

BIKES IN SCHOOLS

School Guide



greater WELLINGTON
REGIONAL COUNCIL
Te Pane Matua Taiao



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Bikes in Schools - School Guide

So you have your track... now what?

The bike tracks are built and the bikes are assembled. The kids have helmets and the dust has settled. Now what? This guide is intended for school principals, lead teachers, boards of trustees, parent communities, school holiday programmes, caretakers, property managers, and anyone involved in their local Bikes in Schools facility. It is designed to help your school get the most out of your bike tracks.

Greater Wellington Regional Council's Pedal Ready cycle skills programme provides training for children and adults across the Wellington region. Registrations are now open for the Pedal Ready Schools programme. Pedal Ready training provides a foundation of skills that children and adults alike can benefit from. Pedal Ready is a FREE cycle skills programme, compliant with the New Zealand Transport Agency Cycle skills guidelines.

Track Management and Bike Maintenance

Classroom Bookings

Online booking systems work well. If the school hasn't already got a system in place, Google calendar is free and easy to use with Google accounts. Try to have each class make a regular (weekly) booking, and allow extra bookings in the free slots. Depending on the size of your school, you may want to have each class use the track every day, or have 2-3 fixed time-slots per class each week with some postponement slots available.

Principal Kaylene Macnee from Pinehaven School found the following useful:

- A clear timetable with expectations around how often (at a minimum) people will ride
- Being part of the class PE/Fitness programme, not just a physical activity.
- Commitment from teachers and parents to support the programme
- NZTA's unit of work "Everyone is a road user", which can be found at:

www.education.nzta.govt.nz/resources/primary/road-safety

Helmets

[No helmet...no ride]

Understanding how a helmet fits is one of the most important aspects, as well as assessing the condition of the helmet.

Ideally each child will have their own, named helmet stored at school. Feedback from schools suggests that having a 'helmets on when outside' policy works well, i.e. kids put their helmets on before they leave the classroom and keep them on until they return. This minimises the risk of helmets being dropped, straps tangled or mixed up.

See Appendix 1 for a helmet check and fitting guide.



Pinehaven School have successfully trialled a one off \$20 donation to cover children's helmets for the six years they are at the school. The amount was introduced as a pro-rata contribution. Those students who were in year six in the year the track first opened only paid \$4 to reflect the amount of time they would need the school helmet.

Basic bike repairs, adjustments, and care

Organising a regular basic bike maintenance session for teachers and parent helpers can be very useful. Especially as the bikes get 'broken in' and kids get used to them. A teacher only day could be held with Pedal Ready to build teacher's confidence with understanding basic bike repairs, and teaching points. Essential repair skills include:

- Pumping up tyres and fixing punctures/replacing tubes
- Tightening or checking the quick releases, either to adjust seat height or secure wheels
- Putting the chain back on
- Tightening loose bits (reflectors and bells) which can fall off or break
- Tightening up loose or twisted handlebars
- Adjusting brakes
- Minimum/Maximum seat post height - NB. adjusting the seat post beyond the 'maximum height' marking can cause injury to the rider and damage the bike frame.
- Oiling the chain

It may be sufficient to arrange a cleaning schedule once every two weeks that involves organising a parent volunteer to clean the bikes with a group of students during lunchtime. Contact your local council, cycling advocates or bike shop to organise a basic bike maintenance course for parents, teachers, school caretakers, or even students.

Track and Bike Maintenance

To get the most out of your bikes, get them checked regularly. Kids can be rough with them, whether or not it is intentional. Think of the bikes as school sport equipment that will get lots of use. Brakes loosen up, wheels get out of alignment, spokes break and other bits (bells and reflectors) can break off and leave sharp edges. Getting a bike mechanic in to regularly service the bikes can extend their use by years. A mechanic can look at parts of the bike that a teacher or instructor can't, for example loose spokes and buckled wheels. Bike Tech is a community sponsored mobile mechanic service:

www.biketecnz.blogspot.co.nz/p/what-is-bike-tech.html

The first check is the most critical – after about 15 hours of riding (only a few weeks!), all the cables will have 'loosened up' and need tightening – particularly the brakes! If you contract mechanics to assemble the bikes, ask them to also come back and check the bikes after a few weeks. Professionals often offer this service for free. If you have volunteer parents or staff assemble the bikes, get a mechanic in to check the bikes before kids use them and again after a few weeks.

Tip:

Have all the bike seats adjusted to high, medium or low positions. This saves time and also reduces the amount of seat adjusting required.

See also Appendix 4 for instructions on adjusting seat height.



Tip:

Employing the school caretaker for an extra hour per week may make a significant difference to the longer-term durability of the track and the bikes.

It is important to budget for maintenance in advance of bikes breaking. Small, easily fixable problems can become expensive problems if bikes are not regularly maintained. For example, a bike chain will stretch over time. A stretched chain can wear down the chain rings (gear cogs). Occasionally replacing a bike chain could prevent having to replace the chain rings as well. Bikes with no gears are easier and less expensive to maintain than bikes with gears.

Track maintenance has the potential to become the main cost of the Bikes in Schools facility. In its first year, Pinehaven School budgeted \$1000 for track maintenance. This was used to correct unforeseen drainage issues, which included improving the track surface where water had not drained properly and created ruts and channels.

Using the tracks throughout the wet winter months will wear them down faster than in the dry summer season. The track maintenance budget may be needed in subsequent years depending on how the track settles down. This depends entirely on the school setting and conditions.

See also Appendix 3 or <http://bikeon.org.nz/bikes-in-schools/#maintenance>

"The bike track opens up a whole vast range of opportunities for the kids. We've got those students who may struggle in class... but are incredibly capable in other areas, so we want to create a workshop where kids can actually be mechanical and apply some skills there and be seen to be succeeding in those areas, which will be really exciting."

Matthew Skilton (Principal, Tawhai School)

Tip:

Tip: paint lines on the court so that the bikes get set up nicely - not too close, not too far apart. Select somewhere out of the wind if possible.

Bike monitors

Let kids take responsibility for getting the bikes out of the shed every morning, and putting them away before the bell goes. Select a group of senior students for this prestigious task! Bike monitors can perform regular tyre pressure checks.

Bike track checks

Another important job is checking the track in the morning (particularly on a Monday when it may have been subject to use, rain and wind). Check for sticks and other debris, which may create a hazard. Note any spots that are looking worn out. If you have a skills track, check that the seesaw and other structures are working well.



Photo Credit: Pedal Ready at Holy Cross School Miramar



Check with the company/organisation that installs the bike track how often the track will need topping up/grading (if it is lime) and what signs to look out for that maintenance is required. Also make sure you know who to call and who is responsible for repairs/maintenance to the skills track equipment or the pump track.

If you have an asphalt track make sure any grass on the edges is kept back. The roots of the grass will crack the track if it is allowed to grow up too close to the edge of the track.

Bike checks and logbook

Once the children have done a Pedal Ready course, they'll know how to do a basic 'A, B, C, D' bike check (see below). Ensure all children check their bikes before each use. This should only take a minute. You may also choose to enlist some of the senior students to do a bike check on a regular basis. Any faults should be reported in the bike logbook and urgent repairs should be reported to the school office or caretaker.

Take care that seat posts aren't over-extended beyond the 'max insert' marking as this can lead to injury and frames splitting. A certain amount of the seat post needs to be inside the seat tube to hold the rider's weight. There should be a mark (sometimes hard to read) on the seat post that shows the maximum distance the seat post can be raised.

Tip:

Use a simple 'code' to indicate if a bike needs repairing. Flip those bikes upside down, rotate the seat backwards or store in a designated part of the storage unit.

A-B-C-D quick (drop) bike check

A handy quick check to make sure a bike is safe to ride.

- A is for Air – in the tyres. Also check everything around the wheel looks good, it spins freely and without wobbling, and there are no broken spokes. If an older bike, check the tread on the tyre.
- B is for Brakes – check each brake by wheeling the bike forward and pulling on them one at a time. The front brake should cause



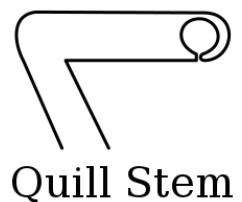
the back wheel to lift off the ground when pulled firmly. The back brake will skid and lock up. Brakes are often disconnected when transporting bikes so always check that these are attached and working. The brake pads should be more than 3mm thick and fully touching the rims when on.

- C is for Chain – check the chain has clean oil on it and is rotating freely. The chain should be black or silver and a small amount of oil should come off if you touch it.
- D is for Direction – with the front wheel 'parked' between your legs, try to turn the handlebars firmly – you should not be able to



force it to turn. The handlebars should turn with the wheel. If the handlebars turn and the wheel does not, tighten the stem bolt(s) using an Allen key. The two common stem types are pictured here, quill stem and threadless stems. Fasten a quill stem from the top and fasten a threadless stem with the two bolts on the side of the stem.

- Quick is for the quick releases. Check these are all done up correctly and tight. Quick release levers can be found on the wheels and seat post. They should curve in around the seat post or towards the centre of the wheel.
- Drop the bike gently from about 10cm and listen for any unusual rattles. Fasten or tighten where required.



Quill Stem



Threadless Stem

*See also the Safety Check poster in Appendix 2
and Pedal Ready's Legal Requirements card (Appendix 5).*

School Cycling Policies

Children riding to school

Once children become more confident and interested in riding their bikes, they may want to ride to school. The school can offer parents some guidance on the best approach to this. See the newsletter notice in the Appendix for a sample biking policy.

If there are any areas around the school that cause particular concern (e.g. where children dismount and walk across the school crossing), highlight these to parents and students. Also, where possible, let them know what action the school is/has taken to address this (e.g. communicating with the local council/School Travel Planner).

"When a group of junior students were asked why they thought it was a good idea to ride their bikes and scooters to school (instead of riding in a car), they said, "it's more fun", "it makes you strong", "it makes you healthier" "it's better for the air that we breathe" and "because finding a carpark costs lots of money, and it doesn't cost any money to bring your scooter or your bike". Hutt Central School students certainly know what they're talking about!" Movin Magazine

The NZTA safety tips for children cycling can be found here:
www.bit.do/NZTA-safety-tips

See also Appendix 6 for a Notice to Parents, which the school can send out after students complete Pedal Ready Grade 2 cycle skills training and Appendix 7 for a guide for Biking to School Safely.

Use of the track at lunchtimes

Schools have different policies around lunchtime use. Many schools introduce this when the children show they can ride responsibly with minimal supervision. If lunchtime use is allowed/encouraged, students will need access to their helmets.

Pinehaven School began with a policy of no lunchtime use for the first term they had their track and bikes. Having decided to allow lunchtime use, a trial period was undertaken with supervision from parent volunteers. Parents soon realised they were not needed, and with bike monitors in their roles, a roster system has been working "like clock work" ever since.

The roster itself has been revised – originally one class per lunchtime meant that each class would take a turn fortnightly. It was soon discovered that having a junior and a senior class rostered together each day meant that all the small bikes or respectively the big bikes were not left unused. Pinehaven now schedules classes with even numbers (e.g., room 2, 4 or 6) on even days of the month (2nd, 4th ... 12th), and the odd number classes with the odd days of the month.

Having a single direction for travelling around the track is a good idea. However, some schools have discovered that announcing the direction has been reversed brings renewed enthusiasm back into riding the track.



Getting students riding

How kids can get involved and get the most out of the track. See also 'Curriculum' under Teachers resources and 'How to get the most out of the Track and Bikes' for other activities.

Cycle skills training

Pedal Ready offers free cycle skills training to schools in the Wellington region. Children, ideally around 9 years old, start by learning basic cycle skills on the school grounds for grade 1. Senior students (age 10 and up) may graduate on to learning skills on local roads (grade 2). Book early as they fill up quickly, especially in terms 1 and 4. Try to book grade 2 within a year of students having completed grade 1.

www.pedalready.org.nz/schools



Working with beginners

Tip:

Encourage younger children to try a balance bike (rather than training wheels) or scooter before they start riding a bike. This will help them with their balance when they have both feet off the ground. Removing the pedals from their first bike is a quick and easy way to get them used to their bike.

For many children this may be the first time they ride a bike (or ride without training wheels/stabilisers). There's a lot for them to learn; depending on their age and ability, it may be best to break it up in stages. Keep it fun and try not to let them get tired or demotivated. Encourage them to keep going if they fall.

A good guide on how to teach an individual child to ride is on the Oh Baby website. Here's a brief summary, but the article is well worth a read.

www.bit.do/learn-to-ride

1. Set up the child's bike correctly – while learning they should be able to reach the ground with both feet flat and reach the hand brake(s) comfortably.
2. Getting on and off your bike – the child should apply the brakes and lean the bike towards them. Apply the brakes when getting off too.
3. Scooting – Before they start pedalling, take the pedals off and encourage them to scoot the bike with both feet. This helps them



get used to the balance, steering and brakes. Aim to have them lifting both feet off the ground for longer and longer periods. If they've used a balance/runner bike, they may already be quite good at this. Put the pedals back on once they are scooting and coasting for longer distances.

4. Starting and stopping – walk along with them, pushing the bike and using the brakes to stop. Use both brakes (either both hands, or a hand and back pedal brake). Encourage them to start with a "strong push" to get moving – keeping your balance while riding slowly is much harder.
5. Balance and vision – Remind them to look where they're going; "Look where you go – go where you look".
6. Pedalling work – Use the 'pedal ready' position as much as possible – this is when one of the pedals (right side if possible) is at 2 o'clock. This lets them create momentum quickly, and helps keep their balance. Going slowly is much harder. Hold onto the handlebars (or under the seat) at first to help them keep their balance. As they get more confident, loosen your hold and eventually let go. Talk to them about what you're doing so they aren't caught off guard. If possible find a court or path with a gentle downhill gradient to help them get started. Once they get the hang of riding by themselves, introduce some gentle turns and keep practicing stopping using both brakes.

"At the opening of the track, we had 43 non riders across the school. They came from various class levels. On the last day of the term, we had five. One of these is a new entrant who wasn't here at the beginning, so we have 39 kids who have learnt to ride this term!" Kaylene Macnee (Principal, Pinehaven School)

Tip:

While a nice grassy field may be more appealing to a nervous child, it will be much harder work for them. Try to find a smooth court or path, ideally with a gentle downhill gradient to help get them moving.



The "Pedal Ready position"



The following guidelines from SusTrans (UK) may also be useful resources:

Cycling with Kids guides: www.bit.do/sustrans

Learn to Cycle videos: www.bit.do/sustrans-videos

NOTE: In these videos a child helps to put pedals onto a bike with a free wheel hub that allows the pedal cranks to spin backwards. This is not possible on a bike that has a rear pedal brake. Rear pedal brakes also make getting into the "Pedal Ready" position more difficult when stationary. Be extra careful when screwing pedals back onto their cranks. Start just with the fingers to make sure the pedal is not cross threading before tightening further with a pedal spanner.

Working with groups of beginners

If you have a group of beginners, get the whole group to practice scooting without pedals until they get their balance and steering. Encourage them to keep looking where they want to go and to get the bike moving (keeping your balance while going slow is much harder!).

Show them all how the brakes work and explain that using two brakes (both hands, or a hand and foot brake) is best. Get them used to 'covering' their brakes with at least two fingers of each hand.

As they are ready, they will start pedalling. Use the tips covered above. You can only help one child directly at a time, but the other children can 'assist' you. They can help the child riding to keep looking up, by calling out their name or dancing around. Have the children take turns and encourage each other. Occasionally, one child might be quite close to 'getting it' so you can focus on them for a bit while asking the other children to assist or go back to scooting their bikes. If children are getting tired, don't push them. The most important thing is that they enjoy it! They may not all get there in the first session, but they will get there eventually.



Photo credit: Pedal Ready at West Park School

No Exceptions Policy

Read more about the Halberg Disability Sport Foundations mission to enable all New Zealanders to participate in sport and recreation. They can provide you with assistance and advice. The Halberg Disability Sport Foundation have also provided special purpose bikes for students at a number of Bike in Schools schools. Also be sure to communicate any special requirements to cycle skills providers before the day, so that they can bring extra instructors if required.

www.sportwellington.org.nz/disability-inclusion/



Photo credit: Lakeview School student happy to be able to ride a bike donated by the Halberg Disability Sport Foundation.

See also: "Biking to school" on page 16 and Appendix 7.



School and Teacher Resources - Using cycling in the classroom

The following is a collection of resources that may be helpful to the school and teachers as they adapt to teaching with and using the bike track.

School Case Study

Cycling as a context for learning

Matthew Skilton, Principal at Tawhai School, says, "We're really interested in developing authentic learning opportunities for kids that they can then relate back to their writing programmes... so there's a whole lot of things you can relate it to. In terms of the moving and the actual travel - that would be our main focus. In terms of the physical nature of the cycle track, it's the authentic learning experience that you can then incorporate back into the classroom. Kids have experienced something and then they can relate to that more than if they've just seen it on a TV or read about it in a book."

Curriculum Resources

- Pedal Ready has put together a list of resources for schools, which is a good place to start. It includes a bike and helmet checklist, a skill circuit and curriculum resources.
www.pedalready.org.nz/schools/resources-for-schools/
 - › NZTA also have a page of resources specifically for schools.
www.bikewise.co.nz/resources/resources-schools
 - › NZTA provide a curriculum resource – 'Road Safety: Everyone is a road user'
www.education.nzta.govt.nz/resources/primary/road-safety
 - › The Road Code for Cyclists is available free online, or in booklet form: www.bit.do/road-code
- Check out "Sam's Wild Ride" – how many hazards can you spot? What do you look out for when you're riding to work, school, the shops, the park or a friend's house?
www.pedalready.org.nz/sams-wild-ride/
- Create special projects around bikes. Some ideas:
 - › Victoria University have a bike-powered generator that they are willing to bring out to Wellington schools.
 - › A spinning bicycle wheel balances like magic while dangling from a string and causes a student to spin on a rotating stool (gyroscope).
 - › Some councils or community Police Officers have speed guns available that measure traffic speeds around the school. Contact your local School Travel Planner to see if they can access one.



- › Take surveys of children's travel modes to use in maths based activities.
- › For the next school fair: design your own bike flag, helmet decor, and pedal power hero capes (chopping up high-vis vests).
- Watch the Movin'March video to see how cycling, bike tracks and travel to school can be incorporated into classroom learning. www.movinmarch.com



Further reading

Greater Wellington 'Getting to School' and cycling resources:

www.gw.govt.nz/getting-to-school

www.gw.govt.nz/cycling

Bikes in Schools website: www.bikeon.org.nz

Bikes in Schools on Youtube: www.bit.do/BIS-videos

Harbour Sport's Toolkit for Implementing a Bikes in Schools Project:

www.harboursport.co.nz/healthy-lifestyle/cycling/bikes-in-schools/

Bikewise Factsheets: www.bikewise.co.nz/media/fact-sheets



Parents and the Community

What parents need to know about kids biking, and getting the most out of the bike track.

Note:

riding on the footpath is only allowed if the bike wheels are under a certain size (wheel diameter up to 355mm) or the cyclist is delivering mail/newspapers. While it may feel safer to encourage your child to ride on the footpath, don't assume it is safer because of the added driveway hazards, i.e. every driveway is a potential point of conflict, and drivers exiting driveways may not expect a fast moving cyclist on the footpath.

Biking to school

Once children are confident on their bikes and have completed cycle skills training, they may be keen to bike to school. Younger children should always be accompanied by an adult. Prepare older children by riding the route with them and discussing what to do if anything unexpected happens. Children should always wear a helmet and follow the road rules.

The following guidelines from NZTA may also be useful resources:

www.bit.do/bike-safety
www.bit.do/road-rules
www.bit.do/safety-tips
www.bit.do/road-code



See also: the "School Cycling Policies" on page 9 and the Biking to School Safely guide in Appendix 7.

'Cycling in the City'/'Cycling the Coast' - cycle skills for adults

These Pedal Ready courses cover bike and helmet checks, basic handling skills and an introduction to riding on the road. There is also workplace and tertiary student training available and specific e-bike courses.

www.pedalready.org.nz/adults/

Volunteering

There are many ways you can help kids in your school get on their bikes. You could help to organise an event, such as a 'Wheels Day', or start a 'cycling school train' (see below).

www.bikewise.co.nz/resources/resources-schools

Cycle Train

A Cycle Train is a similar concept to a Walking School bus, except on bikes. Parent volunteers supervise children as they bike to school. These parents, or 'conductors', set a route and pick up children at 'stops' along the way. Cycle trains are popular in Europe and have also been trialed in Nelson. Read the links below for more information about the Nelson study and a guideline for setting up your own school Cycle Train.

The NZTA document includes a step by step guide on how to set up school Cycle Trains, surveys and consent forms to send out to parents



and information about training, promotion and route selection.

Also see below for information about 'Parent and child cycle skills' courses, where parent volunteers can do cycle skills training with a focus on riding with children.

www.pinnacleresearch.co.nz/school/cycle.html

www.bit.do/cycle-trains-research

(Cycle Train Guidelines start on page 45 of the PDF)

Use of the track by the wider community

Generally schools encourage the use of their bike track after school and in weekends. As the community has often been involved in fundraising efforts, this is a nice way to 'give back' to the community and keep them involved. You may find it is helpful to set the tone by putting up a sign with some rules for using the track.

Invite the local kindergarten, pre-school, or other local schools to make use of the riding track throughout the year. Hold bike events during weekends that are open to children from the wider community. Encourage families to use the track during weekends and holidays. A school may wish to call its track a "Community Fitness Track", to encourage use of the track. At Titahi Bay school the Kiwi kids Triathlon made use of the track for running and biking events and training.



Mountain Bike skills courses for adults

Push your own cycling skills up a notch by taking advantage of Wellington's many mountain bike tracks. JoyRide provides group and private mountain bike skills courses for adults in the Wellington region. Courses include: Intro to MTB, Turns and Berms, Rough Stuff, and Hops and drops.

www.enjoytheride.co.nz

For children's MTB courses, check out W.O.R.D.

www.word.org.nz



Photo credit: W.O.R.D.

How to get the most out of your tracks and bikes

The school can host a range of events to get students and the community involved with the bike track. This can include games, challenges and activities outside of school hours. Here are a few ideas and links to get started.

Games and activities

After a few weeks, kids may want – or need - to be challenged a bit more. The following are a few suggestions to get you started:

- Slow race – slowest rider wins. Rules: no feet down, no turning back or bumping into others. Tip: Use your brakes!
- Backwards days – ride the track in the ‘wrong’ direction – beware the seesaw! (use a monitor)
- Time trials on the skills/loop track – note times from different sessions and get kids trying to beat their personal bests. Great to see kids improve over the course of the year.
- Dismount challenge or object relay – kids have to pick up an object, either while riding or by dismounting, then drop it in or place it on a container.
- Activity stops – at certain points on the track they have to complete a task, e.g. ride with one hand, coast (no pedalling), ride while standing up on their pedals, squats on the bike, squiggles/slalom on the track, etc.
- Double up and fall back, riding in pairs in sync while completing tasks (as above)
- ‘Simon says’ or ‘follow the leader’ on bikes
- ‘Easter egg’, scavenger hunt or orienteering – items are hidden along the track and kids have to try spot and remember/collect as many as they can.
- Have a go at Bike Polo - using hockey sticks and a ball, kids ride around with one hand and try to get the ball into a designated area - think soccer but on bikes with sticks.



Also, check out the following resources:

- Cycling games compendium (book) www.cycletraining.co.uk/shop/
- www.kidsactivitiesblog.com/16780/outdoor-fun-bicycle-games

Wet weather outdoor activities

If the track is too wet to ride, but the kids still want some bike time outside, try these activities which can be played on a court:

- Slow race (see rules above)
- Box dodge game – all riders moving inside the box (set up cones to make a designated box area), last one ‘standing’ (riding) wins. Rules: no going outside the box, crashing into others or putting feet down. As children get eliminated they leave the box and the box is made smaller if it’s too easy for remaining riders (get the kids who are ‘out’ to make a line on two sides, taking a step in every 30 seconds to make the box smaller).
- Slalom course – start with an easy slalom and slowly move the cones closer or get them riding around the cones in pairs (side by side). Once they manage that, move the cones into a zigzag and make them go around the outside. Or have a slalom ‘joust’ – two children approach each other from opposite ends and have to weave around each other .
- Follow the leader or Simon Says on the court
- Figure 8 – kids ride in a figure 8 formation, crossing paths in the middle. A teacher will need to take control in the middle to begin with. Riders alternate who goes so they cross paths. Great for building awareness of what’s around them. And much harder than it sounds!
- Try a game of ‘Rob the Nest’ on bikes, or any other games played on foot. It may be chaos, or great fun!
- Grandmas footsteps on bikes
- Bike Polo



Photo credit: Nicky Morrison



Awards Programme

Encourage students to push themselves through an awards programme. An annual “Young cyclist of the year” or a Year specific cyclist (e.g. “Year 3 cyclist of the term”) award. Each class can have a vote for most improved cyclist of the term, or most helpful or any other categories that they choose. The Cubs, Scouts and Guides movements have cycling skills merit awards, which may provide a useful starting point. More information can be found in Appendix 8.

Extra-curricular activities

Whether its family fun rides, more advanced riding or school holiday programmes, there's something here for everyone.

- The Wellington region is home to a huge array of tracks and parks designed or adapted for bikes. Check out some of the options below:
 - › Greater Wellington Region bike tracks (try beginner or easy gradients unless you're already a confident mountain biker)
www.gw.govt.nz/Mountain-biking-2
 - › Family friendly bike rides: www.bit.do/family-rides
 - › Avalon Park Bike Course – a replica ‘road’ with stop signs and speed bumps. (Taita Drive and Fairway Drive, Lower Hutt)
 - › More suggestions here: www.bit.do/kids-rides
 - › Wairarapa: www.wairarapabike.org.nz/ride/
 - › Otaki Bike and Skate Park
- MTB (Mountain biking):
 - › W.O.R.D. (Wellington Off-Road Riding Department) provides youth mountain biking adventures for kids 7-17 years old, including after-school programmes and holiday camps.
www.word.org.nz
 - › Miramar Track Project (pump track and kids loop):
www.wmtbc.org.nz/miramartrackproject
 - › The South Coast Kids Track in Island Bay is open for kids of all ages to use:
www.facebook.com/SouthCoastKidsTrackIslandBay
 - › Wainuiomata Trail Project – The Wetland Loop is a good beginners track and near the skills area:
www.trailforks.com/trails/wetland-loop
 - › Makara Peak has beginner-intermediate tracks. try the Koru/Lazy Fern Loop: www.makarapeak.org
 - › Mt Victoria has a great kids bike skills area off Alexandra Road
 - › Kapiti Mountain Bike Club: www.sportsground.co.nz/kapitimtclub



Road and track cycling:

- › Track cycling is a fun, safe way to get involved for children around 10 years old+. From track, you can move on to Road Cycling as your experience increases. If you are interested in track cycling, get in touch with Gary at Track Cycling:
www.pnp.org.nz
 - › Check out the links on Cycling New Zealand:
www.cyclingnewzealand.nz
 - › Students can start their own group rides with support from a parent or community member. From Year 7 upwards, talk to your school sports co-ordinator about having a school cycling team. There are plenty of events available for schools to enter their teams, just like any other sport. Check out the Wellington Schools Cycling website:
www.groupspaces.com/WellingtonSchoolsCycling/
- BMX:
 - › Capital BMX in Karori - www.sportsground.co.nz/capitalbmx
 - › Hutt Valley Thunderbolts - www.sportsground.co.nz/hvtbmx
 - › Kapiti BMX - www.kapitibmxclub.wikifoundry.com
 - › Wainuiomata BMX - www.wainuiomatabmx.com

Big Bike Fix Up

Once news of the track hits the school community, bikes may be dusted off which are in need of some attention. Making sure kids have a safe bike to ride should be a priority. A great way of getting the community excited about the bike track and back on their bikes is to organise a Big Bike Fix Up where families can bring bikes in to get checked out and fixed up. Collaborate with a local bike shop or mechanically minded parents to get the needed spare parts and helpers.

Alternatively, the school could host a lunchtime bike cafe, where older students can do low key repairs/maintenance on bikes, and eat lunch too.

Or the school could arrange to host some 'fix a flat' workshops for the older students.

www.bit.do/bikewise-schools

Go By Bike Day/Wheels Day

Raise awareness of cycling as a mode of transport by encouraging students and their whanau/caregivers to bike (or scooter) to school. For more info see:

www.bit.do/bikewise-schools



Planting Day

Invite the community to join the school in a Planting Day, where you plant trees or shrubs around the track. This might be an appropriate winter's day activity. Celebrate with a BBQ and a spin round the track!

Enviroschools

School bike tracks are a natural fit with the Enviroschools principles of Sustainable Communities and Learning for Sustainability. A "catalyst for behaviour change" students who are given regular chances to ride bikes are likely to increase their confidence and resilience.



Pinehaven Principal Kaylene Macnee saw that in the past where the school would run out of icepacks at lunch time for minor bumps, since the tracks were installed children have learnt the difference between when they've really hurt themselves and when they haven't.

Kaylene's Enviroschools blog can be found at:

www.bit.do/enviroschools



Mural

A shipping container to store bikes on the schools grounds makes a great surface onto which students can paint a school mural.



Club Day

Invite organisers from local bike clubs to come and talk to the kids. They can take them one class at a time on the track and show them what their club does (whether it's BMX, mountain biking, track or road cycling) and what skills they might learn. Kids can express an interest and take home information or perhaps follow up with a school visit to the club/track.

Work up to a short ride or excursion locally

Talk to your School Travel Planner for ideas and advice on rides that the school could do with large groups of children. Popular excursions include:

- Hutt River Trail
- Aotea Lagoon
- Biking to the local Pool/Park

Bicycle Rodeo

A Bike Rodeo is a fun event that lets kids practice a variety of skills on their bikes. It can involve the whole community or just the school. Check out these links for some ideas on how to organise a Bike Rodeo and what it involves:

www.bit.do/bikerodeo
www.bit.do/bikerodeo2



With contributions from and thanks to:

Hilleke Townsend, Pedal Ready
Sam Winslow, Greater Wellington
Sean Linton, Pedal Ready
Rebecca Jamieson, Greater Wellington
Jan Simmons & Sherie Wright, Hutt City Council
Anna Blomquist, Wellington City Council
Paul Mcardle & Meg Frater, Bike On
Marilyn Northcotte & Claire Hodge, Pedal Ready
Kaylene Macnee and Pinehaven School
Matthew Skilton and Tawhai School
Celeste Hastings and Holy Cross School Miramar
Jena Niiquidet Western & Will Andrews, CAN
Ash Peters, WORD & Joyride
Gary Gibson, Track Cycling Wellington
Kirsten Malpas & Natalie Hardaker, ACC
Kyle Rika, HarbourSport

Appendices

1. Helmet fitting guide - Consumer Guide
www.consumer.org.nz/articles/childrens-bike-helmets
2. Bikewise Seven Point Safety Check: www.bit.do/bikewise-check
3. Basic Bike Maintenance
4. Seat height adjustment guide
5. Pedal Ready Legal Requirements
6. Notice to parents - after completion of grade 2 cycle skills
7. Bikewise "Biking to School Safely" guide
www.bit.do/bike-safety
8. Cub and Scout Award Criteria



Appendix 1: Consumer Guide to Bike Helmets

The Consumer guide to

Bike helmets

Wearing a good quality, well-fitted bike helmet can save you from serious injury or even death. By law, only helmets that meet the appropriate standards can be used on the road here. That means all helmets will pass a minimum safety test, and any helmet will do its job as long as it is undamaged and fits properly.

consumer.
Making decisions easy



How to get the RIGHT fit

1 Most helmets have the size range they will fit (in centimetres) on the box or the label. Get someone to **measure your head** with a tape measure and then try on a few helmets in your size. Everyone has different-shaped heads, and you'll probably find one brand or model of helmet fits better than the others.

2 To see if a helmet fits properly, put it on and adjust the fitting at the back so that it is snug on your head. **It should sit flat and two finger widths above your eyebrows**, and shouldn't have any areas that dig into your head or are uncomfortable.

3 Before you do up the straps, try to tip it and rotate it on your head. **Your scalp should move as you move the helmet**. If the helmet tips sideways, backwards or forwards, it's not a good fit.

4 **Sizing pads** are for fine tuning and comfort, not to make a big helmet smaller.

5 Next make sure the straps fit properly. The straps should **run in straight lines from the rim**, with the rear strap and front strap meeting just below and to the front of the earlobe. Adjust the buckle so that the strap is **firm but not tight** under your chin, and not sitting over your jawbone.

6 Things you should NEVER DO!

- 1** **Never wear a cap under your helmet.** This ruins the proper fit. In an accident, the helmet may not stay on. If you want sun protection, buy a helmet with a visor.
- 2** **Never buy a helmet to "grow into".** The accident won't wait till the helmet fits.
- 3** **Never wear a helmet with the straps loose.** It won't stay in place, and it could catch and strangle you.
- 4** **Never wear the helmet on the back of your head.** A helmet worn like this exposes your forehead and face to the road, and also means you risk being strangled by the straps in a crash.
- 5** **Never wear a helmet after it has been in an accident or has been bashed around.** Cracks in the cover, cracked or crushed foam and frayed straps all indicate it's time for a new helmet. Even if you can't see any damage, a really good whack will ruin a helmet's protective qualities. That's why kids' helmets should be replaced every couple of years.
- 6** **Never buy a second-hand helmet.** It might look OK, but you have no idea if it has been damaged.

The right labelling

For a bike helmet to be legal to wear on the road it must comply with one of the following standards:

AS/NZS 2063:2008, NZS 5436 or AS 2063.2

ASTM F1447-2006

EN 1078

SNELL B90 OR B95

A label stating that the helmet meets the US Consumer Product Safety Commission's bicycle helmet safety standard means the helmet is also approved.

DISPLAY THIS POSTER! This poster may be displayed freely in schools, retail outlets, community centres and elsewhere. Copies can be downloaded at www.consumer.org.nz/reports/childrens-bike-helmets

For more information visit: www.consumer.org.nz

Source: <https://www.consumer.org.nz/articles/childrens-bike-helmets>



Appendix 2: Seven Point Safety Check

►Seven point safety check

A pre-ride check can make your ride safer and more fun.

Not sure what to do?
Most bike shops will do a quick safety check for free.

Frame is rock solid
Inspect the frame for cracks, especially on older bikes.

- Pay extra attention to all the joints.
- Tip the bike upside down and check it from both sides.
- If you spot a crack, don't ride.

Handle bars are tight
Rattling handlebars can mean they're loose.

- Make sure the handlebars turn freely from side to side.
- Handlebars shouldn't pivot up and down.

Tyres pumped
Bike tyres lose air over time.

- Push the tyres hard with your thumb.
- If they're too hard to make a dent – that's perfect.
- If you can make a dent, they're too soft to cycle on – soft tyres can roll right off.
- Ideal tyre pressure is printed on the side of the tyre.

Brakes are working
Working brakes are essential.

Brake pads:

- Check that the lever isn't 'spongy' and that the brakes actually work.
- Disc brake fluid degrades over time, so check the brakes before you need to stop.

Wheels attached and safe

- Tip the bike upside down and set it on the ground.
- Check both wheels are attached tightly to the frame.
- A quick release lever should swing through 180 degrees, and begin to get tight from 90 degrees.
- Close it all the way.
- Spin the wheels. There should be no sideways wobble. If they wobble, it could be one of several problems so take it to the bike shop.

Gears are working

Clinky gear changing can see you pitched off your bike. This test is easier with two people.

- Lift the back wheel and turn the pedals while you change gears.

Lube the chain. Look for:

- Rough or no gear changing.
- Broken teeth on the gear cogs.
- Frayed gear cables.
- Wobbly derailleur (the gear changing device).

Helmet safe
In New Zealand, you have to wear a safety standard approved helmet – look for the sticker.

- Make sure the straps are firm - slide one finger under the chin strap.
- The helmet should be on straight.
- Make sure the front sits no more than 2cm above your ears and eyebrows.
- If there's any strap damage, or cracks in the shell or cover, it's gotta go.

Helmet safe



Source: https://www.bikewise.co.nz/sites/default/files/bike_wise_-_pocket_pamphlet_no_comp_1.pdf



Appendix 3: Basic Bike Maintenance links

This website has an excellent range of simple videos that cover all aspects of bike maintenance and repair:

www.madegood.org/bikes/repairs/

Auckland Transport's has a range of simple "maintenance 101" videos, here:

www.at.govt.nz/cycling-walking/cycle-safety/#videos

Also, Sheldon Brown's Bicycle Technical Info website is the 'go to' resource for detailed descriptions on how bike things work. The website is not very user-friendly, but it holds a wealth of knowledge.

www.sheldonbrown.com

Appendix 4: Bike Fit and Seat height adjustment guide



- When seated, the ball of at least one foot should touch the ground.
 - › For riders who are learning, lower the seat so they can put both feet on the ground.
- When riding, legs should be almost straight when pedal is at the bottom of the stroke.
- A rough guide is to adjust the seat to the 'hip bone' height when the rider is standing alongside the bike. Different styles of bikes may require different height adjustments though, so see what's comfortable for the rider.
- Check that the seat post is not raised above the 'Min Insert' marking (the minimum amount that must be inserted). If not enough of the seat post is in the seat tube, it may break the top of the seat tube once the rider's weight is applied. This can cause injury and damage to the bike frame.
- Always check the quick release is securely fastened before mounting the bike. Adjust using the bolt opposite the lever, and then tighten by closing the lever so that it is curved in around the post.

Appendix 5: Pedal Ready guide to Legal Requirements



Compulsory equipment your bike needs:

- A. Good brakes on the front and back wheels
- B. A red or yellow rear reflector

At night/poor visibility

- C. one or two front lights (white or yellow) – steady or flashing (if two lights are used one must be steady)
- D. one or more red rear facing lights - steady or flashing
- E. pedal reflectors or wear reflective material

Want to learn more?
Come on a Pedal Ready course!
See www.pedalready.org.nz
for more details

Pedal Ready
cycle skills for everyone

Pocket sized cards available from: info@pedalready.org.nz or see also
www.bit.do/bike-helmet-checklist



Appendix 6: Notice to Parents and Sample Newsletter ‘biking policy’

Notice to Parents - After Completion of Grade 2 Cycle Skills

Your child has taken part in cycle skills training at school, and has been awarded a Grade 2 certificate of participation.

This does NOT mean that your child is competent to ride safely on the road.

Basic skills covered in the course included:

- Keep to the left
- Use hand signals before turning or stopping
- Make a left or right turn safely – always check first for vehicles approaching from behind
- Ride in a straight line, no drifting into the traffic lane, or sudden changes in direction
- Check behind at regular intervals, while maintaining a straight line.
- Emergency braking
- Road rules – what to do at give way and stop signs, obey traffic signals, who has right of way
- Anticipating hazards and responding safely (parked cars, narrow road, car doors, broken glass, potholes, sumps)
- When turning right, check behind. Wait for a safe gap then signal before moving out into the lane. Wait on centre-line if necessary. Catch the eye of approaching drivers - make sure they've seen you. (A complex set of skills)

We recommend that you now spend some time riding on the road with your child, reinforcing the skills needed to interact safely with traffic.

Your child should only be given permission to ride unsupervised when you are confident that they are consistently using these skills, can maintain concentration, and have developed the necessary judgment (distance, time, speed of approaching vehicles) to judge a safe gap in traffic.

School newsletter ‘biking policy’:

The school policy for riding to school is that we do not wish students, under the age of 10, to be riding to school alone. Those under 10, if accompanied by a parent, may ride to school. It is at the parents’ discretion to decide on a student’s ability to ride safely to school. The school’s Health and Safety Policy states:

- Children biking to school must wear helmets, under 10 year old children should not bike to school alone.
- All children are given a yellow safety vest to be worn at all times while travelling to and from school.



Appendix 7: "Biking to School Safely"



Biking to school safely

Biking to school can be a great way for kids to get exercise, develop confidence and learn to share the road safely with motorists and other people on bikes. Before encouraging your child to get on their bike, there are a few things to consider:

Keep safe

Ensure your child has the right cycling skills to get to school safely on a bike. Always ride with your child if they're under 10 and then continue until you're sure they have the skills and confidence to ride in traffic.

Encourage your children to undertake cycle skills training so they are prepared to ride on the road. Talk to your local council about cycle skills training in your area.

The training includes the following skills:

- Turning and signalling skills away from traffic, then on quiet streets to improve traffic awareness.
- Recognising potential hazards and how to choose good places to ride.
- Riding in a straight line, at least one metre from parked cars, and using cycle lanes wherever possible.
- Watching for potential hazards including car doors, potholes, rubbish, grates and pedestrians.

The bike

Ensure your child's bike is the right size and fit. They must be able to:

- With hands on the handlebar, place the balls of both feet on the ground when sitting on the seat.
- Comfortably stand with two feet flat on the ground when straddling the centre bar.
- Easily grasp the hand brakes and apply enough pressure to stop the bike.

Bikes must have brakes and reflectors, and front and rear lights need to be on when it's dim or dark.

The helmet

Cycle helmets must be worn and meet an approved standard. Before your child sets off on their bike, ensure the helmet is securely fastened, in good condition and not cracked or damaged. Make sure it's the right size, with little or no wobble when fitted. To learn more, check out the Bike Wise Bike & Helmet Check pocket pamphlet: www.tinyurl.com/bikehelmetcheck



Have your child wear bright or high visibility clothing or a high-vis backpack cover and have front and rear lights for night time or low light and rain.

If an adult is cycling with young children, keep an eye out. If there's one adult, riding at the back is best. If there is more than one adult, have one at the front and one at the back.

Plan the route

Map out a safe route to school from home. Choose a way through side streets, with other kids on bikes, low traffic speeds and good visibility. Ride with your child and make sure they understand the route – have them lead to show you they know where they're going.

Sharing the road

It's important to ride with courtesy and respect for motorists and other people on bikes.

Ensure your child knows to be visible at all times, clearly show their intentions and thank other road users when they can. For example, you can show them how to let motorists or other cyclists know you're happy they've waited for you by waving, smiling, or giving them a 'thumbs up'. This will make sharing the road easier for everyone.

Try not to hold up the flow of traffic. If necessary, pull over to allow vehicles to pass.

Teach your child the road rules. Check out the Official New Zealand Code for Cyclists for more: www.nzta.govt.nz/resources/roadcode/cyclist-code/

Weather

Help your child check the weather conditions before each bike ride. If they are cycling in wet or low light conditions, ensure they wear high visibility and reflective clothing.

Carrying gear?

Don't hang anything from the handlebars – it could throw them off balance or get stuck in the wheels and cause a crash.

Keep healthy

Did you know 10% of all Kiwi children between two and 14 years-old are overweight and at greater risk of Type 2 diabetes, according to the Ministry of Health. Get your children into fun, healthy habits like cycling that last a lifetime.



2014



Source: https://www.bikewise.co.nz/sites/default/files/bike_wise_cycle_school_safety_2014_0.pdf

Appendix 8: Cub and Scout Award Criteria

Personal Challenge Badges, *continued*

Cyclist

REQUIREMENTS	EXPLANATION	REFERENCES AND EXTERNAL STANDARDS
• Have the regular use of a bicycle of the correct size and equipped as set out in the road code.	This badge is about Cubs learning how to cycle safely and obey the road rules.	
• Demonstrate how to mount and dismount a bicycle correctly.		
• Clean and oil the bicycle and pump up the tyres.		A bicycle manual.
• Explain the need for keeping the bicycle in road worthy condition. Explain the consequences for not doing so.		
• Show how to mend a puncture.		
• Explain the dangers of cycling on hills.		
• Go for a short ride while the examiner watches. Demonstrate the proper hand signals and the road rules applying to bicycles.		Refer to the NZ Road Code.

Cycling - Cornerstone: Outdoors

REQUIREMENTS	SIGNATURE & DATE
<ol style="list-style-type: none"> 1. Use and have satisfactorily cared for a bike for at least six weeks that is properly equipped and in good working order. 2. Be able to make simple adjustments and repairs e.g.: repair a puncture, change a tyre and tube, replace a brake shoe and block, adjust the height of the seat and handlebar to enable a younger person to ride the cycle. 3. Demonstrate that you know and observe the provisions of the "Road Code" relating to cyclists and published by the Land Transport Safety Authority (LTSA). 4. Take part in a Scout activity that includes the use of cycles. 5. A Scout who has gained the Cub Scout Cyclist Interest badge shall qualify for the Cycle Personal Challenge by completing only sections 2 and 4. 	



The Greater Wellington Regional Council's purpose is to enrich life in the Wellington Region by building resilient, connected and prosperous communities, protecting and enhancing our natural assets, and inspiring pride in what makes us unique



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