

Delivery Guide – Developing independence through cycling

Overview

This unit can be accessed at entry level of level 1. Learners will think about and experience independence through cycling and preparing for eventualities. Learners should develop awareness and skills around making plans, personal care and looking after their things.

Resources

Digital

<https://www.youtube.com/watch?v=6wYWUMsVrHQ>

This video explains checking your bike before a ride, things a cyclist might choose to carry and some advice about clothing for different weather conditions.

<https://www.youtube.com/watch?v=6htS5lsknRc>

This video explains how to stay warm whilst cycling in winter including: what materials to choose, how to layer up and gives one tip for extreme weather conditions.

<https://www.youtube.com/watch?v=pmn6zJqYD6E>

This video gives some advice of overcoming some of the difficulties in riding in the winter, such as riding in rain, snow and ice. It also provides advice about lighting and being seen.

<https://www.youtube.com/watch?v=v4p4FiGDMCY>

This video explains how to lock your bike up securely in different environments.

<https://www.youtube.com/watch?v=mUoLhEVLASo>

This video explains how to cycle safely in an urban environment.

Physical

Internet access with ability to stream.

AQA Summary Sheet

Bike, helmet, lock, suitable clothing etc

Student booklet (level 1)

Subject knowledge

To deliver this unit, you don't need a great deal of cycling specific knowledge or experience. You can use the online clips and discussion around these to deliver this unit. If you would like to be able to offer a greater depth of knowledge around these topics, the following organisations are great sources of information: British Cycling, Cycling UK, Bikeability Trust and Global Cycling Network.

Activity ideas

Possible activities could include:

- Ride to a shop and pick out the learning outcomes in the unit retrospectively.
- Watch the clips and discuss.
- Plan a short trip, using a bike for transport.
- Completing the student work booklet for level 1.

Evidencing completion of the unit

Entry Level ([unit code: 117880](#))

Outcomes

demonstrated the ability to

1. Decide when it is safe to cycle

shown Knowledge of

2. Where a bicycle can be stored at a place they visit regularly
3. Three reasons people might cycle
4. Appropriate clothing choices for at least two different weather conditions

experienced

5. Cycling independently on at least two occasions.

Evidence

1. Record on the evidence sheet when you have witnessed the learner making this decision. This may be them physically making the decision through observation and setting off if their decision is that it is safe or it may be verbally giving a reason why not, e.g. 'it's too cold today and might be icy' etc.
2. Record on the evidence sheet when you have witnessed the learner demonstrating this knowledge, either by demonstrating it or explaining it verbally. The learner should be considering things like: security, obstructing entrances etc.
3. Record on the evidence sheet when you have witnessed the learner demonstrating this knowledge, either by demonstrating it or explaining it verbally. The learner should be considering things like environmental impact, saving money compared with other modes of transport, health benefits of leisure cycling and training for challenges and competitive events.
4. Record on the evidence sheet when you have witnessed the learner demonstrating this knowledge, either by demonstrating it or explaining it verbally. The learner may explain their clothing choices on two occasions verbally e.g. 'I wore my yellow waterproof today because it's rainy and going dark' or complete the student workbook.
5. Record on the evidence sheet when you have witnessed the learner experiencing this.

Level 1 ([Unit Code: 117881](#))

Outcomes

Demonstrated the ability to

1. Plan where they are going to store their bicycle at their destination
2. Safely carry what they need on a bicycle

Shown knowledge of

3. Two items they might need, whilst cycling, in an emergency
4. Two sources of information about cycling as a means of transport
5. Three potential dangers when cycling in winter

Experienced

6. Using a bicycle for transport, independently, on two occasions
7. Using local cycle infrastructure

Evidence

1. Record on the evidence sheet when you have witnessed the learner doing this. The learner should be planning ahead, maybe carrying a lock or showing knowledge of places that they can securely store their bike without one. e.g. 'I'm going to lock my bike to the railing outside the shop' or 'I've arranged to put my bike in the shed overnight'
2. Record on the evidence sheet when you have witnessed the learner doing this. They may physically show you what they carry, and how they carry it, with them or tell you verbally. e.g. 'I always take this rucksack, its got my lock, some tools and a spare inner tube in it. I also have space for my ...' or 'I don't really carry a bag, but I always make sure my pants have zip pockets so my phone and keys don't fall out'
3. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner demonstrating this knowledge, either by demonstrating it or explaining it verbally. Learners may have different ideas about what constitutes an emergency! Items they carry could range from a first aid kit, tools etc. to their phone so that a parent/carer or friend can be asked for help. Answers should be structured as follows: 'I might need X if Y happens'
4. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner demonstrating this knowledge, either by demonstrating it or explaining it verbally. Acceptable responses include being able to identify an organisations website and say why they trust the source. e.g. 'I could look at the Cycling UK website. Its good because they're a well known charity' or giving examples of individuals or small organisations that they know e.g. 'I'd ask Mr Smith for advice because he always comes to work on his bike'. Ideally, one of the responses should refer to information linked to a government source, such as their bikeability booklet or the highway code.
5. Mark the student work that demonstrates this knowledge or record on the evidence sheet when you have witnessed the learner demonstrating this knowledge, either by demonstrating it or explaining it verbally. Learners should ideally identify three separate dangers e.g. 'Could get icy', 'It goes dark earlier' and 'Could get ill if I don't dress properly for the weather' rather than 'snow', 'Ice' and 'Rain'
6. Record on the evidence sheet when you have witnessed the learner experiencing this. In order to demonstrate independence, learners should be self-motivated to ride and make the arrangements themselves. It does not mean that they have to be alone on their journey! If they are riding with another person who is making all of the plans, then they are not independent.
7. Record on the evidence sheet when you have witnessed the learner using infrastructure. You may witness the learner using infrastructure physically or witness them talking about it.