

INCLUSIVENESS IN CYCLE RIGHT SESSIONS

Often a CYCLE RIGHT trainer, you will have individuals in groups you are working with who have particular needs, or who's rate of progress is different to the rest of the group.

As a trainer, how can you work towards inclusiveness in the delivery of CYCLE RIGHT?

You will need to focus on four distinct areas of delivery:

- **EQUIPMENT** – how can it be **ADAPTED?**
- **RULES and STRUCTURES** – how can they be **ADAPTED?**
- **ENVIRONMENT** – how can it be **ADAPTED?**
- **YOUR DELIVERY** – how can it be **ADAPTED?**

In all cases, the goal should be to make a session be as inclusive as possible, rather than just giving someone who is at a different stage of learning, with different needs, tasks to keep them occupied in parallel with the activity of the wider group.

This could mean

- **EQUIPMENT**
 - Adjusting the tension on a brake lever for a learner who has less strength in a hand
 - Fitting toe clips for someone who experiences difficulty keeping their foot to the pedal through the pushing motion
 - Supplying a fixed training device to allow someone who is having difficulty with the concept of pedalling experience the process in a way where the trainer can give hands-on assistance and support
 - Sourcing a tag-along fitting or tandem bike for someone with a visual need
 - Accessing a hand cycle for someone who uses a wheelchair, but who wishes to experience a different form of movement
- **RULES AND STRUCTURES**
 - Adapting elements of delivery, such as having a scooting follow the leader for the whole group
 - Have a scooting relay race involving everyone
 - Have variations of skills – three slalom lines with different spacing in each, to facilitate different levels of skills and challenge for those in the group
 - Incorporate learners/those with particular needs in areas that can be experienced prior to independent cycling whenever appropriate eg moving and braking to a stop
- **ENVIRONMENT**
 - Have more than one activity happening simultaneously, switching participants between areas eg large square/smaller square, or square/circle for bike wars.
 - Explain activity as elimination, but on elimination, participants move straight to parallel area
 - Give each participant a silent/hidden number which corresponds to their skills level (1-5). For all skills, individual are competing against the assigned

number rather than others (eg someone with number one can only put their foot down once before the move to other area, someone with 5 can do so five times before they move). The area they move to may be more or less congested than the one they leave, and therefore more or less challenging.

- Someone learning to cycle independently for the first time could have the challenge to keep one or other foot off the ground, switching feet on switching areas

- **YOUR DELIVERY**

- By knowing the individuals in a group, you can cater your own delivery to be inclusive
 - How you speak and phrase what you say – uses terms everyone will understand, which will mean adjusting your delivery to the understanding and age level of your audience
 - Your pitch and tone – individuals may be sensitive to overly loud voices or to shrill whistles, look out for signs of discomfort or stress in individuals
 - It is really important to talk directly to individuals rather than anyone who is there to assist them
 - Positioning – someone with a particular visual or hearing requirement may be included more by your positioning or the by the pace/volume at which you speak

SPECIFIC TECHNIQUES WHICH CAN FOSTER INCLUSION INCLUDE

- Buddying up – pairing individuals with greater/established skills and/or understanding in a learning environment can have a very positive effect on learning for all e.g.
 - Follow the leader – rather than individuals following, pair up so that one pairing follows another, either/both in single file or side by side
 - Slalom team completion – one of pair is progressing through the easier, route the other through the more complex route, but they are aiming to stay in parallel
- Asking a group to come up with their own ideas for activities that will allow a range of skills