

# **Bike Club Toolkit for Ealing Primary Schools**

Ealing Council  
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EALING COUNCIL

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## Introduction

A Bike Club will be a welcome addition to your school activity roster. Children will enjoy taking part, engage in exercise and become safer cyclists. It will also help to increase the use of a sustainable transport mode, with widely-acknowledged environmental benefits - and will count towards your TfL Travel for Life (STARS) Accreditation status.

This toolkit, combined with a workshop offer, is designed to make it as easy possible for your school to run a Bike Club. So pedal up and read on.

## What is a bike club?

A weekly, playground-based, hour-long session for children to engage in cycling activities. It can be led by one adult with up to 10 pupils. More would require additional support. Members would learn skills but also share in the enjoyment of cycling, and build a sense of community with other cyclists.

## Who can join?

Many of the activities require children to be able to ride a bike. Year 5 and 6 will be the most suitable as the sessions build on skills learned during Bikeability training. However, it is possible to expand membership to other age groups. Bike ownership among participants is preferable, but an appeal could be made for donations of bicycles, or an application made to a cycling charity such as [Bikes for Schools](#).

## Why offer a Bike Club?

A Bike Club can be a fun activity for the children at your school but will also help them to become confident, safer riders and enjoy a sense of community with other cyclists.

Significant Benefits:

- Improved physical health, helping children to achieve the recommended minimum of 60 minutes of physical activity per day
- Improved alertness and ability to concentrate
- Decreased proportion of children at an unhealthy weight
- Build children's independence, while learning about safe cycling and responsibility
- Create opportunities for social interactions.
- Help reduce traffic congestion around the school by encouraging more children to cycle from home, and as a result improve air quality.

## How to start a Bike Club

The School Travel Team would like to make it simple to set up a Bike Club. First you will need to recruit someone to run the club. A member of staff with an interest in cycling may want to run it or volunteers may step forward from among parents and carers. Once an organiser, and possible support, has been recruited, we have a package of resources for them to use, including a set of lesson plans to structure each weekly session of the club over a half-term.

## Workshop Offer

Teaching staff and volunteers can receive a workshop on how to run a Bike Club. Working with a group of children from your school, a Sustainable Transport Advisor (STA) from the School Travel Team will demonstrate how to deliver a selection of the activities. They can also talk through potential club formats and logistics. The STA will also be able to return for some follow-up visits once the club is up and running. For more information contact [sta@ealing.gov.uk](mailto:sta@ealing.gov.uk)

## Bike Club Design

The Bike Club could be run as a PE lesson or as an after-school club for children in Year 5 and Year 6. We have drafted a set of lesson plans comprising many of the skills and exercises used in Bikeability training, therefore making it most appropriate to this age group.

However, modifications could be made to the sessions to include children from other year groups. Pedals could also be removed from bicycles, for example, if participants are unable to ride a bike, or the exercises simplified to make it possible to take part on a balance bike.

The lessons aim to develop the skills of members, enabling them to become confident but also safe cyclists. However, also included are some competitive activities, introducing an element of controlled competition as a possible direction for the club to take. Club organisers can decide what works with a cohort.

A plan is also included for wet weather days. Such an eventuality (highly likely with our inclement climate) offers the opportunity to develop the members knowledge of bike maintenance, such as how to repair a puncture.

While the focus is on the club remaining on site, there is potential to take it out of the school. However, this will require at least the organiser or any supporting adults to have had relevant training as a Bikeability instructor. First aid training and parental permission will also be necessary, as well as having risk assessments in place. An adult to pupil ratio of at least 2:8 will also be required, with at least 1 adult being trained as a Bikeability instructor.

Should these criteria be met, taking the club on the road does offer many opportunities. Not only could the children's ability to ride safely on the road be enhanced, but it could also build their knowledge of safe cycling routes.

Heading out of the school gates also offers the opportunity to discover and explore special places in the borough such as parks, as well as traffic free routes like canal towpaths, which can be accessed across Ealing. [Ealing Cycle Streets: UK-wide Cycle Journey Planner and Photomap: Cycle journey planner](#)



*Image courtesy of Ealing Cycling Campaign [Ealing Cycling Campaign: Canal Towpath Improved](#)*

## TfL Travel for Life (STARS) Accreditation



The creation of a Bike Club is not only a great way to promote sustainable and active travel in your school community, but will also tick off multiple TfL Travel for Life (STARS) stories. [Cycling club](#) is the main Activity card. Consultation with Parents and Cycle training for pupils are among the [connected TfL Travel for Life Activity cards](#). Offering a [Bikers' breakfast](#) on the day of the club could be another TfL Travel for Life story opportunity. Full details of the stories possible can be found on pages 7 and 8 of the TfL Cycle Club toolkit in the resources section of [Cycling club](#) Activity card.

### Bike Club Case Study



[New City Primary School in Newham](#), East London set up a Bike Club with some remarkable results. In a deprived area, pupils engaged enthusiastically with the club organised by Travel Champion Liz. Bikes and scooters were sourced for them to use, and the school has successfully promoted active travel within its community, achieving Gold TfL Travel for Life (STARS) status.

If your school is not currently engaged with TfL Travel for Life (STARS), contact us at [sta@ealing.gov.uk](mailto:sta@ealing.gov.uk) to find out how to sign up.

## Promote your Bike Club:



Invite LBE's sustainability mascot **Terri the Tiger** to your school. He loves visiting schools and helping raise awareness about active travel. He provides an ideal press opportunity. Schools can borrow the costume free of charge, but you will need to find a suitable volunteer to wear it. To book Terri, email us [sta@ealing.gov.uk](mailto:sta@ealing.gov.uk).

## Promote your Bike Club as part of an Active Travel campaign

Why not coincide the launch of your Bike Club with the **Ealing Active Travel Challenge**. Your school can choose to run this activity any time of the year, over 10 days, to encourage pupils to travel to school in an active way. Each day a child travels actively they receive a stamp on a special bookmark. LBE provides a pack of specially designed bookmarks and stickers for your school to set up their challenge. For more details contact us [sta@ealing.gov.uk](mailto:sta@ealing.gov.uk)



Another big event in the Active Travel calendar to consider coinciding the Bike Club with is the **Sustrans Big Walk and Wheel**, usually held in March. This is the UK's largest inter-school walking, cycling and scooting challenge supporting pupils, staff and parents to choose human power for their journey to school. Participation counts as TfL Travel for Life story [The Big Walk and Wheel](#)

## **Appendices:**

[Appendix 1: Example Lesson Plan](#)

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## Appendix 1: Example Lesson Plan

Session content	Skills covered	Teaching notes links	Teaching points
<b>Collect bikes:</b> Riders to walk and wheel their bikes to activity area using appropriate route through school grounds	<ul style="list-style-type: none"> <li>Walk on left side of bike to avoid chain contact and how to stack bikes</li> </ul>	Collect bikes	Walk safely with bicycle
<b>Introduction</b> Give a quick outline of what riders will be doing during the session.	<ul style="list-style-type: none"> <li>Behaviour</li> <li>Safety</li> </ul>	Link to school Behaviour policy if appropriate	Set aims and expectations – Aim to have fun but also be safe. Need to stop when told and listen carefully to instructions.
<b>At the start of each session (10 mins)</b> <b>Activity 1 – Safety check</b>	<ul style="list-style-type: none"> <li>Personal Safety check (Helmet, clothing)</li> <li>Bike safety check (basic M-check)</li> </ul>	<a href="#">The M check for your bike in 11 steps - Sustrans.org.uk Appendix 1</a>	Demonstrate how to do the M Check. Riders check their own bike (adult assistance may be required).
<b>Activity 2 - Make sure the bike fits the riders</b>	<ul style="list-style-type: none"> <li>Prepare the bike for safe and comfortable cycling</li> </ul>	<a href="#">Cycle Right Resources</a> for Parents and Guardian Section 3	Can they touch the floor comfortably with the balls of their feet while sitting on the saddle? Can they easily reach the brakes and handlebars? Riders check their own bike (adult assistance may be required).
<b>Activity 3 – Setting the pedal</b> Crucial starting point for any ride. Rider must have pedal set at 2pm (left or right). Look behind them and then pull away from starting point without wobbling. Important for keeping safe in traffic.	<ul style="list-style-type: none"> <li>Getting on and off the bicycle</li> <li>Moving off and pedalling while keeping a straight line</li> </ul>	<a href="#">Appendix 2</a>	Demonstrate with a wobbly start. Ask children what was wrong or unsafe. Take responses and then model how to set pedal, look over right shoulder to check for traffic and then pull away in as straight a line as possible. Give them time to practice manoeuvre and then line them up. Under starters orders, they push off together. Who can get furthest without pedalling.
<b>Activity 4 – Find A Corner – Game</b> Simple game that pulls together range of skills including bike handling and teamwork.	<ul style="list-style-type: none"> <li>Speed and its impact on safety for cyclists</li> <li>Being able to safely manoeuvre the bike when riding in a group</li> <li>Using the brakes to come quietly to a halt</li> </ul>	No links	Trainer stands in centre of designated area with children riding round them slowly. Trainer covers eyes and begins count down from 10. By zero the children must have chosen a corner – 1 of four. Those making the most noise are eliminated. As number of children decreases, reduce number of corners. Should end with two riders and two corners. They must choose different corners at the end of the countdown, and the winner is the quietest one.
<b>At the end of each session</b> Recap	<ul style="list-style-type: none"> <li>Road safety</li> <li>Importance of practise</li> <li>Parent/ Carer permission</li> </ul>	No links	Emphasise the importance of practise as an essential part of learning. Explain attending Bike Club is not a license to ride on the roads, and they can only do so with the permission of parents/carers.



## Appendix 2: Bike Club Checklist



### When planning your training sessions...

- ☐ Evaluate any potential risk in running a Bike Club on-site by completing a risk assessment for the course ([Appendix 7](#))
- ☐ Plan where the riders' bikes will be stored on site, ideally close the activity area
- ☐ Seek informed permission from parents/carers. See Letter to parents/carers ([Appendix 3a, 3b](#)) which can be tailored to your school's needs
- ☐ Ensure you have the necessary equipment to run your sessions, see Equipment checklist ([Appendix 2](#))
- ☐ Arrange a suitable area for the session, ideally on a hard surface such as a playground or MUGA. Grassy areas are difficult to ride on so best to avoid school fields if possible
- ☐ Put the sessions date/time in the school diary and confirm who is running and assisting it

### A few days before...

- ☐ Make sure riders know where they are going to park their bikes.
- ☐ Check the area you planned to use is still available and in good condition
- ☐ Choose an activity or game you will play
- ☐ Remind riders to bring a bike, helmet, trainers with some grip, water bottles and to dress appropriately for the weather
- ☐ Organise your groups and a rota – let school colleagues know what is happening and what help you may need, depending on the activities you plan to run
- ☐ Create a register of riders ([Appendix 8](#)) and a record of volunteers ([Appendix 10](#))

### On the day...

- ☐ Make sure the activity area is safe and appropriate for your session
  - ☐ Ensure riders park their bikes in the right area
  - ☐ Collect any equipment needed and check all the riders are present
  - ☐ Take photos for school newsletter/website/social media/Travel for Life (STARS) story.
- On the final session, ask your riders to give feedback or write about their experience.

### The day after:

- ☐ Review the session and consider what you may do differently next time
- ☐ Record riders progress ([Appendix 9](#)) if applicable.
- ☐ Upload your story onto Travel for Life (STARS) [TfL STARS - Getting young London moving](#)

## Appendix 3: Equipment checklist

### ☐ Pedal bikes

Each participating pupil will need a pedal bike (without stabilisers). If your school is not providing pool bikes, riders must provide their own to take part.

A pedal bike is what most people would recognise as a bicycle. It has two wheels and is propelled by the rider turning the pedals.



### ☐ Helmets

If your school is providing cycle helmets, they should be compliant with UK or European safety standard EN1078 (look for the CE mark). Visit RoSPA website for more information: [Cycle Helmets factsheet January 2020 \(rospa.com\)](https://www.rospa.com/cycling/factsheets/cycle_helmets_factsheet_january_2020.pdf)



### ☐ Cones/chalks

Keep it simple. You can make use of playground line markings for many of the games. Chalk or soft cones are also very useful to define cycling areas and for use in the club activities.



### Basic tools to do minor adjustment on bikes (LBE can provide a basic toolkit)

- ☐ 13mm spanner for seat bolts
- ☐ 15mm spanner for wheel nuts
- ☐ Allen Keys for headset (handlebars)
- ☐ 'Flat head' and 'Crosshead' screwdrivers to adjust gears and brakes
- ☐ Track pump with dual head suitable for both Presta (road type) and Schrader (car type) valves.
- ☐ 15mm pedal spanner (optional – useful to remove pedals if you have a few children who cannot ride without stabilisers)



## Appendix 4a: Example parents/carers letter

[Insert school logo or letter head]

[DD MM YYYY]



Dear Parents and Carers,

### **Bike Club for [insert Year group]**

We are offering a Bike Club to children in [insert Year group] encouraging them to get active and take up cycling as a sustainable and safe way to travel to school. Safety and confidence will be developed through games and activities.

Pupils will need to bring their own bike and helmet, and are recommended to wear PE kit, trainers and have a waterproof jacket. To ensure the bike is in good working order why not take it along to a free Dr Bike repair session. These are held across the borough. Check [Cycle training and Dr Bike cycle maintenance | Ealing Council for dates.](#)

The club will take place on school premises [insert before or after] school every [insert day of the week], over [insert number] weeks from [DD MM] to [DD MM]. These Bike Club sessions are for children who can ride a pedal bike unaided. To help your child learn how to ride on two wheels, free courses are available from Ealing council. For more information visit [www.ealing.gov.uk/cycling](http://www.ealing.gov.uk/cycling).

Or you can teach your child how to ride using British Cycling's online videos [Getting the most out of Ready Set Ride \(britishcycling.org.uk\)](http://britishcycling.org.uk)

If you would like your child to participate in the Bike Club, please complete the permission note attached and return it to the school reception or to your child's class teacher.

If you have any questions regarding Bike Club please contact the organiser [insert name].

Yours sincerely,

[insert name]

## Appendix 4b: Example Bike Club Permission Note

**[insert school name]** Bike Club Permission note

I \_\_\_\_\_ (parent/carer full name) give permission for  
my child \_\_\_\_\_ (child's full name) in class \_\_\_\_\_ to attend the Bike  
Club.

### Please tick as appropriate:

☐ I confirm that my child can ride a bike without stabilisers.

My child has a bike\* and helmet\* to participate in the Bike Club.

*\*It is recommended that you complete the safety check of your child's bike and/or helmet prior to the first day using the attached M/ **ABCD Bike Safety Check List** and the **helmet check**.*

(Optional wording for helmet) "An exemption to the wearing of helmets can be granted if your child's headwear prevents the fitting of a helmet. Please indicate if you wish for your child to be exempt from wearing a helmet."

☐ I give permission for photos to be taken of my child to be used in the school newsletter and on the school website.

We are looking for Bike Club volunteers to help us run activities. You do not need to be a cycling expert to get involved, you just need to be willing and enthusiastic. Please let us know if you would like to be involved:

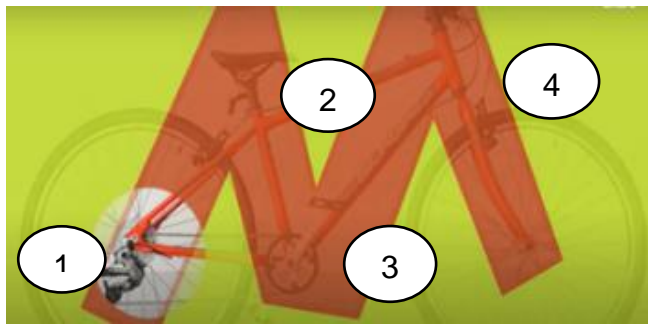
☐ Yes, I'd be willing to help with the Bike Club

Parent/carer signature \_\_\_\_\_ Date: \_\_\_\_\_

My emergency contact telephone number is \_\_\_\_\_.

*Please return the completed permission note to school reception or to your child's class teacher by **[insert date]**. Thank you.*

## Appendix 5: M Check Guide



1. Check the back wheel is securely fitted with the quick release turned in towards the pedal area, or the bolts are tightly fastened. Introduce some of the names- rear drop outs, rear mech (gear mechanism), chain, cassette. Also check the spokes on the rear wheel by squeezing them in pairs between your fingers – this will reveal if any are broken, possibly causing the wheel to not rotate or rub on the brakes.

2. Check the brakes are engaging evenly on the back wheel. Check the saddle post clamp is secure by seeing if possible to rotate saddle, also that it is level. Check the tyre by squeezing the walls between two fingers. It should be firm. If not, reach for the track pump. The valve will be Presta or Schrader. Tyre dimensions are usually written on the sidewall as well as the recommended tyre pressure. Also check the tyre for wear, and any objects piercing the tread which could cause a puncture.

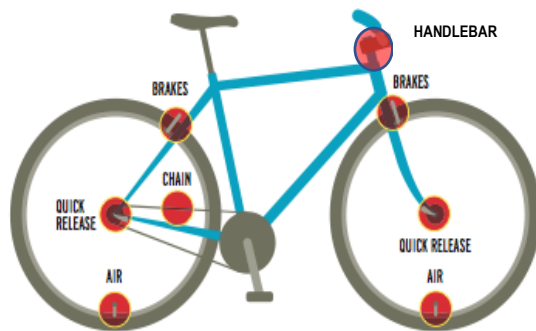
3. Move on to the pedal area – details cranks, pedals, chain, bottom bracket. The bike may also have a front mech – for changing the gears. Check the chain is well oiled – this will have a major impact on how the bike rides, changes gear. Show how to oil the chain without losing a finger – hold the lube over the chain and allow drops to flow while rotating the pedals. Rotate the pedals about 20 times to check the oil has fully penetrated the links. Spin the pedals individually – they should spin smoothly. Also hold both pedals and push up and down simultaneously to see if there is any movement in the bottom bracket area. If there is, the bike will need attention at a bike shop, to replace the bottom bracket. If loose, it can make a creaking noise and affect the knees when pedalling.

4. Check that there are plugs in the ends of the handlebars. Put the front wheel between the knees and squeeze – see if possible to move the bars from side to side with the wheel straight ahead. If not, the headset will need tightening. Use an Allen key to slacken off side bolts. Check top bolt is tight, then tighten up side bolts, similar tension as if opening a tight door handle. When squeezing the front brake see if there's any rocking in the headset. Also when turning bars from side to side, check no resistance – if tight it means you've tightened the top bolt too much, and need to return to headset adjustment steps.

Apply the front brake and push forward – the rear wheel should rear up like a bucking bronco. Then apply the rear brake and pull back – the front wheel should pull up as if pulling a wheelie.

## Appendix 6: ABCD Bike Safety Checklist

✗ If your child's bike does not pass this checklist it is not safe to ride.



### A = AIR

- ✓ Is there air in the tyres? They should feel firm when you squeeze the sidewalls.
- ✓ Are the tyres in good condition?

### B = Brakes

- ✓ Pull the front brake and push the bike forward – does the rear wheel lift up?
- ✓ Pull the rear brake and pull the bike backward – does the front wheel lift up?
- ✓ Do the wheels spin freely?

Note: Bikes are required to have working brakes or they are not roadworthy.

### C = Chains

- ✓ Turn the pedal backwards – does it run smoothly or does the chain catch?

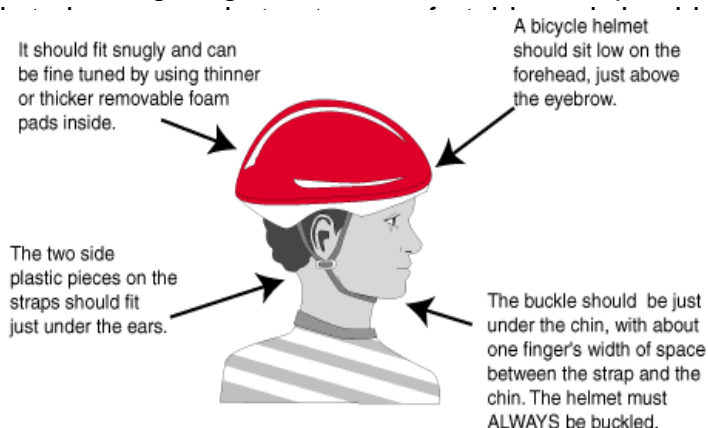
### D = Direction and dangling bits

- ✓ Do the handlebars move from side to side and are they tight?
- ✓ Are the saddle, handlebar and wheels held firmly by the bolts/quick releases (in 'close' position)?
- ✓ Check that the "minimum insertion" line isn't visible on seat post.
- ✓ Are there any loose bolts or obvious broken parts?











Check bar end plugs on handlebar are installed and not loose or damaged.

## Appendix 7: Helmet Check

- ☐ Check for physical damage e.g. Cracks in shell, worn straps, broken buckles.
- ☐ A helmet needs to be checked and adjusted as follows:



## Appendix 8: How to repair a puncture

Step	Action	
1	Remove the wheel and use the tyre levers to remove the tyre from the rim. Gloves will help as it can be a dirty job.	
2	Check the tyre and remove the object that caused the flat (line up the inner tube to where it was in the tyre and look or feel gently around the inside of the tyre with your fingers).	
3	Locate the puncture in the tube. You may need to inflate it using a pump to find the puncture. If problematic, you will need to put the inflated tube in tub of water, or a sink, to find the hole. Once located, mark it with chalk, usually included with puncture repair kit. Or just replace the tube.	
4	Roughen the inner tube around puncture. Use the sandpaper to do this. The area you roughen should be bigger than the patch you are applying.	 
5	Apply rubber solution - only a pea size amount and don't be tempted to add too much.	
6	Apply the patch.	
7	Dust the patch and surrounding area with fine dust or chalk	
8	Pump a small amount of air back into the tube. Refit the tyre to the wheel with one side not fitted inside the rim. Return the tube to inside the tyre, inserting the valve first. Once inside the outer tyre, begin to refit the edge of the tyre back inside the wheel of the rim. This job is best done by hand, working the tyre lip back inside the rim. You need to check it's seated perfectly and not nipping the inner tube once fully re-fitted. Try to avoid using tyre levers for the final bit, as you can burst the inner tube. Finally, pump up the tyre, and spin it in between your hands to check it's seated perfectly on the rim. If no bumps or bulges, refit it to the bike.	 



## Appendix 9: Example Bike Club Risk Assessment



Key to further action priority ratings

- 1 = Immediate action required
- 2 = Action required within 1-3 months
- 3 = Action required within 3-6 months

Generic risk assessment template

<b>Directorate:</b>	<b>Children</b>	<b>Service:</b>	<b>Schools</b>
		<b>Team:</b>	<b>Year 5 and 6</b>
<b>Workplace Address, location or Section (Delete as appropriate)</b>	Ealing Borough		<b>Review Date:</b>
<b>Assessment Date:</b>	<b>What/who is being assessed?</b> Bike Club to be held on school premises		
<b>Name of Assessor:</b>	Cycle Champion	<b>Responsible Person for Actions:</b>	Cycle Champion



<b>Task / Activity Area</b>	<b>Hazard</b>	<b>Who might be harmed and how?</b>	<b>What are the existing controls and how do you implement them?</b>	<b>What further action is necessary?</b>	<b>Priority rating</b>	<b>Action by when / whom?</b>	<b>Action complete (Date)</b>
Children riding bicycles in allocated area; playground/Muga	Falls from cycle	Children taking part in club	School emergency and first aid procedure to be followed in event of any injuries.	Have First Aid kit available in area used for club. If have adult support, delegate who deals with First Aid while other supervises rest of children.  Stress to children before any activity importance of riding safely and not overlapping wheels.	1	Organiser	Date club begins
Children riding bicycles in allocated area; playground/Muga	Collision between 2 or more riders	Children taking part in club/ adults supervising club	School emergency and first aid procedure to be followed in event of any injuries	Have First Aid kit available in area used for club. If have adult support, delegate who deals with First Aid while other supervises rest of children.  Stress to children before any activity importance of riding safely and not overlapping wheels.	1	Organiser	On day of club

Children riding bicycles in allocated area; playground/Muga	Obstacles in area such as steps, raised areas, gate posts, trees, sport equipment (basketball hoops/ goals)	Children taking part in club	Clearly mark area using cones, close gate if present, giving access to area, or if available, pull across netting.  Inform children that they have to stay within allocated, marked area.	Have signs up saying no access to area while club is in session.	1	Organiser	On day of club
Children riding bicycles in allocated area; playground/Muga	Children engaged in other activities wander into cycle club area	Children taking part in club/ those wandering into area	Clearly mark area using cones, close gate if present, giving access to area, or if available, pull across netting.	Ensure adults running other clubs are aware of sessions.	1	Organiser/ Organisers of other clubs	On day of club/ week before club begins

Children participating in Bike Club	Pupils misbehave	Children taking part in club	Remind children before every session about behaviour expectations, and how it is about keeping everybody safe.	Refer to school behaviour policy	1	Organiser	On day of club
Bike Club	Adverse weather conditions	Adults supervising club/ Children taking part	<p>Inform participants prior to club start about need to wear trainers and suitable clothing for being outdoors, such as a rain jacket.</p> <p>If weather too bad, e.g. heavy rain, have alternative venue where can make use of wet weather activity plan.</p>	Check weather forecast in advance of session, so prepared if have to find alternative location, indoors	1	Organiser	Week before club

## Appendix 10: Example Bike Club register - attendance

School term:

Day of the week:

	Pupil's full name	Emergency contact name	Emergency contact number	Medical condition	Parent permission slip Y/N	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1												
2												
3												
4												
5												
6												
7												
8												

## Appendix 11: Example Rider competencies checklist

<p>✓ = Achieved W = Working towards</p> <p>Rider names</p>	Perform the M Check	Correctly fit a helmet	Appropriate clothing & footwear	Ride a bike with control				Use gears (if applicable)	Use basic hand signals to indicate intentions	Recognise and avoid hazards	Ride single file & keep a safe distance	Form and ride in pairs	Participate safely in bike games	Term:	Teacher notes
				Starting and balancing	Strong first pedal	Braking	Turning								
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															

## Appendix 12: Example Record of Volunteers

Full name	Phone number	Session date	Training date	DBS Y/N

## Appendix 13: Example Riders feedback form

1. Circle all the words that best describe your Bike Club experience:

Boring	OK	Enjoyable	More confident
--------	----	-----------	----------------

2. How often do you cycle when you are not attending Bike Club?

Everyday	At least once a week	Infrequently	Never
----------	----------------------	--------------	-------

3. Before Bike Club, were you allowed to cycle to school?

Yes	Yes, when accompanied by adult	No
-----	--------------------------------	----

4. Do you cycle to school?

- ☐ Yes
- ☐ No, please state why not \_\_\_\_\_
- ☐

5. Would you recommend Bike Club?

Yes	Not sure	No

6. What did you like or dislike about Bike Club? Bike Champion Certificate

[illegible]

## Appendix 14: Bike Champion Certificate

# *Bike Champion*

*Awarded to*

---

**xxx Primary School**





## Useful links:

Below are a set of links to cycling organisations offering a wealth of resources to help with the running of your club. Some of these have been used in the putting together of this toolkit.

To help with bike maintenance, families could also attend one of the many free [Dr Bike](#) repair sessions held across the borough. Follow the link to find where the next [Dr Bike](#) will be held.

Cycling Organisations	Web address
<b>Cycling Scotland</b> , cycling games guide (p13-91)	<a href="#">Resources - Cycling Scotland</a>
<b>Cycle Right Ireland</b> , advise and tips on teaching basic cycling skills	<a href="#">Cycle Right Resources</a>
<b>British Cycling</b> has a few Go-Ride school games challenge and competition cards designed for primary schools	<a href="#">Go-Ride for schools (britishcycling.org.uk)</a>
<b>TfL Cycle Club</b> toolkit has fun games for groups (p26-29)	<a href="#">Cycle Club Ideas</a>

## Acknowledgements

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