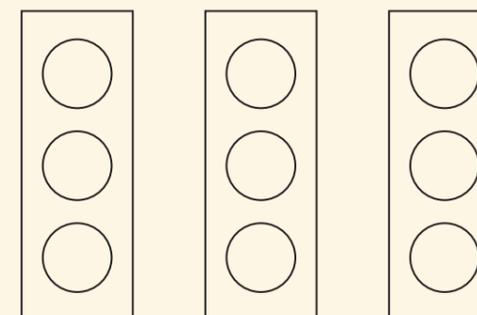
- a) only stop when necessary
- b) always stop
- c) approach slowly but keep going if the road is clear

Colour the following traffic lights in the correct sequence

Starting with the red light



Starting with the green light



Red means

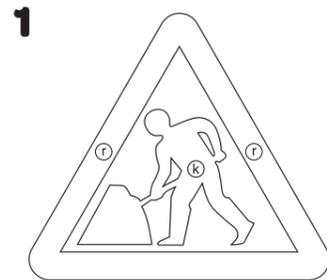
Red and amber means

Green means

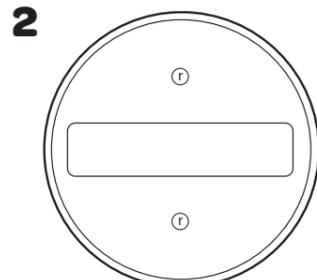
Amber alone means

Worksheet 7(b): Traffic signs

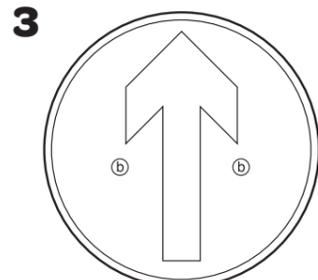
You will need a red, a blue and a black colouring pencil or felt pens for this activity. Colour (r) red; (b) blue; (k) black. Tick the correct meaning for each of the road signs.



- 1
- a) Parade ahead
 - b) Road works
 - c) Parking control



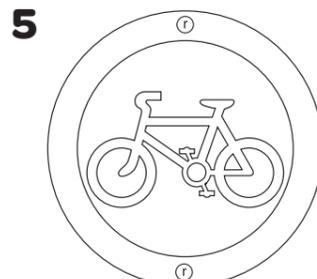
- 2
- a) National speed limit
 - b) No entry for vehicles
 - c) School entry



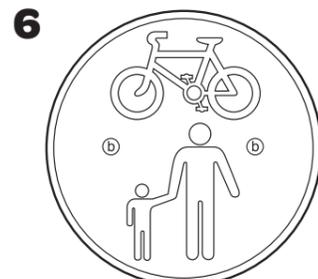
- 3
- a) Ahead only
 - b) Roundabout ahead
 - c) Cycle route ahead



- 4
- a) Cyclist has priority
 - b) No vehicles
 - c) Give way to traffic on major road



- 5
- a) No cycling
 - b) Speed limit area
 - c) No motor vehicles



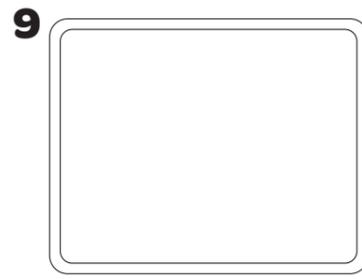
- 6
- a) Cyclists only
 - b) Separated track for pedal cycles and pedestrians
 - c) Shared route for pedal cycles and pedestrians only



- 7
- a) No cycling
 - b) Cycle route ahead
 - c) Dangerous cyclists



- 8
- a) Pedestrian crossing ahead
 - b) Off-road track
 - c) No pedestrians



- 9
- Draw the sign which means recommended route for pedal cyclists

Risks and responsibilities

Teacher's Notes

Road priorities

At this stage, work should be directed at developing pupils' understanding of the responsibilities of cyclists as road users. When a bike is used on the road it becomes a vehicle and the cyclist must take responsibility for controlling it, as well as demonstrating respect for other road users.

Risk-taking can be introduced along with peer pressure and other influences on pupils' behaviour. A cyclist is more vulnerable than some road users, but pupils can be made aware that if they cycle safely the risk can be minimised. The cyclist must be reminded that other road users such as the elderly, disabled people or parents pushing prams are vulnerable to inconsiderate cycling practice.

In this learning outcome pupils will develop a scenario made up of different incidents. Using local features, the pupils should describe a cycle journey they might make in which a series of (likely) events occurred. These should include car doors opening in front of the cyclist, a driver not indicating, the temptation to cycle through a red light at a pelican crossing or a cyclist riding off the pavement. The pupils should be asked to suggest the best thing to do and the cycle skills that they would require. The pupils should explore all possible consequences of actions of any road users involved in this scenario.

Possible Objectives

The pupils should be able to identify situations where cyclists may come into conflict with other road users. They should suggest ways to avoid / minimise such situations. The pupils should be able to do a mini 'risk assessment' on themselves as cyclists and develop a personal action plan which they could implement.

Further Resources:

Streetsense2 C4 – Ways of Travelling Safely

www.streetsense2.com

<http://talesoftheroad.direct.gov.uk/>

Risks and Responsibilities

ANSWERS

to Worksheet 7(c): Risks and Responsibilities

A Old lady, mother with small child, pedestrians, children, etc.

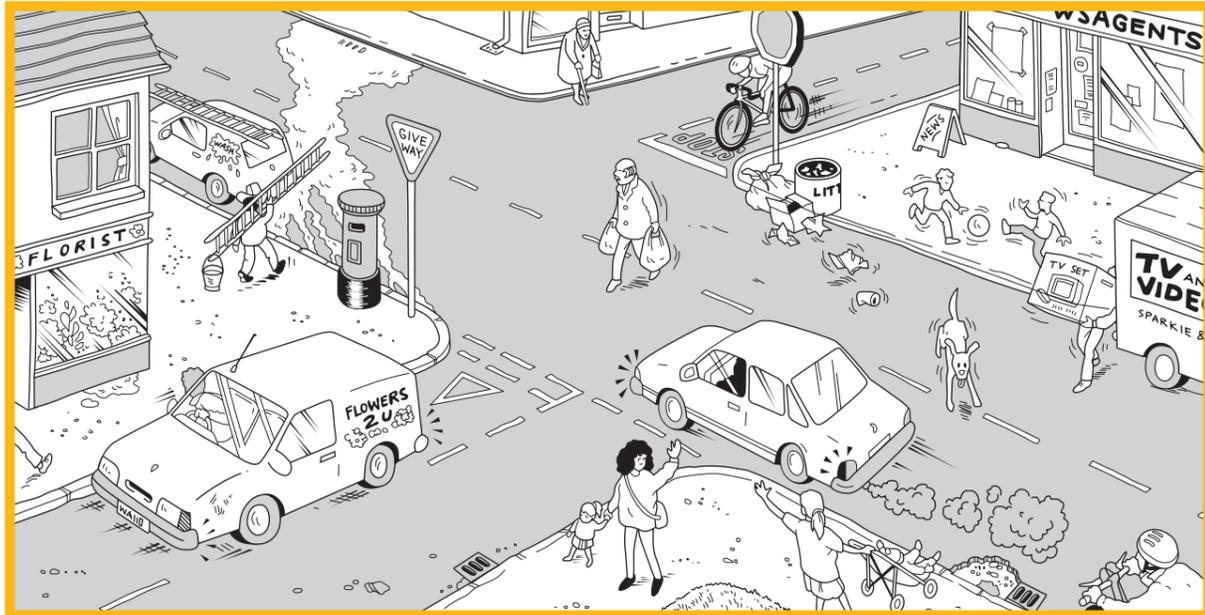
B Reversing van, car not indicating / to turn left, dog running out, pedestrian stepping out, etc.

C Adopt a suitable road position, slow down, be aware, look and listen, wear a helmet, have bike in good condition, etc.

INFORMATION FACT BOX

Cycling can prevent obesity and contributes towards a healthy heart

Worksheet 7(c): Risks and responsibilities



A Look at the picture above and list three people who are vulnerable road users (people who may be in more danger on the roads because they may be very young or old, or may be weaker in some way than other road users).

- 1
- 2
- 3

Discuss your list with some of the other pupils in the class. Do you all agree?

B Cyclists can sometimes be in danger from other road users. Look at the picture – list three examples of when a cyclist could be in danger from another road user?

- 1
- 2
- 3

C In each of the situations you have described above, what could the cyclist do to make things less dangerous?

- 1
- 2
- 3

Discuss your list of ideas with some of the other pupils in your class. Do you all agree? If not, which do you think are the most important things to do to be safe?

The environment

Teacher's Notes

This session is designed to help pupils evaluate the advantages and disadvantages of different modes of transport. They might be asked first to suggest all the different forms of transport they can use and then categorise each one as appropriate for different types of journey. Finally, they should be asked to consider the health and environmental impact of the chosen mode of transport. This could be done as a discussion exercise, involving the whole class.

Mode of Transport	Type of journey (e.g. shopping trip, visiting friends who live in the next street)	Health and environmental impact
Walking		
Bicycle		
Bus		
Ferry/Train		
Car		
Other		

INFORMATION FACT BOX

Road traffic and aviation emissions are the biggest causes of the main greenhouse gas, CO₂.



Discussion should be guided on the issue of the health benefits of regular exercise, costs, practicality, safety considerations, knowledge or skills required and environment.

The pupils should then work in groups on the task of finding the best routes for a cyclist between a series of points. They could be given enlarged maps of the area and a series of journeys to be made. They should explain their answers.

POSSIBLE OBJECTIVES

The pupils should be able to list the advantages and disadvantages of various modes of transport for a series of different journeys. Additionally, the pupils should be able to show evidence of ability to plan a short journey in their own area bearing in mind the need for safety.

Further resources:

'STREETSENSE2

C4 – Ways of Travelling Safely

www.streetsense2.com

<http://talesoftheroad.direct.gov.uk/>



Worksheet 7(d): The environment

NAME

DATE

A Think about the best way of travelling on the four different journeys below. Complete the table, giving what you think is the best way to travel and why. Think about health, safety, cost and the environment. If the choice is not easy and you can think of two equally good ways, write them both down, giving your reasons.

Journey	Best way to travel, and why you chose that way to travel
Visit to a friend in same street	
Trip to local shops	
Travel to local sports event	
Travel to school	

B Make a plan for one of the journeys above, marking the safest cycle journey between two points on your plan. Remember that the safest journey may not be the shortest or fastest. Describe the choices you have made.

Worksheet 8: Your personal risk assessment sheet

NAME

DATE

1 Do you think that cycle training will make you a better road user?

Yes No Don't know

2 Which cycling activities do you like best?

Why?

3 Thinking about roads and traffic, tick the box that is most like the area where you live:

- Very dangerous
- Dangerous
- Fairly dangerous
- Safe
- Very safe

Say why you've picked this one.

4 How do you rate yourself as a road user?

- Very careful
- Careful
- Careless
- Very careless

Why?

5 If you have been, or nearly been, in a cycling accident, describe what happened. Who do you think was to blame?

6 Write down two things that you think you do well as a cyclist.

7 How do you think you can become an even better cyclist?

Use an extra sheet of paper if you need more space.

Useful contacts

Cycling Scotland

Cycling Scotland
24 Blythswood Square
Glasgow
G3 4BG
t: 0141 229 5350
www.cyclingscotland.org



Scottish Cycling
Caledonia House
1 Redheughs Rigg
South Gyle
Edinburgh
EH12 9DQ
t: 0131 317 9704.
www.scottishcycling.org.uk

sportscotland

Sportscotland
Templeton on the Green
62 Templeton Street
Glasgow
G40 1D4
t: 0141 534 6500
f: 0141 534 6501
www.sportscotland.org.uk



Sustrans
Safer Routes to School
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ
t: 0131 539 8122
www.sustrans.org.uk
www.saferoutestoschool.org.uk

Other useful websites:



Bike Club – promoting cycling for young people
www.bikeclub.org.uk



Road Safety Scotland
www.roadsafetyscotland.org.uk



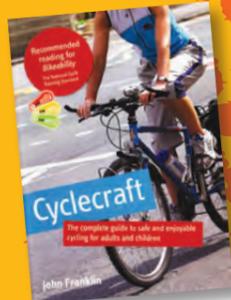
Route planning
www.cyclestreets.net



The Scottish Government –
promoting more sustainable travel choices
www.chooseanotherway.com



UK's National Cyclists' Organisation
www.ctc.org.uk



“Cyclecraft” by John Franklin (ISBN 978 0 11 703740 3) is an invaluable reference guide for cyclists of all ages.

Your school may also be interested in these other Cycling Scotland programmes:

Cycle Friendly School Award - an award for schools which encourage and promote cycling for staff and pupils
www.cyclefriendlyschool.org

Go Mountain Bike - a mountain bike personal proficiency award scheme
www.gomtb.co.uk

Give Me Cycle Space Campaign - Bikeability Scotland is supported by the Give Me Cycle Space campaign, which asks drivers passing primary schools to give children cycling to school as much room as possible on the roads.

Notes