



CYCLE FOR **BETTER** **HEALTH** HEALTHY AND **HAPPY** CHILDREN ON **TWO WHEELS**

PROGRAMME GUIDE
AND TOOLKIT



BYCS is an international NGO supporting community-led urban change through cycling.

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Cities for Better Health is committed to accelerating change in urban health.

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Mamacitas en Bici - Bogotá
Cyklokoalícia - Bratislava
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1. INTRODUCTION

This section will introduce the reader to the document - its purpose, structure, and target audiences - and the Cycle for Better Health programme.

This document serves as a comprehensive guide for cities, organisations, and stakeholders looking to implement and scale the Cycle for Better Health programme. It outlines the framework, methodologies, and key learnings from previous implementations, making it easier for cities to adopt the programme and integrate it into their local contexts. By providing clear guidelines and good practices, this document aims to facilitate widespread adoption, ensuring that more children—particularly those in vulnerable communities—gain access to safe and engaging cycling opportunities.

Beyond immediate programme adoption, this document is designed to support long-term policy change. With repeated implementation across

multiple cities, the programme’s core principles—such as investing in human infrastructure and creating environments that foster physical activity—can become embedded in local and national policies. This institutionalisation will help normalise cycling as a key component of healthier, more active lifestyles for children, ultimately contributing to broader public health and mobility goals.

By providing evidence-based insights, practical implementation guidance, and policy recommendations, this document serves as a roadmap for transforming urban cycling habits, fostering healthier communities, and shaping a more sustainable future for young generations.

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DOCUMENT STRUCTURE

This document is divided into 3 primary sections. Each section is intended for certain audiences, who have certain goals.

SECTION	AUDIENCES	GOALS
Context This section provides an overview of the global health challenges related to physical activity and why it is important to focus on children and cycling as part of the solution to address these challenges.	Government entities, which may adopt the programme at a policy level and facilitate its implementation through partnerships with local organisations. Philanthropic organisations and topic interest groups, which can play a crucial role in funding and supporting programme expansion. School or youth organisation leaders, who may adopt the programme as part of their regular activities.	Increasing awareness of health and physical activity challenges for children. Increasing investment in programmes that support increased physical activity, especially among children.
Policy Recommendations This section provides a series of high-level, top-down actions that policy-makers can take to support programmes like Cycle for Better Health to address the challenges described in the Context.	Government entities, which can support the impact of the programme with complementary measures in the built environmental and governance structures. Advocacy and activist groups aiming to shift policy to improve children's health, and increase the use of cycling, amongst other related topics.	Complementing existing efforts to increase health and physical activity among children. Providing a supportive built environmental and governmental structures to increase the impact of the programme.
Programme Guide and Toolkit This section supports the implementation of the Cycle for Better Health programme from both a theoretical and practical perspective, including a number of helpful tools.	Civil society organisations that directly implement the programme, working on the ground to engage schools, families, and local stakeholders.	Looking for new solutions to get children more physically active. Looking for support in implementing a programme that gets kids more active.

ABOUT CYCLE FOR BETTER HEALTH

Cycle for Better Health is a global programme, led by BYCS and Cities for Better Health, that focuses on helping children ages 6-12 in vulnerable communities be more **active and healthier through cycling**.

Due to increasingly sedentary lifestyles and insufficient physical activity, more children are struggling with **obesity, diabetes, and cardiovascular issues**, which, if not addressed, only worsen with age. The programme provides children with a **fun, easy, and useful tool** - the bicycle - to be more active, healthy, and happy.

The programme focuses on addressing the individual barriers that prevent children from cycling and **equips them with the skills, confidence, and motivation to cycle safely** in their local environments. Starting at an early age, children are more likely to maintain these positive habits as they become healthy and productive adults.

“We learned to ride a bike, we learned to share, not fight. I learned about traffic signs. Riding a bike helps me calm down. I like riding, I relax, and I play with other kids.”
Jeison, Bogotá
[translated from Spanish]

“Everyone — kids and adults — really enjoyed the bicycle workshop, because first we learned how to ride a bike, and then how to fix the wheels and the inner tube. You fix it by using water, and it was so much fun because even the kids who didn't know how to ride a bike learned everything. Thank you for everything!”
Melissa, Bari
[translated from Italian]

Cycle for Better Health also **complements existing work to make cities safer to cycle** - as more investments are made in bicycle infrastructure and slower vehicle speeds, more kids will be ready to take advantage of these improvements, **increasing the return on this investment**.

Over **750 children from Bari, Bratislava, and Bogotá** participated in the initial pilot programme with positive results. In Bogotá, for example, over 200 children were each physically active for 600 minutes, helping over 90% of them to significantly improve their skills and confidence, and over 70% of participants gained access to a bicycle.

The Cycle for Better Health programme **builds on various frameworks and toolkits** that have already proven to be effective in encouraging physical activity and promoting cycling as a daily practice. These are listed in the Appendix.



2. CONTEXT

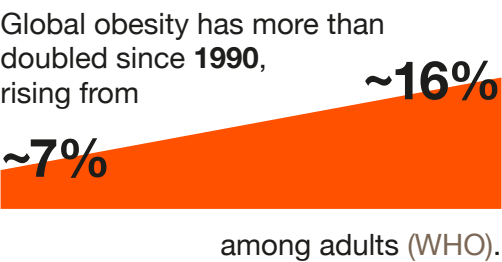
Purpose of this section:

This section frames the current global health and physical activity challenges and the the benefits of cycling, and focusing on children (ages 6-12).

Intended Audience:

- Government entities, which may adopt the programme at a policy level and facilitate its implementation through partnerships with local organisations.
- Philanthropic organisations and topic interest groups, which can play a crucial role in funding and supporting programme expansion.
- School or youth organisation leaders, who may adopt the programme as part of their regular activities.

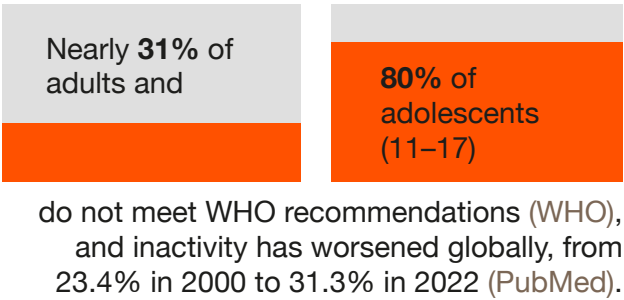
Global Health Challenge



Children and adolescents are increasingly affected too, with an estimated 160 million 5–19-year-olds living with obesity in 2022 (WHO).

This trajectory underlines the need for prevention beginning in childhood.

A major driver is insufficient physical activity.

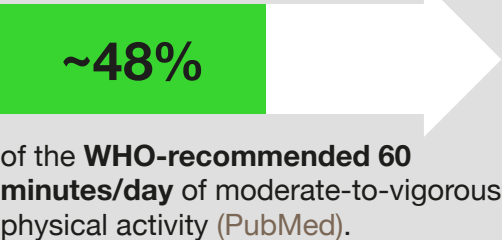


Given the strong link between physical activity and noncommunicable disease risk, **early-life interventions and the promotion of active mobility are imperative.**

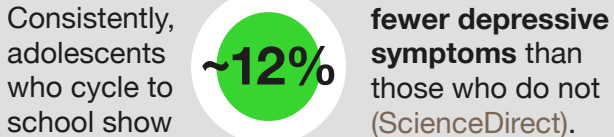
Health Benefits of Cycling

Cycling as everyday mobility delivers near-term physical benefits for children, improving cardiorespiratory and muscular fitness, bone health, cognitive outcomes, and reducing body fat (WHO). For example, in 10–13-year-olds who began cycling to school, **aerobic (endurance) fitness was about 8% higher than in non-cyclists** (PubMed).

On school days, cycling to and from school can provide



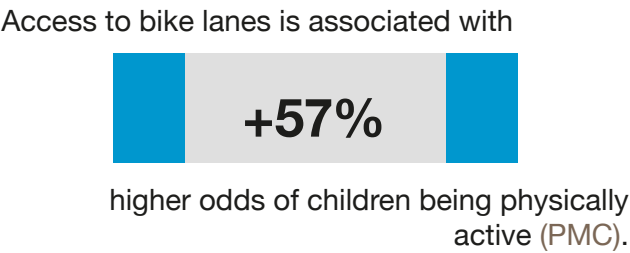
Physical activity also supports mental health. Regular activity reduces symptoms of depression and anxiety and enhances well-being in children and adolescents (WHO). Adding movement into the school day improves multiple mental-health outcomes (PMC).



Similarly, research on independent mobility indicates that **children allowed to explore their surroundings report higher levels of mental well-being**, while those allowed to roam less than five minutes from home show elevated psychological distress (tandfonline).

This section examines why Cycle for Better Health focuses on shifting the physical activity habits of children, from 6 to 12 years old, in particular.

Children’s behaviours and routines are highly sensitive to their built and social environments (Bronfenbrenner, 2000). Because context shapes habits, supportive streets become an early push for health:



This matters long term, as **health established in childhood tracks into adulthood**—childhood obesity and insulin resistance strongly predict adult morbidity, including type 2 diabetes and cardiovascular disease, as a matter of fact, **children with obesity are ~5x more likely to be obese in adulthood** (PubMed).

Because physical inactivity in childhood often persists into adulthood, elevating non communicable diseases risk (WHO, 2020), **prioritising child health promotion is essential** to reduce the global burden of preventable disease (Wirnitzer et al., 2024).

Early exposure to both structured and unstructured activity lays the foundation for short and long-term health, as **early life shapes adult behavioural patterns** making childhood a high-leverage window for establishing durable healthy routines. For instance, while children are predisposed to behavioural adaptation, adults face barriers such as consolidated unhealthy habits, lower neuroplasticity, and competing responsibilities, making change harder later on (Prochaska & Velicer, 1997).

The Importance of Starting Early



More Information

To learn more about global health and physical activity challenges and the value of cycling for addressing these challenges, see the list of policy documents, plans, reports, and declarations in the Appendix.



“The programme helped my daughter feel more confident on her bike. As a parent, it was wonderful to see her grow in independence and realise that even a bike ride can teach freedom and courage.”

Marianna (mother of Sara), Bari
[translated from Italian]

“I’m very proud that we’re participating in this space because it allows my daughter to be active and have fun, and it helps her personal development. We had her bike at home but she didn’t use it because she felt unsafe, now she feels much more confident cycling to school.”

Rosa (mother of Gisel), Bogotá
[translated from Spanish]

“I think it’s important to learn to ride a bike because when I’m older I can cycle to work. Moving my legs and knowing how to use my hands helps me to be active. After I finish bike school, I want to be able to ride my bike to the mall. When I’m in college, I want to ride my bike and go to many different places.”

Diana, Bogotá
[translated from Spanish]

“Riding a bike can be an economical means of transport and it’s cool because it’s also a sport, you can move from one place to another and it’s healthy for the body. I had a bike, but I didn’t know how to use it, and I fell once, but I learned later. Never give up on learning to ride a bike, because I don’t have a bike, and I can still use a friend’s bike or borrow one from a bike school.”

Valeria, Bogotá
[translated from Spanish]

3. POLICY RECOMMENDATIONS

Purpose of this section:

This section provides a series of recommendations of measures that government entities and decision-makers can implement that complement and support the work of Cycle for Better Health.

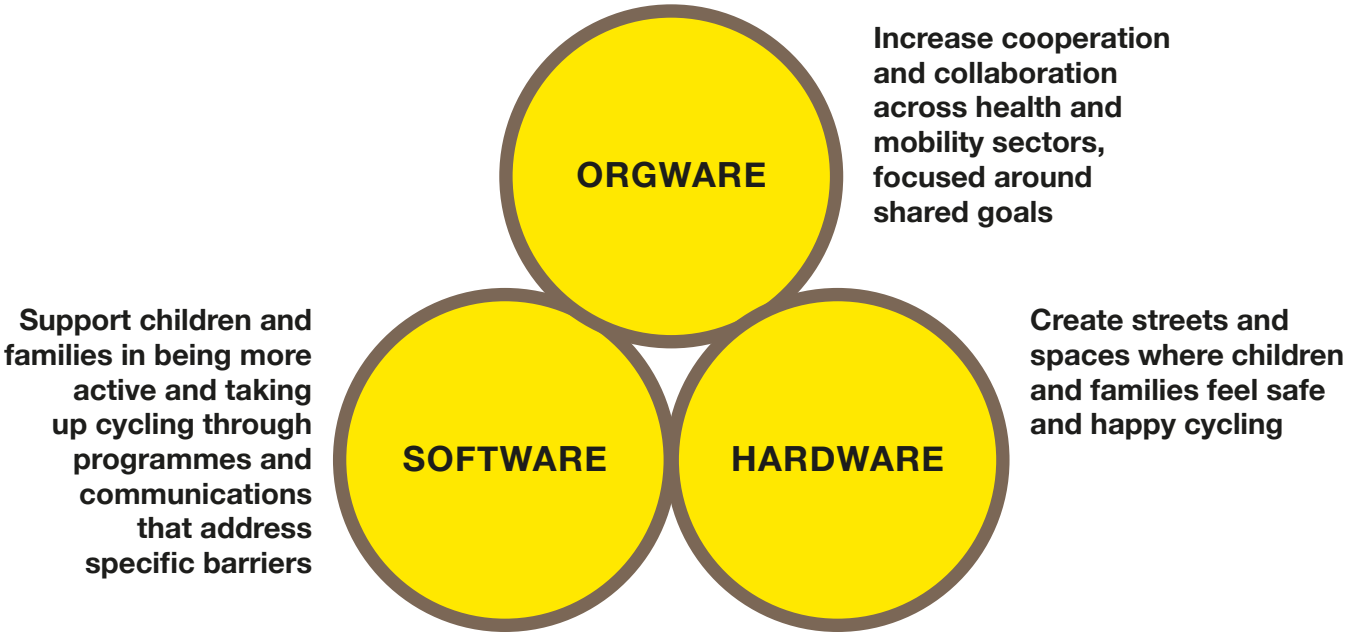
Intended Audience:

- Government entities, who can support the long-term impact of Cycle for Better Health through complementary built environment and structural measures.
- Advocacy and activist groups aiming to shift policy to improve children’s health, and increase the use of cycling, amongst other related topics.

Cycle for Better Health focuses on shifting individual behaviour - children ages 6-12 using the bicycle more to get to school and other important destinations - for the purpose of helping children be happier and healthier.

The **long-term positive impact** of this programme, with its individual or ‘bottom-up’ focus, is greatly **amplified and supported when complemented by a number of environmental and structural factors**, which are generally managed in a ‘top-down’ way by various government entities. For example, in order for children to cycle more, the streets need to be safer to cycle, including bicycle lanes and reduced vehicle speeds, which are implemented and managed by the local or regional transport or public works departments. Additionally, in order for a programme like this to be scaled and receive sufficient funding, there needs to be greater cooperation between the transport and health departments.

The following recommendations are divided into 3 main sections - **hardware, orgware, and software**. The hardware refers to the built environment, the orgware to the institutions, and the software to the individual awareness or perception, skills, access, and stimulation. Since the programme itself focuses primarily on software (or ‘human infrastructure’), many of the recommendations focus on hardware and orgware.



- Encourage the Department of Education and local school authorities to integrate “mobility education” into the primary school curriculum (ages 6–12). This should include theoretical lessons on the health benefits of cycling and walking, as well as practical skills for safe cycling, as well as training for the health and physical education teachers who will deliver the lessons. Embedding this knowledge within formal education ensures that all children, regardless of socioeconomic background, gain equal access to information and skills.
- Encourage schools and community centres to establish bike libraries or other bike access schemes to ensure that all children can have access to bicycles, as well as bike repair centres, where children learn to maintain and repair their bicycles,

- and gain job skills. Provide training and financial incentives to assist with the startup.
- Establish a citywide cycle-to-school day as well as monthly or quarterly ‘open-streets’ events throughout the city dedicated to active mobility, combining educational activities and practical workshops. The event could include cycling and walking challenges, road safety training, and interactive lessons on health linked to active mobility.
- Integrate cycling-to-school and cycling as a family into existing public health campaigns and promotional materials, especially in underserved communities, to raise awareness about the health benefits of cycling.



SOFTWARE

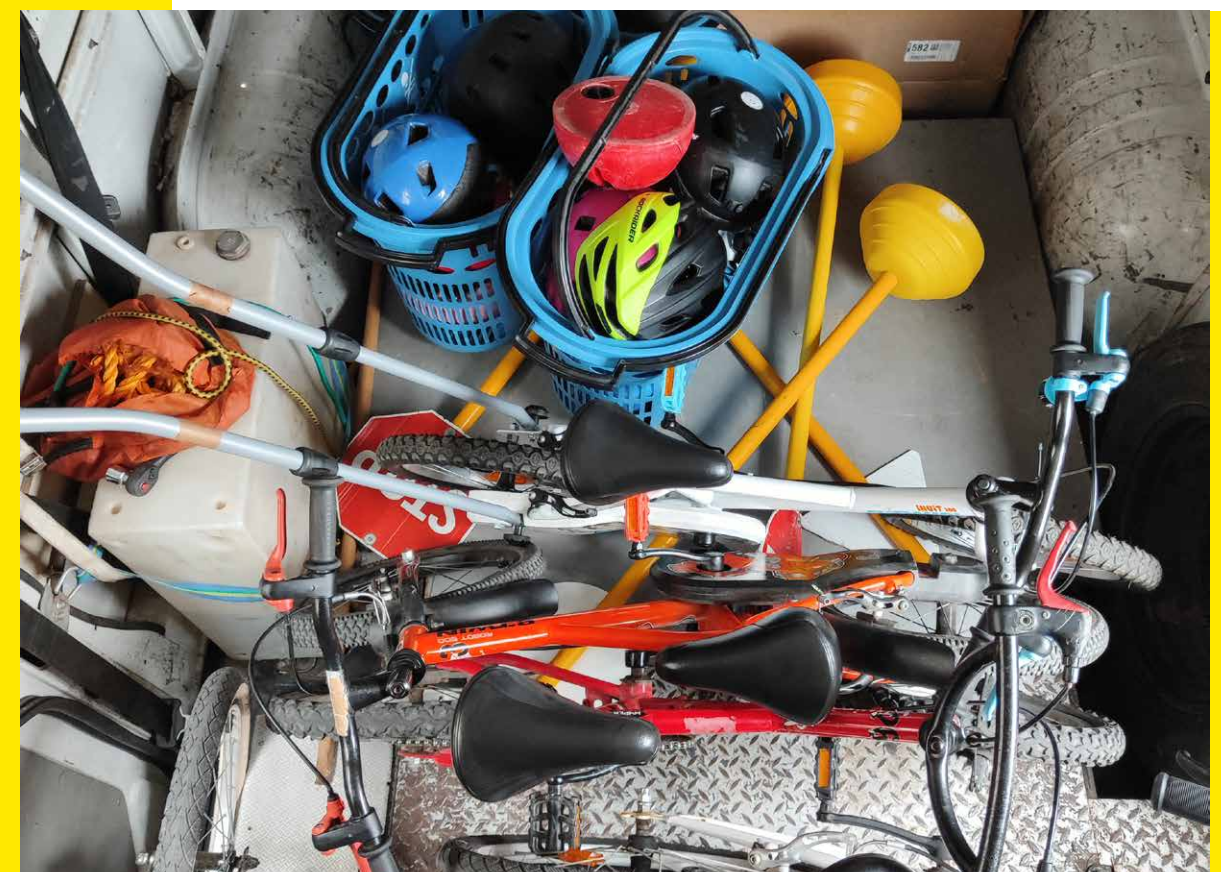
ORGWARE

HARDWARE

- Create a connected network of safe cycling lanes and paths, focusing on linking key destinations in each neighbourhood through short trips.
- Reduce the vehicle speed to 30 km/h on residential and school-zone streets and reinforce this lower speed with slow-speed street design.
- Create “school streets” that reduce or eliminate through-traffic during school drop-off and pick-up times.
- Provide easily accessible bicycle parking at schools to encourage cycling among students, parents, and staff. Facilities should be covered and visible, with height-appropriate stands for younger children. Include short-stay zones for parents.



- Establish an interdepartmental and multisectoral working group, tasked with increasing cooperation and collaboration between the health and mobility sectors, with an emphasis on the shared and mutual benefits of, for example, cycling, and with a focus on children. The task force should focus on utilising existing health and mobility data to generate cross-sector insights, strengthening evidence-based decision-making, shaping the narrative around the value of cycling for health, and promoting supportive policy development.
- Develop a monitoring system to collect both quantitative and qualitative data on children’s physical activity with a focus on cycling. Quantitative data could include the minutes of activity, heart rate, and distance cycled, and could be collected through sensors and GPS tracking apps. Qualitative data could measure user experiences, motivations, perceived safety, accessibility issues, and barriers to participation, collected through surveys, interviews, and focus groups. Regular monitoring will provide evidence to guide interventions that promote physical activity and active mobility.



4. PROGRAMME IMPLEMENTATION GUIDE

Purpose of this section:

This section guides the implementation of the Cycle for Better Health programme beginning with the programme framework and followed by a step-by-step guide.

Intended Audience:

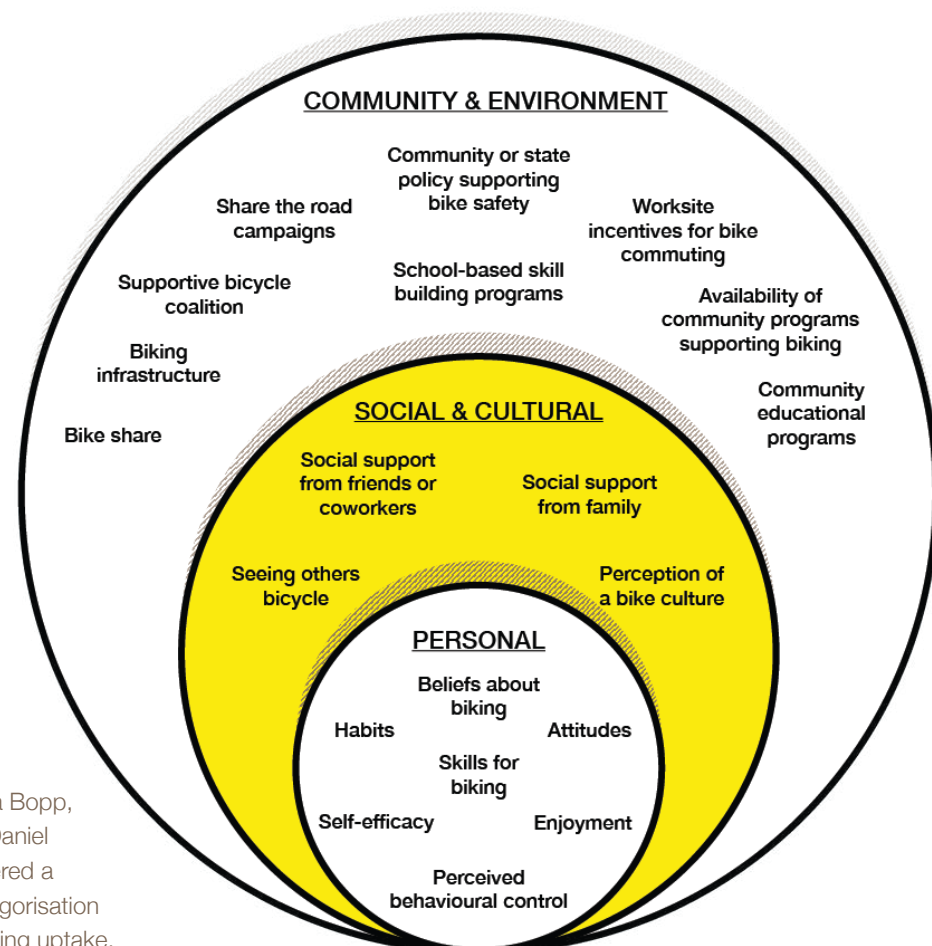
Civil society organisations that directly implement the programme, working on the ground to engage schools, families, and local stakeholders.

About the Programme

Cycle for Better Health focuses on addressing the individual **barriers to cycling** for children using the human infrastructure of cycling framework. The **human infrastructure of cycling** refers to the largely intangible elements - as contrasted with built infrastructure, such as bike lanes - that enable a person to safely and enjoyably cycle for transportation. Human infrastructure of cycling is divided into four key components - awareness, skills, access, and stimulation. Human infrastructure is a relatively new concept when applied to cycling and

was first used by Adonia Lugo during ethnographic research on Los Angeles' open street event, CicLAvia, which began in 2010.

For a more complete explanation of the concept of human infrastructure of cycling, the Four Components, and including examples of initiatives and case studies, consult '[Strengthening the Human Infrastructure of Cycling: Soft Strategies for Inclusive Uptake](#)'.



Researchers Melissa Bopp, Dangaia Sims and Daniel Piatkowski have offered a comprehensive categorisation of influences on cycling uptake.

The Four Components

The Four Components consolidate a number of the barriers to cycling into four main categories. When implementing Cycle for Better Health, to achieve the best results in terms of increased use of the bicycle, it is important to:

- Have a mix of activities **across all four components**, since many children face a number of different barriers to cycling.
- **Balance the emphasis of certain components** based on the specific needs of the participating children. For example, if many of the children know how to ride a bike, but have a negative perception of cycling, then focus on 'Awareness' more than 'Skills'.

Stimulation is the incentivisation of bicycle use as well as the discouragement of car use.

Awareness building entails presenting the bicycle as a viable option for daily transport, informing people about its broader benefits, as well as providing information and spaces for dialogue on new schemes through community engagement that allows a degree of identification with new projects.



Access relates to the availability of an appropriate bicycle and related equipment, as well as a **secure place** to store the bicycle and equipment, and opportunities to repair the bicycle.

Educational initiatives are necessary to support people in acquiring the **skills** to cycle, utilise **infrastructure** properly and safely navigate traffic. Bicycle maintenance, proper equipment selection, as well as guidance on how to start cycling, are also common needs.



The Five Levels of Cycling Behaviour Change

Making cycling a regular part of a child’s life is a process that requires a number of small and subtle, yet important, steps. With this in mind, and using the ‘stages of behaviour change’ model as a guide, Cycle for Better Health breaks down the process of cycling uptake into **five levels**.

Each level is defined by 3 main factors:

- The purpose or motivation to cycle.
- Cycling frequency.
- The physical environment where they would feel comfortable cycling.

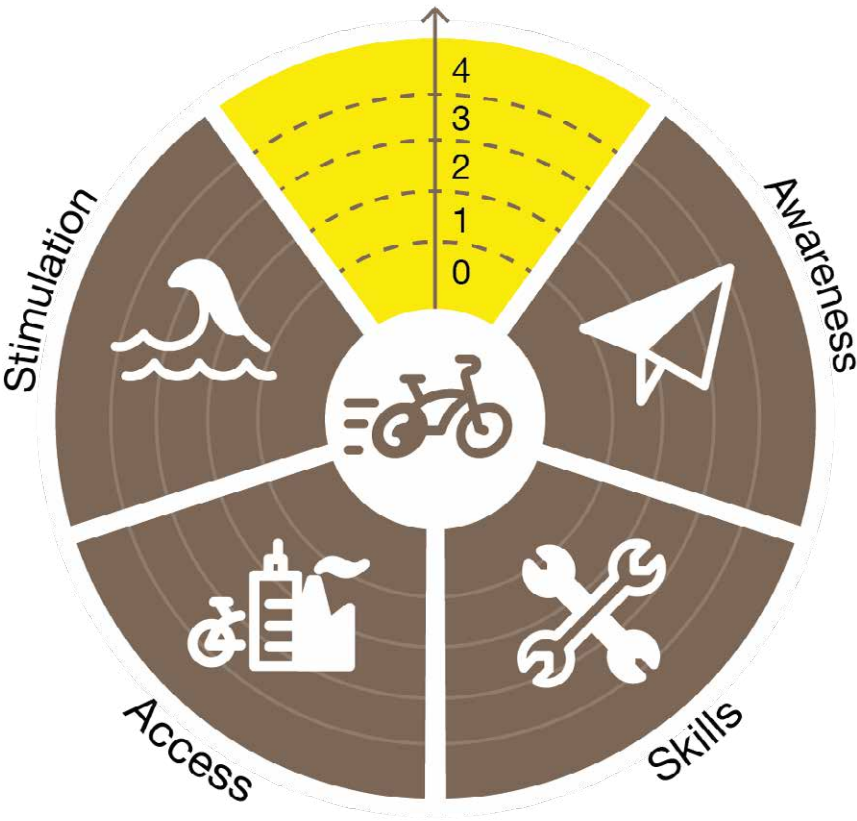
Within Cycle for Better Health, these levels are used to:

- Define each child’s starting point.
- Create a goal for the child to reach within the duration of the programme (for example, to go from Level 0 to 2).
- Plan level-appropriate activities.
- Measure the success and quantifying the results of the programme in reaching this target level, both at an individual-level (‘Maria reached her goal of improving from Level 1 to 2’) and at a cohort-level (‘80% of participants who started at Level 1 reached Level 2’).

When planning the programme, it is important to:

- Have consistent progress across the Four Components within a given level before continuing to the next level. For example, providing a participant with multiple levels of skills before they have a similar level of access (such as a bike and equipment) to practise those skills may result in frustration and lack of retention.
- Gain ‘buy-in’ from participants utilising a mix of the Four Components before moving on to the next level to ensure that the new level is maintained sustainably.

LEVEL	MOTIVATION	FREQUENCY	ENVIRONMENT
0 - Unaware	None - can’t see the need and/or have no motivation	None	None or highly monitored environment
1 - Preparing	Recreational / fun	Occasionally (0.5 - 1 days per month on average)	Traffic free (parks, bike trails, indoor)
2 - Trying	Short trips in the local area to visit family or friends, make small purchases or for exercise	Irregular Infrequent (>1 - 4 days per month on average)	Traffic light (protected bike lanes or slow streets)
3 - Maintaining	Cycling to school and other key destinations	Regular Infrequent (>4 - 8 days per month on average)	Traffic light and moderated
4 - Influencing	Supporting other children to take up cycling	Frequent (>8 - 12 days per month on average)	Traffic heavy



Each human infrastructure component - awareness, skills, access, and stimulation - has **benchmarks at each level** that reflect whether that level has been reached within that component. The benchmarks and **example activities** for each component at each level are listed in the Appendix. These are meant to be used for inspiration as there are a number of different types of activities that could also reach the benchmarks.

The Pilot Cities

The programme was initially piloted in Bogotá, Bratislava, and Bari in order to test the methodology and materials and gather learnings for improvements. The descriptions below provide a basic introduction to how the programme was implemented in each city as well as broader context for the Case Studies in the following Step-by-Step guide that are meant to illustrate each sub-section through specific examples.

Bogotá, Colombia

In Bogotá, Mamacitas en Bici provided cycling lessons, an immersive experience, and a bicycle donation programme for over 230 children ages 6-10 in the Suba, Usaquén and Engativá neighbourhoods.

The cycling lessons, offered over five weeks, focused on developing basic skills, especially for children who had never cycled, strengthening fine and gross motor skills, creating a positive experience associated with cycling and physical activity, and helping kids feel more comfortable cycling in their neighbourhood.

Over 70% of participants did not have access to a bicycle, limiting their opportunities outside of the programme, so a bicycle donation campaign was organised, providing many needed bicycles and incorporating the broader community.

The project also included two recreational-sports art installations where children pretended to be caregivers in a mini-city. Through this experience, participants learned about the health benefits of cycling from an early age.



Bratislava, Slovakia

In Bratislava, Cyklokoalícia provided cycle skills and repair lessons, awareness workshops, and community rides, for over 250 children ages 6-12.

The lessons focused on developing basic cycling and bike repair skills for children who don't know how to cycle. Children experienced increased confidence, independence, and joy and gained a feeling of freedom, problem-solving skills, and a sense of community.

Children who already knew how to cycle took part in workshops focused on raising awareness of cycling and its benefits, both from a health and environmental perspective.

Kidical Mass rides were organised to encourage more children and families to cycle. These family-friendly bike rides advocate for safer streets and better cycling infrastructure, while empowering children to cycle confidently and promoting sustainability, community, and independence.



Bari, Italy

In Bari, Terreno Cycling Therapy provided cycling and bike repair lessons, awareness workshops, and group rides for over 200 children ages 6-12 in the San Paolo, Libertà, San Nicola, and Carrassi neighbourhoods.

Cycling lessons focused on developing basic skills and improving confidence using games and competitions. Additionally, children learned basic bike maintenance, such as inflating tires and fixing punctures, and the rules of the road.

Awareness workshops were also organised to shift perceptions about the potential of using the bicycle as a tool for everyday mobility, and to create opportunities to facilitate the first steps toward its adoption. Working with a mobility psychologist, children and parents reflected on the bicycle as a key element of a healthy and active lifestyle.

Group rides were organised for children and families in order to encourage more families to cycle and to increase the awareness among the broader community of the value of cycling.



HOW TO USE THIS GUIDE

Phases and tools

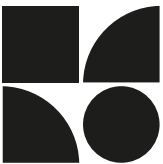
This guide is broken down into five phases with an accompanying set of tools provided. The phases and sections within each phase are generally listed in the order they should be completed so that they build on each other, though other sequences may be just as successful.

Helpful elements

Section headings — In order to show continuity for a particular stream of work across multiple non-sequential sections, specific section headings appear throughout the document. In this way, one can easily scan the table of contents to see all related sections.



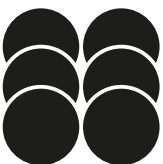
People - the 'who' of your programme, including the participants, your team, volunteers, and partners, and how each of these groups can be best engaged with your programme.



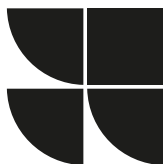
Programme & Logistics - the 'what' and 'how' of your programme, including goal setting and activity planning, but also the operational considerations related to the programme.



M&E - the monitoring and evaluation of your programme, including planning, gathering data, analysing, and reflecting.



Finance - managing the financial side of running a programme including budgeting and tracking expenses, but also finding funding.



Communication - increasing the reach and awareness of your programme by communicating externally about the goals, activities, and results.



TOOLS

Tools that guide you through a certain process or activity are outlined in bronze, and can be found in the Toolkit at the end of the document.

Case Studies that provide helpful examples from the 3 pilot programmes described in the 'Case Studies' section are presented in a yellow container and are found after the relevant section.

Phase Completion checklists at the end of each phase are a checklist to give you a sense of whether you have completed that phase and are ready to move on to the next phase.

PHASE 1: CONCEPTING YOUR PROGRAMME

In this phase, you will make a basic outline that will help you understand what is needed to run a successful programme. You will make some key decisions that will guide the direction and focus of the programme. It is important to have a plan, but remember that you cannot plan everything and sometimes it is better to try things and learn through experience.



DEFINING YOUR GOALS

Cycle for Better Health seeks to improve the health and well-being of people, starting with children. The programme achieves this by increasing children's overall physical activity, focusing on cycling as the entry point or 'hook'. To increase children's use of cycling, the programme focuses on the Four Components of the human infrastructure of cycling - awareness, skills, access, and stimulation.

To guide your goal-setting, it may be helpful to focus on a particular 'use case' for cycling for your participants - somewhere they (and their families) go daily or regularly, and could include cycling to school, cycling to a local park, or cycling to the market. This will also help later on to structure your activities.

Based on the expected behaviour you hope to achieve with your programme, what level within each component will your participants need to reach? Use the descriptions of each level as well as the benchmarks within each component. When starting at a lower level, it can be easier to progress faster to the next level as the changes between levels are smaller, so it may be possible to increase two levels within one set of activities (iteration). When starting at a higher level, it may be more realistic to project one level of change.

It is important to define your goals using the SMART method, especially focusing on making them measurable. This will make it easier in the next phase to set up your Monitoring and Evaluation plan.

SETTING GOALS

In Bari, Terreno Cycling Therapy focused on helping younger children (ages 6-7) in their early school years to incorporate positive physical activity habits into their school routine in the form of cycling to school.



DEFINING YOUR PARTICIPANT TARGET GROUP(S)

The programme described in this toolkit focuses on children ages 6-12, but this is still a broad group with a variety of different needs and barriers to start cycling. More specifically defining who you want to work with can be helpful to focus your recruitment and provide the best opportunity to serve this group's needs. For your city or area, is there a particular group that could particularly benefit from a programme like this, possibly because there are no opportunities specifically for them or that they cannot access due to cost, language, culture, perceptions, etc.? Examples of target groups include: immigrants or newcomers, children of a specific age, children living in a particular area, and children whose families have limited economic means. To guide your thinking in defining your target group, a tool has been provided in the toolkit at the end of this document.

As part of this, it is helpful to do some initial research into the barriers to cycling for this group in order to ensure your programme activities are designed to attempt to address those barriers. Does the target group think cycling is not for them or is not aware of cycling as an option to get around? Does the target group know how to cycle but lacks access to bicycles?

When working with children, their parents are, through their caregiving role, also a part of your target group, and should be taken into account when considering, for example, the barriers to cycling. While a child would love to cycle everywhere, if their parents do not approve, then it is not an option.

When possible, it is easier to tailor your activities to a given group if that group is fairly uniform in terms of what level they are beginning at for each component. It is easier, for example, to teach basic skills if everyone is at the same level, as compared to a mix of levels, where some children may need more support.

With immigrants / newcomers for example, it is important to consider what language is used in recruitment as well as during the sessions themselves as they may not speak the local language(s). This may also influence what material you use during the sessions as well as how you train your team and volunteers. It can also be helpful to have someone from a similar culture and who speaks the language to ensure that the recruitment and sessions themselves connect with that group. It may be easier to collaborate with a partner organisation for this.

In Bogotá, Mamacitas en Bici focused on working with children (ages 6-12), who have little or no experience using bicycles, and who live in marginalised communities with limited mobility options.

HOW TO DEFINE A TARGET GROUP AND IDENTIFY LOCAL BARRIERS TO CYCLING TO GUIDE YOUR THINKING

CONCEPTING



DEFINING YOUR ACTIVITIES

Based on your understanding of the barriers to cycling for the target group that you have identified, what specific interventions would be most suitable to begin with. In general, it is important to have a mix of activities across the Four Components. For each component, based on the estimated starting level of the participants for that component, identify some possible activities to help them progress to the targeted level using the list in the previous section. At this early stage, it is fine to choose a few different potential options. You can refine this in the next phase.



ACTIVITY MAP

In Bratislava, Cyklokoalícia focused on helping older children (ages 10-12) in low income areas who didn't know how to cycle to develop skills and confidence through cycling lessons, repair workshops, awareness discussions around the benefits of cycling, and group rides.



MAKE AN INITIAL RESOURCES LIST

Now that you have a general sense of who you want to work with and how you want to work with them, it is helpful to put together an initial list of resources required to deliver the activities of the programme. Resources include things like a curriculum, materials, but also include the time involved in the preparation and coordination of the activities. Necessary skills are also important to think about as this will help you define who you

need on your programme team. Certain knowledge and connections are also important to think about here (this will be explored further in the Team section but is important to start thinking about early on). Additionally, think about what political support could be helpful in increasing attention to the needs of caregivers and young children.



IDENTIFY TEAM ROLES AND CANDIDATES

Based on your resource list (defined above), think about the roles you will need for your team and the people you know with the skills, knowledge, resources, or connections to fill those roles. Focus on the key skills and expertise that your team is best suited to provide (teaching cycling, for example) and look to your partners for everything else. Example team roles include: social media, photographer/videographer, monitoring and evaluation, logistical coordinators to source bicycles/materials, as well as volunteer instructors/instructor assistants.



IDENTIFY THE RIGHT PARTNERS

Before beginning a programme, determine which organisations and individuals conduct similar or complementary work and how you could collaborate with on this initiative. Partners contribute skills and resources needed for the programme that you defined above. Forging partnerships with organisations and individuals can help you reach your goals and ensure the sustainability of your project. Make an initial list of partners. It can be broad, from neighbourhood associations, childcare centres, schools, bike shops, to local municipalities, traffic police departments, universities, media, park management authorities or school boards. Think about the places children and parents regularly visit such as libraries, museums, hospitals/clinics or health centres, local markets, etc.

In Bogotá, Mamacitas en Bici planned to partner with local government, especially in connection with existing similar initiatives, but also activists, researchers and other organisations that promote active mobility. Local councilors and leaders were also a priority in order to help establish a deeper connection in the focus communities and to help increase understanding of, and support for, the project.

A skilled and dedicated team that genuinely enjoys working with children was essential to creating a safe and joyful environment. In Bogotá, the presence of three children with neurodivergent needs made it necessary to appoint workshop facilitators who could provide them with personalised support.



Partners can also be especially helpful in securing bicycles and/or a space to provide training sessions. This will be discussed further in the next phase. You may identify a partner who runs similar training and already has the necessary insurance, which may be difficult to get when starting a new programme. When working with a target group that you are less familiar with, it may be helpful to partner with an organisation who is experienced in working with this group. This organisation can then assist with recruitment, designing activities, and creating a safe space specifically for these participants based on the organisation's experience and expertise. A partner mapping exercise has been provided in the toolkit at the end of this document to help you determine who the potential partners are based on their role in the programme.



PARTNER MAP

CONCEPTING

MAKE AN INITIAL BUDGET

Based on the resources needed, make an initial estimate of the budget required to provide your planned activities. This should include materials, but also time. Although you may rely on volunteers at the start, programmes are generally more sustainable when there is at least one paid team member. Making a budget can be a good opportunity for your team to collaborate, but it is also good to develop an initial budget before forming your team as part of developing your idea for the programme.

A sample budget table is provided in the toolkit at the end of this document to help you plan out how much time will be needed for each team member for each phase, as well as the costs of materials and third parties (like a photographer).

In Bari, the primary budget items were staff time - such as for project management and planning, communication, monitoring and evaluation - but also hiring instructors and bike rental. Other budgeted costs included insurance and purchasing helmets.



BUDGET



FINDING FINANCIAL SUPPORT

Based on your budget and the resources needed for your programme, put together a potential list of supporters /or supporting organisations who can provide either in-kind materials or monetary support. Local businesses, like bike shops or sport stores, may be able to provide bikes and/or equipment.

There may also be opportunities for small amounts of funding through local government grants for new initiatives or programmes that focus on a particular group. Be creative and think about how your programme can also help potential supporters meet their goals.

To obtain free municipal support services for the collective rides, Bari requested official patronage. Although the approval process is lengthy, it led to significant financial savings.



FUNDING SOURCING BRAINSTORM

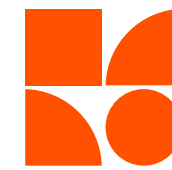
COMPLETING THIS PHASE

- ☐ A programme concept document, including goals, target audience, general activities (based on the components and levels).
- ☐ A list of resources needed to complete the programme.
- ☐ A list of potential team members.
- ☐ A list of potential partners.
- ☐ A draft budget.
- ☐ Funding (or promises of funding) to fulfill your budget - this may be monetary or in-kind.



PHASE 2: PLANNING YOUR PROGRAMME

In this phase, you will develop a more complete programme plan based on the basic ideas from your concept, and provide more detail and structure for key elements of your programme, such as the activities, participant recruitment, your team, your partners, measurement, and communications.



CHOOSING SPECIFIC ACTIVITIES

In the first phase, you identified different options for activities for each component and each level (and each group if you are working with multiple groups). Decide which specific activities you will implement. Think about what will work best given your target group, as well as what space and equipment will be available (to be discussed later in this section).

At this stage, and for recruitment, it is important to identify the day(s) of the week and time of day the activities will take place. This may be dependent, though, on whether you are working, for example, with a school or childcare centre, in which case you may have to work around their schedule.

It will be helpful later on (for insurance applications, funding proposals, etc.) if you also identify potential risks for the activities and how you plan to mitigate those risks. An example risk mitigation plan has been provided in 'Sample Curricula & Further Reading' in the Appendix.

In Bogotá, Mamacitas en Bici planned 5 cycling skill sessions for each cohort, starting simple with ice-breaker activities, an introduction to the parts of a bicycle, and simple bicycle riding to assess skills, and working towards more complex sessions on balance, control and traffic awareness.



CREATING A TIMELINE

Using the timeline tool, map out when your activities will occur.

To start, consider the limitations of the target group:

- **Start / end date** - When can participants start the programme and when must they finish. If working with children at a school, for example, think about when the school year ends or when there are longer holiday breaks.
- **Day of week** - When is the group available? If working with a community group that only operates on weekends, then the activities will also have to be during the weekend.

Next, consider the amount of time you expect each activity to take:

- **Workshops** - Workshops on a single topic may only need a single session.
- **Skill development** - Skill development often takes multiple sessions to practice, and build on basic skills.
- **Events** - An event (for example to raise awareness or stimulate children to cycle) is likely only a single session, but may require more planning.

Consider whether you want to do multiple iterations with different groups of children. This allows you to learn from previous iterations and reach more children. Iterations, for example, with children from two different neighbourhoods can also be simultaneous (e.g. one group on Saturdays, one groups on Sundays).



TIMELINE

 PARTICIPANT
RECRUITMENT
PLAN AND
REGISTRATION

Think about the easiest ways for your target group to learn about the programme. Make the message very simple and clear. If you anticipate a high level of interest, then an application could be helpful, but keep it simple. Consider language barriers and limitations when it comes to technology, such as page readability and accessibility or lack of familiarity with newer technologies and platforms.

While digital tools are increasingly used to promote such programmes, it is essential to also conduct outreach at key child and parent locations: community centres, parks and public squares, schools, nurseries, markets. The use of flyers, easy sign up sheets, google forms, and QR codes can help potential participants and their parents obtain information quickly while going about their daily lives. Testing different kinds of methods is useful to understand which is most accessible to your target audience.



Use the Recruitment Plan tool to brainstorm different recruitment strategies, including:

Medium	Format	Message	Resources
How they will receive the message (for example: flyer, social media, presentation)	What form the message takes (such as the tone, media, graphics, colours)	What you want the potential participant (or their parents) to know (such as what they will learn, dates, location, how to sign up)	What is needed to carry out each strategy (for example: resources, materials, expertise, time)

In Bratislava, Cyklokoalícia planned to partner with schools and local youth-serving organisations for recruitment. A parent communication platform operated by the schools was planned as the primary recruitment and communication tool since most parents already used it. This platform was also helpful during the programme to promote group rides like BikeBus and KidicalMass.

 RECRUITMENT
PLAN

 GATHER YOUR TEAM
AND DIVIDE TASKS

As you get a better sense of your project, update your team roles and responsibilities. Consider whether additional or different team members are needed. Assemble your team for a kick-off meeting, outline the tasks and deadlines, and then set-up a regular meeting schedule, increasing in regularity as the programme approaches.

In Bratislava, tasks were divided, depending on the focus of a given session, and the experience level of the participants, amongst a pool of team members with varying skills and experience in teaching cycling skills, teaching bike repair, and supporting group rides, such as Bikebus or KidicalMass.

 DEVELOP YOUR PARTNER
PROGRAMME ‘PITCH’

Develop a one-page summary as well as a short presentation to help key partners understand what you are trying to do and how.

This should include the following information:

- Who is involved in this initiative
- When is the project taking place (timeline)
- What challenge is it responding to & how will it help
- What are some expected outcomes
- What are the key activities that will take place
- How to get involved and who to contact

Clear language is key to ensuring that everyone understands what your project is attempting to do and who it is focused on. Framing is also important to demonstrate the need for your project. Using local examples and challenges will allow your initiative to resonate further and attract a larger participation. It can also be helpful to justify the importance of a project like this with research and key statistics. Refer to language in the first sections of this document section as a guide, but make it your own.

Customise the language and emphasis depending on the goals and focus of the potential partner.

In Bogotá, Mamacitas en Bici presented the initiative as a response to children’s limited access to safe mobility.

 MAKE INITIAL CONNECTIONS
TO PARTNERS

Using your Partner Map (see ‘Partners: Identify the Right Partners’ section in Phase 1 and the associated tool), connect with the identified key organisations and individuals in order of importance to your project using your programme summary and presentation.



SETTING UP WAYS TO MEASURE PROGRESS

Think back to your goals from Phase 1. Now is the time to set up ways to measure your progress towards those goals. For the first time, these should be simple and quick. You can expand this later. When possible, try to incorporate measurement into the fun of the programme, rather than as a separate burden. This will also make it easier for you and ensure that it gets done.

Why is it important to measure?

It can be helpful to secure funding and approval for further editions. It is also important in evaluating the success of your programme in reaching your goals and achieving the planned outcomes.

Why plan now and not wait until the end?

It is helpful for some measurements to have a baseline and not just an end-of-programme measurement. For example, in order to know how well your programme helped a participant cycle more, it would be good to know what their skills were when they began with the programme.

What should you measure?

Start with your participants and the new skills, knowledge, or perceptions they have gained. This is the easiest. If you can, start thinking about how you can also measure the participant and community benefits.

Use the Monitoring and Evaluation Plan tool to plan how you will track the progress of participants and measure the success of the programme.

The plan focuses on:

- **Goals** (already created).
- **Indicator** - a quantitative measurement of the goal (e.g. level of cycling skill).
- **Target** - what you want to achieve (e.g. Level 2).
- **Tool** - how you will measure if this target is reached (e.g. pre-/post- programme skill assessment).
- **Audience** - who will complete this tool (e.g. participants).
- **Timing** - when will they complete it (e.g. beginning and end of the programme).

In Bogotá, Mamacitas en Bici planned to use a participant survey at the beginning and end of activities for each cohort. Journals, short interviews, and facilitator observations were planned to collect data throughout the activities.



MONITORING AND EVALUATION PLAN



PLANNING YOUR COMMUNICATION

Communication is key to bringing visibility to the project and attracting new participants, as well as interest from new partners or political decision makers that can be essential for long-term sustainability.

Use the Communication Plan tool to plan out:

- **Communication goals** - what you hope your communication accomplishes. This may be directly connected to your goals, or it may support them (e.g. recruitment).
- **Audiences** - who should receive your communications (e.g. potential participants or local government leaders).
- **Key messages** - what you want them to know (e.g. this is an important programme for this city).
- **Medium** - how they will receive the message (for example: flyer, social media, presentation).
- **Format** - what form the message takes (such as the tone, media, graphics, colours).
- **Key project event / moments** - important times to communicate (e.g. a programme event that you will communicate about, or an international day (e.g. World Children's Day), during which you want to communicate about the project).

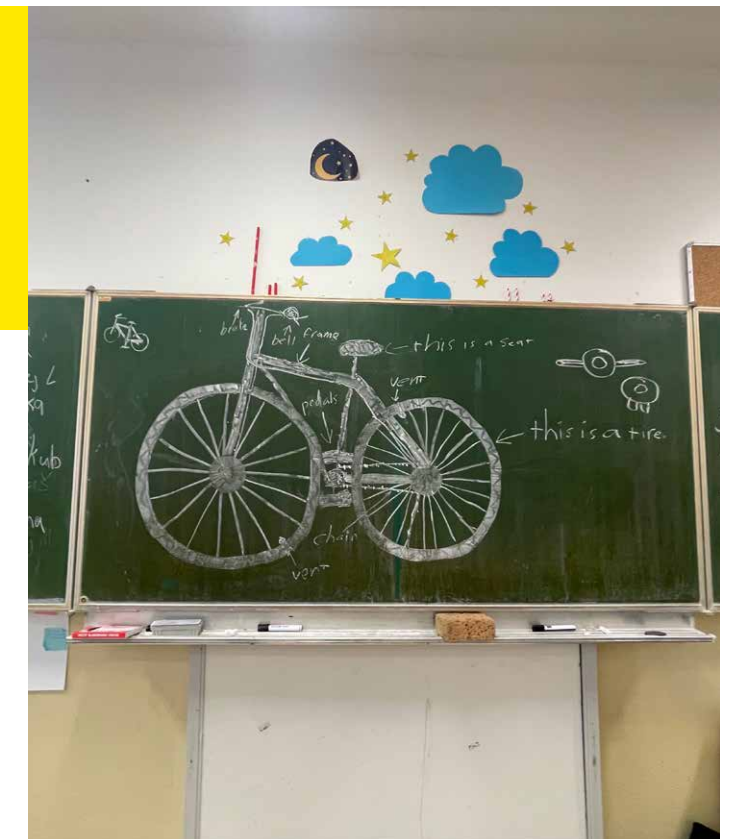
Key moments might include:

- Launch
- Recruitment
- First session
- Final session
- Key events

Using personal narratives and storytelling, and highlighting the voice and perspective of participants, are especially powerful formats. This storytelling can be done through video or written testimonials, photos, and the sharing of participant experiences.

As a note: before using any photos or videos of participants, make sure you obtain permission. See section on Obtaining Permission.

In Bari, communication staff and volunteers participated in the programme activities to ensure they had a better understanding of the impact. When developing the messaging, the phrase 'children who cycle' was prioritised over 'cyclists', which in Italy, and many countries, has more of a sport connotation.



COMMUNICATIONS PLAN

PLANNING



COMPLETING THIS PHASE

- ❑ Specific list of activities for each component and activity timeline.
- ❑ Recruitment Plan, including how participants will register.
- ❑ A team of people who know their roles.
- ❑ A programme 'pitch'.
- ❑ A list of committed partners and their role in the programme.
- ❑ A completed Monitoring and Evaluation Plan.
- ❑ A completed Communications Plan.

PHASE 3: *PREPARING YOUR PROGRAMME*



In this phase, you will make major steps to prepare for your programme, bringing together the people and materials necessary to make your programme a success.

PARTICIPANTS VS. BIKES — WHICH HAS PRIORITY FOR LOCATION?

A major trade-off that may need to be made is whether to choose 1) where to get the bikes from that you will use for your activities and 2) the location of your activities, based on a) your participants' needs and location or b) based on the location of available bikes. Understanding whether your participants or target group are motivated, able, and willing to travel to a location for these activities or have limitations that require that you design these activities in their neighbourhoods is key.

When to prioritise your participants:

- If they or their parents are less familiar with the city, for example due to being newcomers.
- If they all live in the same (small) area.
- If they already have a common meeting place.

In most cases, these conditions will arise because you have specifically prioritised them as part of your target group. In either case, if these conditions are true for a significant portion of your participants, it is best to first prioritise your location based on proximity to them, and then use the guide below to filter from there.

If these conditions are not the case, then prioritise the availability of bikes.



In Bogotá, the choice of location focused on ensuring that it was easy for young children from marginalised communities with limited mobility to access the activities.

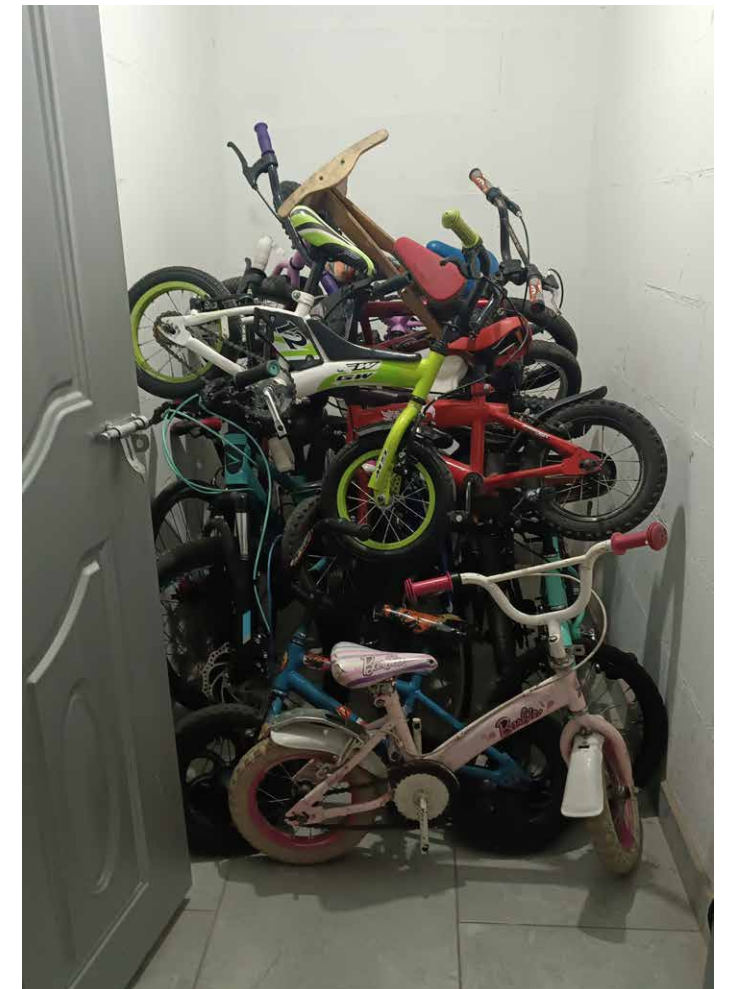
FIND BICYCLES

One of the most difficult parts of any cycling programme is finding bicycles to use. The 'Bicycle checklist' provides a helpful guide to selecting the right bicycles for beginners and a note about using bike-share bikes. As discussed in the previous section, finding and selecting bicycles should be arranged, if possible, before recruitment begins, so you know 1) if you will have bicycles to use, and 2) where they will be located.

In most cases, with a new programme, it will be easiest to partner with an organisation that already has bicycles - such as a bike shop, bike tour business, or bike training organisation - at least for the first set of training sessions. This provides three advantages: 1) not having to buy or rent the bikes, 2) not having to store the bikes, and 3) not having to maintain the bikes.

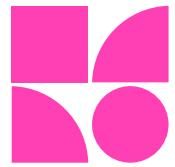
When first contacting a potential partner, offer to use the bicycles at low-demand times and help them understand that you are providing them with future customers who will likely purchase or rent bicycles or equipment from the business after the programme. Ask the owner for an in kind donation or offer a bulk pricing deal given that you will be using a number of bicycles over multiple sessions.

Unfortunately, most bike shops or bike tour businesses do not have the best bicycles for training as the seats often are uncomfortable and cannot be adjusted low enough for participants to be seated and have both feet flat on the ground. In future editions of the programme, you will want bikes that are adjustable for different heights, body types, and skill levels, but when getting started, you will have to work with what is available.



BICYCLE CHECKLIST

In Bratislava, some partner youth-serving organisations already had bikes, though many needed repair. Initial activities involved repairing these bicycles, which helped to teach basic maintenance skills.



FIND A SUITABLE LOCATION

The choice of location is dependent on a number of factors, and a number of factors depend on the choice of location. Before choosing a location, it is probably best to 1) have a sense of where your participants will be coming from and thus choose a location easily accessible to them, and 2) find out where you will access and store the bicycles, as these can be difficult to move. When starting out, it is often the storage location of the bicycles that dictates where the programme is held (or at least where each session starts/ends). Later on, if a better location is identified, a storage location can likely be arranged to fit that location.

Working with the local municipality or a school to receive support to find a suitable location and aligning with their objectives and existing programmes is also a way to ensure success. They may provide space for these lessons or leverage this programme to accelerate other related objectives. For example, a temporary or pop-up safe-routes-to-school initiative could be implemented near the programme location, as a way to also pave the demand for more permanent, safer infrastructure in parallel to cycle education and access programming.

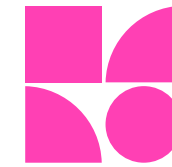
As a note: before settling on a location, look into if there are certain rules of restrictions of what type of activities can occur there. For further explanation, see the section Permission, Legal Requirements, Insurance.

For a full list of considerations, refer to the tool:

There needs to be a balance between accessibility and environmental control when selecting locations. In Bogotá, the school in La Mariposa neighbourhood was accessible to vulnerable and migrant children but held in a noisy, crowded plaza, which limited focus and monitoring.



LOCATION CHECKLIST



PERMISSION, LEGAL REQUIREMENTS, INSURANCE

It is important to know what regulations there are in relation to running your programme and ensuring that you get permission from local authorities first. This may also include acquiring insurance in case of injuries or other unforeseen occurrences.

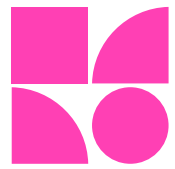
Check for signs in the area where you plan to hold your sessions and the website of the local authority. If it is explicitly stated that cycling or group classes are not allowed (especially in parks), it is best to find a different location. If not specifically prohibited, and you are acting in a safe, responsible, and respectful manner and not disturbing anyone with a small group, it may be worth testing the location to see if it raises any issues.

In Bari, insurance costs were reduced by holding activities at partner schools where participants were already covered by the school insurance.

If the location is a place you hope to use in the future, it may make sense to notify the local authorities, especially the enforcement, of your plans and goals. Working with local public entities can be helpful to find a location. Other partners can also be useful to identify a location, for example if there is a location used by the organisation which is supplying the bikes.

In terms of insurance, check the local regulations within your country and city for what is required to run such a programme. Check with similar organisations to see what they have in terms of coverage. If the process is complicated and/or expensive, it may be best to run the programme utilising the insurance coverage of an existing organisation until you can acquire your own coverage.





PREPARING YOUR ACTIVITIES

In the previous phase, you identified the specific activities for your project. Now its time to plan out each activity so you know:

- The agenda for each session
- What specific materials are needed
- How best to prepare your team

There are a number of existing curriculums that you can use to structure your sessions and that provide helpful tips in teaching cycling. A number of examples are referenced in the 'Sample Curricula & Further Reading' section of the Appendix. The Draisienne method is one popular example which requires only one instructor - even for a larger group - and is effective because it breaks down learning to cycling into smaller, achievable goals. Participants learn to balance on the bike without pedals (they are removed) before adding the pedals back onto the bike.

Whatever curriculum or method you choose, it is important on the first day to assess the skills of the participants. Many participants often over- or underestimate their abilities, which can lead to some confusion when it comes to teaching certain skills or dividing your participants into skill groups. See 'Sample Curricula & Further Reading' for an easy, quick way to assess skills at the beginning of the programme.

Depending on your type of programme, there are a number of different materials and equipment needs that may be required.

When starting a new programme, it is best to borrow or rent equipment. Some of the equipment outlined below is important, may not be sold in your country or may be expensive due to high import duties. In this case, for later editions of the programme it may help to make contact with a distributor or manufacturer.



Learning to cycle - these are the materials helpful for a programme for individuals learning to ride a bike:

- **Helmets** - a range of sizes.
- **Padded seat covers** - this can make a major difference in the experience of new cyclists and can help to reduce pain and discomfort during and after initial sessions while the body is adjusting to sitting on a bike seat.
- **Whistle** - in order to give signals, especially helpful in larger groups and noisier settings.
- **Cones** (low-rise) - these can be used to mark a course that you want participants to follow and low-rise so if they hit them they can roll over them.
- **Extra hats / gloves** (for colder climates) - these can be helpful if participants come unprepared and/or aren't used to being so exposed to cold temperature even in their own city.
- **Rain gear** (for rainy climates) - for new beginners, it may be best to cancel sessions when there is bad weather, but cycling in the wind or rain can also be a great opportunity for a bonding experience if in safe conditions.

Learning to cycle in traffic - these are helpful once participants have mastered the basics:

- **High-visibility vests** - large enough to fit over cold- or wet-weather clothing.
- **Ropes** - can be used to guide participants in a straight line and to create intersections to practise (signalling for) turns.

Rules of the Road

- **Simulation diagrams / vehicles** - a simplified, birds-eye view of a basic intersection can be helpful to discuss how to navigate certain traffic scenarios. Combine with small toy cars / people / bikes to further bring the simulation to life.
- **Traffic sign models** - this can be a basic overview sheet with the traffic signs in order to help the participants learn the various meanings / rules, but these can also be made into life-size replicas and attached to poles or sticks and incorporated into practice traffic scenarios.
- **Whiteboard / markers** - to diagram certain scenarios.

RECRUIT PARTICIPANTS

Using the Recruitment Plan you developed in the previous phase, spread the word about your programme. Start by creating the flyers, social media posts, or whatever mediums you chose. A designer can be helpful to make your promotional material look more professional but there are also plenty of templates online. Make sure the design aligns with your target group and that the key information (dates, location, how to sign up) is easy to find. Assume you will need to make multiple announcements for people to take notice.

Before beginning recruitment, set up and test your registration form. Make it easy and quick to complete - name and basic contact information should be sufficient. The registration form is an easy way to also have parents complete the liability waiver and media permission (see next section).

Set a deadline for registration and use reminders so people don't forget. If you anticipate getting more interest than your capacity, decide on a selection process. If you have not received much interest by the deadline, consider extending the deadline or starting with a smaller group.

Notify participants once they are accepted and let them know when activities will begin and what they need to bring.

In Bari, most activities were held at partner schools and during school time, so the schools handled recruitment. When recruiting individual participants, social media and posters were used, though this was more time-consuming.

LIABILITY WAIVER AND MEDIA PERMISSION

Prior to the first session, or as part of an introductory session, it is important that the parents of participants are made aware of the potential risks when learning to cycle as well as the mitigation measures taken to address those risks. In order to protect yourself, your organisation, and any other individuals or organisations associated with the programme, it is best to have the parents of participants sign a liability waiver stating that they understand the risks and that they will not hold the programme organisers (or anyone affiliated) liable. For the first iteration of the programme it may be easiest to utilise the liability waiver of a partner or find locally-applicable templates online. For the purposes of data protection, it is important that any form should state that any data collected is only for the purposes of the programme, and that the data will not be shared, sold, or revealed to any third party.

Additionally, it is helpful to obtain consent from the participants and their parents to use photos / videos of them in promotional material. It is important to share with your participants why capturing photos is important, for reporting, fundraising, campaigning and advocating for policy change for example.

There are basic templates available, but participants and their parents should know the goals of taking the photos/videos and how they will be used and safely stored, and be able to opt out and still be able to participate in the programme. If children are involved, parental consent will also be required to participate.



MEDIA CONSENT FORM

BUILD A PARTICIPANT COMMUNITY

Once you have a group of participants, set up a communication channel to share key information with the parents. This can be a Whatsapp group, an email list, or Slack community, depending on context, volume of information, and desired communication.

Once the programme has begun, this channel can also be used to encourage participants to share their progress and celebrate their achievements.

In Bari, Whatsapp was a key platform for regular communication among parents. A parent mailing list was also used and was helpful for sending invites to cycling events, even after the programme activities ended.



In Bratislava, the liability waiver and media permission was integrated into the regular procedures of the participating schools and local youth-serving organisations, which are more familiar to parents of participating children, and don't require a separate form or system.

PREPARING

RECRUIT AND PREPARE VOLUNTEERS

In addition to your Team discussed in the initial phases, it will also be helpful to have some volunteers who help out during the sessions. Volunteers can be incredibly helpful but also require training and management and it may take some time to determine which are the most reliable and consistent. It may be best to begin with no volunteers or someone you already know and trust as a volunteer.

Recruit

Prior to the start of the programme, and as one strand of your communications about the programme, let people know that you are looking for help. Volunteers can be helpful not only with training and encouragement, but also basic things like setup and clean-up. In order to create a safe and welcoming environment, it is generally best to focus on only recruiting those with experience working with children.

Volunteers should also complete a liability waiver and media release as well as a basic background check.

Training & Preparation

Especially for teaching cycling, it is best for volunteers to first shadow you or an experienced volunteer first before taking the lead themselves. It can also help to hold a separate volunteer training. Volunteers should all receive a basic overview, either as part of a training or in an email, that helps them understand what is expected as well as “Dos and Don’ts” (for example, never raise your voice to a participant unless they are in danger).



Roles

Volunteers can be helpful not only with the training - either leading the group while you help an individual or vice versa - but they can also help with preparing and putting away the equipment, checking people in, taking photos/videos, setting up the next activity, or answering questions from interested passersby (future participants/volunteers). Give them an assignment but also encourage them to help other volunteers who need assistance.

Define roles ahead of time and ensure volunteers know what to do and who to ask for questions. It can be helpful to have a person with no fixed role who can jump in to help with unanticipated situations.

Volunteers in Bratislava were recruited through local NGOs and cycling networks, selected for their experience with children and community work. They received preparation by shadowing instructors and learning safety protocols.

PREPARE AND INFORM YOUR PARTNERS

For the partners that you presented to in the previous phase who agreed to be part of your programme, update them on the plan, timeline, and opportunities for them to be engaged.

For example, for local government and elected officials, let them know the dates of your programme launch or key public events as they may want to make an appearance. These moments are also a great time to recognise any supporters or sponsors, so make sure to invite them. It is important to note, though, that public entities and officials will generally require more advance planning.

For partners more directly involved in the programme, such as schools, cycling schools, or your bike supplier, this is also a good time to confirm how and when they will be involved in the programme.

In Bratislava, local youth-servings organisations, schools, and municipal actors coordinated on logistics, while local police and the Metropolitan Institute of Bratislava were briefed ahead of the Kidical Mass.

TRACK YOUR HOURS AND SPENDING

Using the categories you created in your budget in the concept phase, track the hours spent and purchases made.

In terms of your team’s time, have everyone, including yourself, keep a timesheet. This will help with understanding what aspects of your programme took the most time, and with updating your budget for the next iteration of your programme.

For people outside your team that you contract, keep track of what you pay them, and how much time they are spending.

For purchases, keep track of what you spent and what aspect of your programme the purchase is for.

In Bratislava, coordinating volunteers and partners required significantly more hours than budgeted.



PREPARING

PREPARING MEASUREMENT TOOLS

Using the Monitoring and Evaluation Plan you created in the previous phase, put together your measurement tools and test them out.

The participant survey may be administered electronically (via Google Forms) or with paper/pen. Paper surveys are often easier to administer, especially for larger groups, but take longer to transfer the information to an electronic version.

For younger children, it may be helpful to go through each question one at a time - explain the question, answer clarifying questions from the group, and then have the children select their response individually.

It is helpful to test out your tools with someone from the target group in order to make sure the questions are clear and appropriate and to understand how much time will be needed to complete the tool.

It is also important to designate and train the people responsible for administering the tools and make sure they understand not only how to use them, but also the goals in collecting this information. In general, this should be a specific team member and should not be the responsibility of the person leading a given session.



COMMUNICATION PREPARATIONS

Based on the Communications Plan you created in your previous phase, make the necessary preparations to ensure successful and smooth communications during the project.

This may include:

- Contracting or assigning a photographer to capture photos and videos during activities - if working with a volunteer, make sure they understand what kind of photos are most helpful in communications.
- Contracting or assigning a social media manager to create and post the social media content to the various channels.
- Working with a designer to create a basic design template for your project communications - this could also be the same design template you used for recruitment.

In Bogotá, communication preparations included allocating part of the budget to communication activities and ensuring the documentation of the programme's activities through photos and videos.

In Bari, where many of the participants were younger children (age 6-7), existing measurement tools were augmented with short interviews and picture-based survey questions to better capture the children's perspectives. Staff and volunteers helped children complete the survey and parent perspectives of the children's progress were gathered through short interviews.

**PARTICIPANT
ACTIVITY LOG**

SKILL EVALUATION

**MONITORING AND
EVALUATION PLAN**

PARENT SURVEY

PARTICIPANT SURVEY

INTERVIEW GUIDE

COMPLETING THIS PHASE

- ☐ Confirmed activity location(s), including necessary permission, and bicycles.
- ☐ Specific plans for each activity session, including agenda, materials, roles, etc.
- ☐ Insurance, if required.
- ☐ List of registered and confirmed participants, each having completed the Liability Waiver and Media Permission.
- ☐ A confirmed group of volunteers who know their roles and have been trained.
- ☐ Partners who understand how and when they will be involved in the activities.
- ☐ Measurement tools that are ready to be used and a team member that has been trained to use them.
- ☐ A contracted or assigned photographer and social media manager as well as a basic design for your communications.

PHASE 4: CONDUCTING YOUR PROGRAMME

This phase encompasses the time immediately before, during, and immediately after your programme. As such, it is mostly structured as a series of reminders.



PROGRAMME & LOGISTICS

IN ADVANCE	DURING YOUR PROGRAMME	FOLLOW-UP
Confirming bike availability - check-in with the organisation and confirm their availability, especially if it has been some time since your initial agreement. Give them a head-count and specify what time you will be there to pick them up and drop them back off. Inventory materials - double-check that you have everything and that the materials are in working condition. Define a bad weather plan - watch the weather closely and make a decision the evening before. Cancelling may be the best option for if it is one of the first sessions with beginners who don't know each other. For others, you can do an indoor lesson on rules of the road at a cafe or just tell everyone to bring good rain gear (or supply it yourself) and have fun getting wet! The participants will always remember the bad weather days if you turn it into a fun adventure together.	Check that the bikes you are using are in working order, have basic tools to raise or lower the seat height, pump tires etc. Set-up the activities if equipment is involved.	Note down what went well and didn't go well and share / discuss with volunteers. If there were any issues with the bikes, let the organisation know. Confirm your plans for the next session - you may need to update these if the progress of the participants was particularly slow (or fast).

PEOPLE

IN ADVANCE	DURING YOUR PROGRAMME	FOLLOW-UP
Remind participants - send a reminder a week before, the day before, and even the morning of, especially if participants start to develop a habit of missing a session or being late. Reminding volunteers - similar to reminding participants, it is better to over-communicate and send multiple reminders than have someone miss a session. Ensure all participants have signed the liability waiver and media consent forms.	Constantly check-in with everyone and make sure they are having fun and comfortable. Make sure you have permission/media forms from all participants. Brief/debrief volunteers each session.	Check-in with the participants and find out how they thought it went. Follow-up with individuals that seemed to be struggling.

FINANCE

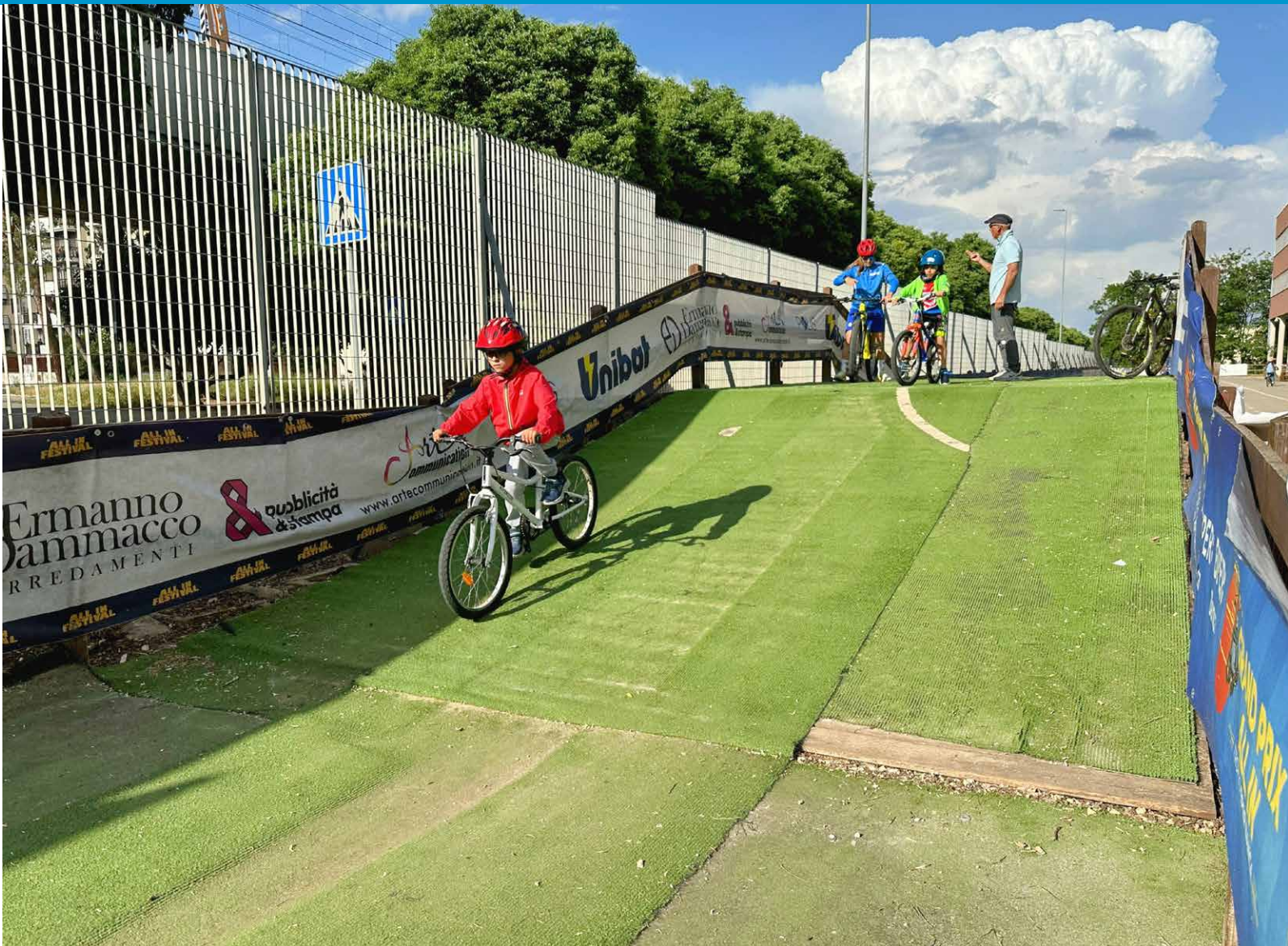
IN ADVANCE	DURING YOUR PROGRAMME	FOLLOW-UP
Remind team and volunteers to track their hours and to collect expense receipts .	Keep track of hours and receipts.	Gather all timesheets and expense receipts. Prepare a finance report using the same categories as the budget.

M&E

IN ADVANCE	DURING YOUR PROGRAMME	FOLLOW-UP
Print out copies of the surveys (if using paper) or prepare the devices (if online).	Collect data according to the M&E plan. Keep track of who has completed each tool.	Organise data into a single spreadsheet for easy analysis Note down opportunities for improvement in terms of the tools, processes, etc.

COMMUNICATIONS

IN ADVANCE	DURING YOUR PROGRAMME	FOLLOW-UP
Confirm the photographer For participant interviews, prepare a set of questions and where the interviews will be conducted .	Take photos/videos. Communicate about the launch and key moments. Don't forget to mention or thank partners and supporters.	Edit videos as needed. Share participant successes (and challenges) via social media to generate further interest and help your participants feel proud of their progress and effort.



COMPLETING THIS PHASE

- ☐ Completed all activities.
- ☐ Gathered all data.
- ☐ Engaged all partners in the activities.
- ☐ Tracked hours and expenses.
- ☐ Gathered and organised media.
- ☐ Communicated externally about the project.



PHASE 5: *EVALUATING & ANCHORING YOUR PROGRAMME*

In this phase, you will reflect on your programme and look to the future of your programme.



EVALUATION

Evaluation is helpful in order to assess the success and impact of your programme as well as what went well and didn't go well. This kind of reflection can be helpful to secure funding and approval for further editions, but is also generally helpful in order to improve the background. You can gather this information through surveys or informal focus groups with your team, volunteers, participants, and community partners.

Using the Project Report tool and the various planning tools from the first phases, evaluate:

Programme & Logistics

- Activities - what went well, what didn't go well, and what could be improved next time in terms of the activity content? Which activities contributed to the success of the programme and which did not?
- Logistics - what went well, what didn't go well, and what could be improved next time in terms of the activity logistics?

Finance, M&E, Communications

- Finance - to what extent did you stay within your budget? If not, why? Provide explanations for each budget category that went over-budget.
- M&E - in addition to whether your goals were achieved, are there other learnings from the data? To what extent was your M&E Plan and associated tools in collecting the necessary data? What would you change?
- Communications - assess whether and to what extent you reached your communications goals. Why or why not? What would you do differently?

People

- Goals - based on the quantitative and qualitative data you collected, assess whether and to what extent you met your goals. Why or why not?
- Impact - Beyond the goals, how did the programme impact participants, the broader community? This will be important to keep track of in preparing for your next phase of implementation and telling your programme story.
- Partners - to what extent were partners engaged with the programme? How could these relationships be expanded or deepened?
- Team & volunteers - how effective were your team members and volunteers in their specific roles? How could they improve?



PROJECT DATA SHEET



PROJECT REPORT

EVALUATING & ANCHORING

ANCHORING YOUR PROGRAMME

Once you complete your first implementation of the programme, it is time to look ahead and begin to think about how you can continue implementing the programme and make it a part of your community in a long-term, sustainable way.

Implementing a programme multiple times allows you to 1) learn and improve, reducing the time, energy, and costs of a programme, and improving your effectiveness, 2) expand, reaching more participants, and 3) deepen, increasing the individual and collective impact.

It is important to not modify too many things for the second implementation - don't abandon the aspects that worked well (which is often difficult to know they played a role in the programme's success until you remove them).

The demands for growth also need to be considered against the opportunity to continue to refine and improve an existing model and size. Sometimes it is better to have a larger impact on a smaller group than a smaller impact on a larger group.

All of these trade-offs should be considered in your initial planning for Version 2 using the Implementation Concept Note.

Good luck!

Using the Anchoring Plan tool, think about:

People

- Goals - How can you change your goals to better reflect what is possible during a single implementation, but to also take into account deepening the impact?
- Participants - Do you need to change or refine your target audience in order to maximise your impact? How can you reach more children, potentially expanding to new areas of your community?
- Impact - How can you expand the impact of your programme for your participants and the broader community? Can you involve parents more?
- Partners - How can you continue and deepen the relationship with partners, especially those key to long-term sustainability such as funders, local government, businesses, research institutions, and media, but also your suppliers and partners that help to deliver the programme? Are there opportunities to connect with existing programmes that have similar or complementary goals? Can you connect to other organisations implementing the programme in other cities to gain learnings?
- Team & Volunteers - Will you need more team members or volunteers and/or different roles? Should some core volunteers become paid team members? How will this affect your budget and need for funding?



Programme & Logistics

- Activities - How can you improve the activities to better reach the goals and impact? Will you introduce new activities?
- Logistics - What will you change to better support the activities and reduce costs (and stress!)? Do you need different resources or more of a certain resource? What will your planned growth require in terms of logistics?

Finance, M&E, Communications

- Finance - How can you update your budget to better reflect the costs, but also taking growth into account? How can you ensure existing sources of funding and unlock new sources?
- M&E - How can your M&E plan and associated tools be improved to collect more effective and objective data in an easier way? Are there new tools that can be introduced? Is there a research institution that you can partner with to support data collection and analysis?
- Communications - How can you expand the reach of your communications, and solidify your programme brand identity to make your programme more easily recognisable within your community?



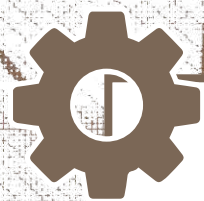
ANCHORING PLAN



IMPLEMENTATION CONCEPT NOTE

COMPLETING THIS PHASE

- ☐ Completed the project report, including data sheet.
- ☐ Completed the anchoring plan.
- ☐ Completed a draft Implementation Concept Note for your next implementation.

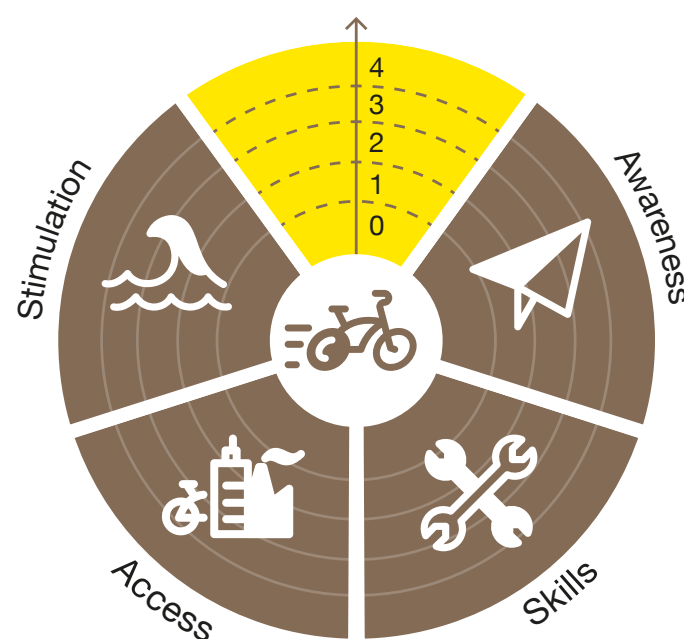


5. TOOLKIT

This guide has referenced ready-to-use and adaptable tools for implementing the Cycle for Better Health programme.

The tools can be accessed online at:

bycs.org/c4bhproduct



6. APPENDIX

EXISTING RESOURCES

The Cycle for Better Health programme builds on various frameworks and toolkits that have already proven to be effective in encouraging physical activity and promoting cycling as a daily practice. These resources not only demonstrate what has worked in other contexts but also provide practical tools and inspiration for schools, municipalities, and communities aiming to replicate similar approaches.

GETTING KIDS MORE ACTIVE

- **Comprehensive School Physical Activity Programs: A Guide for Schools**
The Comprehensive School Physical Activity Program (CSPAP), developed by the CDC and SHAPE America, provides schools with a step-by-step framework for ensuring that children accumulate at least 60 minutes of daily physical activity. It emphasises a whole-school approach, engaging not only students but also staff and families.
- **The European School Sport Day and the “Festival Method”**
The European School Sport Day (ESSD) toolkits demonstrate how schools can create inclusive moments around physical activity. By offering templates, case studies, and the “festival method”, ESSD guides teachers and administrators to organise events that make movement engaging for kids. These initiatives highlight how physical activity can help learning, enhance concentration and strengthen cognitive development of children.
- **Bikeability Program: Cycle Training for Children**
At the heart of skills-based activation, we reference the Bikeability programme, England’s trusted cycle training model. It offers a progressive learning path, measurable outcomes (confidence, frequency, parental approval), and scalable funding mechanisms, showing its long term impact on incorporating cycling as a lifestyle choice.

INCREASING THE USE OF CYCLING FOR TRANSPORTATION

- **Promoting Cycling for Everyone as a Daily Transport Mode**
The PRESTO project (2009–2012) provides accessible tools to EU urban cycling policy, including four policy guides (General Framework, Infrastructure, Promotion, Electric Bicycles). PRESTO’s e-learning materials and fact sheets are practical for planners and educators that aim to replicate successful cycling policies.
- **Integrated Cycling Planning: introducing the concept of “cycle highways”**
Building on PRESTO’s framework, this more recent toolkit guides regional-level plans, expanding from urban networks to intercity routes. It introduces the concept of “cycle highways” as high-quality connections, and highlights governance and good-practice examples.
- **How to Set People in Motion: Transforming Mobility Systems**
Mobiel 21 provides insight into accessible planning practices, carried out through capacity-building and user-focused promotion strategies.
- **Bentonville: Bicycle Friendly Business Toolkit**
A practical guide designed to help businesses become more cycle friendly. It provides recommendations on infrastructure and promotional strategies to encourage employees and customers to cycle, and policy suggestions to support a workspace culture welcoming to bikes.

SUPPORTING POLICIES & PLANS

This section compiles policy documents, plans, reports, and declarations that highlight the physical activity challenges and underscore the value of cycling for addressing these challenges.

Global action plan on physical activity 2018 – 2030: more active people for a healthier world (World Health Organization 2018) - provides a framework of effective and feasible policy actions to increase physical activity at all levels.

WHO guidelines on physical activity and sedentary behaviour (World Health Organization 2020) - provides evidence-based public health recommendations for children, adolescents, adults and older adults on the amount of physical activity (frequency, intensity and duration) required to offer significant health benefits and mitigate health risks.

Report of the Commission on Ending Childhood Obesity: implementation plan: executive summary (World Health Organization 2017) - provides a summary of the recommended actions for policy makers to implement the recommendations of the Commission on Ending Childhood Obesity.

Every Woman Every Child. The global strategy for women’s, children’s and adolescents’ health (2016 - 2030) (UNICEF, 2015) - a road-map to ending all preventable deaths of women, children and adolescents within a generation and ensuring their well-being.

Eight Investments that Work for Physical Activity (The International Society for Physical Activity and Health (ISPAH) 2011) - an overview of key evidence which can be used to advocate, inform and lead physical activity policy and discussion.

The Bangkok Declaration on Physical Activity for Global Health and Sustainable Development (The International Society for Physical Activity and Health (ISPAH) 2016) - a consensus statement on the importance of physical activity for global health and the prevention of noncommunicable diseases and identifies how population based action on physical activity will contribute to achieving eight of the 2030 Sustainable Development Goals (SDG) agreed in 2015.

European Declaration on Cycling (European Commission 2024) - recognising cycling as a sustainable, accessible and inclusive, affordable and healthy means of transport, and lists principles aimed at boosting cycling to guide future action in the EU.

Cycling for healthier and more inclusive communities (European Cyclists’ Federation and Cities Changing Diabetes 2023) - Case stories from around the world showing how cycling is being made more accessible to vulnerable groups in cities.

Make way for walking and cycling (Partnership for Active Travel and Health (PATH) 2022) - outlines current global challenges and how walking and cycling can address those challenges, including recommendations.



HUMAN INFRASTRUCTURE COMPONENTS AND EXAMPLES

This section looks at the Four Components of the human infrastructure approach, how they relate to the cycling uptake levels discussed in the previous section, and benchmarks as well as example activities for each component at each level.

Changing behaviour towards cycling uptake and moving up the **levels** discussed in the previous section involves overcoming a number of barriers (as discussed in section 1). The solutions to address these barriers are consolidated into four **components** - awareness, skills, access, and stimulation.

Each component has **benchmarks** at each level that reflect whether that level has been reached within that component. In general, it is best for participants to have consistent progress across the 4 components within a given level before continuing to the next level. For example, providing

a participant with multiple levels of skills before they have a similar level of access (such as a bike and equipment) to practise those skills may result in frustration and lack of retention. With each level, it is important to gain ‘buy-in’ from participants utilising a mix of the Four Components before moving on to the next level to ensure that the new behaviour (cycling) is maintained sustainably.

Brief descriptions of example **activities** for each component at each level have been provided in the tables below. These are meant to be used for inspiration as there are a number of different types of activities that could also reach the benchmarks.

AWARENESS

Awareness relates to building one’s identity in relation to cycling, starting with identifying one’s perceptions of cycling and people who cycle, discussing the benefits, learning about the different disciplines, and eventually finding one’s own place within cycling.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
0 - Unaware	- Identifies one’s own perceptions of cycling and people who cycle - Can name 3 different cycling disciplines / uses of a bicycle (see activity below)	Stereotypes - show photos of different types of people (gender, age, ethnicity, job, etc.) and ask participants whether they think each person in the photos rides a bicycle and why or why not. Based on their responses, discuss the stereotypes we have. Discipline brainstorm - have participants brainstorm all the different things you can do with a bicycle. The most common responses, depending on the context, probably relate to racing (Tour de France), mountain biking, or trick cycling (BMX). Show short videos or photos that display other examples, such as travel cycling, cycling to school, cycling to get groceries, bike polo, etc.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
1 - Preparing	- Understands some of the individual benefits of cycling - Is aware of how cycling and people who cycle are portrayed in popular culture (TV, movies, advertisements)	Benefits of cycling trivia - Split participants into teams and have them answer questions that relate to benefits of cycling.
2 - Trying	- Understands some of the collective (community, planetary) benefits of cycling - Is aware of how cycling and people who cycling are perceived in contexts or cultures different from their own - Can describe how cycling is (or is not) portrayed in pop culture	Cycling in different cultures - Show different videos in which cycling is displayed (positively) and discuss what it makes the participants think about cycling and cycling in their neighbourhood or city.
3 - Maintaining	- Identifies as someone who cycles - Can name and describe 3 different types of bicycles and their purpose - Knows the proper equipment needed for cycling in different conditions and for different trip purposes - Can identify and use different tools for planning safe routes - Can show on a map the safest route(s) for their primary trips (school / work / groceries)	I am a cyclist - Have participants creatively (write, draw, act, sing) express what makes them a cyclist. They could focus on how they dress, how they talk, how they think, where they go, what they do, who they know. What is different about them now that they cycle regularly. Bike demo - Have participants try out different types of bicycles and discuss their primary use. Route planning / tools - Demonstrate the use of different route mapping and sharing tools and have the participants test them during a ride and share their results with the group after.
4 - Influencing	- Shares the benefits of cycling with 3 other people - Shares their experience of cycling with 5 other people	Did you know? - Participants create an ‘elevator pitch’ or slide deck about the benefits of cycling and practises it with others. My cycling experience - Participants make a video of their cycling experience and share it with others.

SKILLS

Skills relates to the (mostly) practical and hands-on things one needs to know to safely and enjoyably operate a bicycle in a mix of settings and conditions.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
0 - Unaware	Can safely navigate a properly sized and adjusted bicycle in traffic-free environment, including holding the bike upright, stepping on/off, walking (next-to and on-seat), balancing, gliding, pedalling, starting / stopping, turning.	Draisienne method / learning balance - Remove pedals and lower seat so participant can ‘walk’ while sitting on the seat, then start to glide by slightly picking up feet, and then resting feet on bike while gliding. Can also practise turning while balancing.
1 - Preparing	Can safely navigate a properly sized and adjusted bicycle in traffic-free environment, including shifting gear, sudden stopping, tight turning, signalling, looking over the shoulder.	Parcours - Set a basic course using cones and ropes that allows participants to practise the various skills in succession and combined. Set narrow areas and tight turns that helps practice steering, turning. Number call out - To practise looking over the shoulder, have participants look at someone who stands behind them as they pass in the parcours and have them say the number of fingers held up. High-five - To practise taking a hand off the handlebar to signal, have someone stand in the parcours and participants must give them a high-five. Change sides so they practise both hands. Slowest bike race - Compete to see which participant can take the longest to go a set distance. Practice balance.
2 - Trying	Can safely navigate in traffic-light environment (occasional traffic, 30km speed limit), including knowing the rules of the road and signs, proper etiquette, how to properly adjust the seat, pump up the tires, turn on lights, cycling while carrying a single bag (backpack or mounted bag).	Road sign trivia - Hold up a photo of a road sign and the first to identify what it means gets a point. Rules of road simulation - Using chalk or rope, create different road situations (4-way intersection, yield, unsigned intersection, traffic circle) and have participants act out different traffic situations. Have one participant pretend to be a bicycle and others be cars. Run the scenario in different ways and discuss the rules as well as the challenges. Short ride - Plan a short group ride in low-traffic conditions that incorporates different traffic situations, rules, signs. Discuss afterward the experiences of the participants.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
3 - Maintaining	Can safely navigate in traffic, including knowing how to patch a punctured tube, able to cycle with multiple bags, and in darkness.	Tube patch team challenge - After learning the basic procedure for patching a tube, provide each team with only basic tools and have them patch a tube. Have them practise next to a busy street to simulate real conditions. Group rides - Have the participants plan and (eventually) lead a series of group rides at different times of day, in different weather conditions, and in different traffic situations. Have a briefing and debriefing to discuss learnings and opportunities for improvement.
4 - Influencing	Able to teach a beginner how to operate a bicycle in traffic-free conditions (up to Level 1)	Role-play - Have participants practise being the instructor and the student and teach various basic skills. Assign each 'student' with a particular concern or difficulty, such as 'fear of falling due to prior fall', 'doesn't understand how a bike can stand up with only two wheels'.



ACCESS

Access relates to the ways and/or means for one to actually engage in cycling, such as basic instruments and appropriate tools.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
0 - Unaware	Appropriate bicycle and equipment is made available during lessons and activities.	Sponsorship - Participants receive basic safety equipment such as a helmet, reflective vest, or lights as donations from bicycle shops or equipment manufacturers to encourage them to keep learning (and to create future customers!)
1 - Preparing	Participant is aware of opportunities to access a bicycle for limited time usage in a defined, traffic-free area. Opportunities exist for participants to access bicycles outside of planned lessons and activities for limited time usage in a defined, traffic-free area.	Bike library / loan - Participants can borrow a bicycle a limited period of time from a set of bicycles maintained and stored by a local organisation from a single or limited number of locations.
2 - Trying	Participant is regularly able to access a bike in a predictable but infrequent way, either through a personal bike or a shared system.	Shared bikes - Participants can borrow a bicycle for a limited period of time from a set of bicycles located throughout a city at docks or undocked, and maintained and managed by an (international) organisation.
3 - Maintaining	Participant has regular access to a personal or shared bicycle and appropriate equipment, as well as suitable and secure storage.	Earn-a-bike programme - By completing certain requirements (e.g. attending lessons, activities), participants can earn their own bike and equipment. Bike voucher - In partnership with bike shops and/or manufacturers, participants receive or can earn a voucher for a discounted or free bike and equipment.
4 - Influencing	Participant is involved in providing access to others.	Recycle-a-bike - Participant supports the donation, fixing, and re-distribution of bicycles.

STIMULATION

Stimulation relates to the various factors that motivate one to cycle, in some cases, in place of using another mode.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
0 - Unaware	Attends most scheduled lessons and activities.	Barriers / solutions tree - Have participants write down the reason(s) why they don't cycle (more), for example, to school or work. For each reason, have them ask themselves 'why?' and then write the answer above the reason (a branch). Continuing asking 'why?' and growing the tree. Focus on barriers that are within their control - there is not much we can do about weather, topography, etc. Then, have them re-write the barriers as solutions - 'I don't know how to ride a bike' becomes 'I know how to ride a bike'.
1 - Preparing	Does one cycling-related thing outside of scheduled lessons / activities (attends an event, goes cycling, purchases a bicycle or bicycle equipment).	Cycle buddies - Pair up participants so they can encourage each other to cycle during lessons and outside of lessons. App group - Put participants in an app group so they can share their experiences cycling and encourage others to cycle. Family ride - Encourage participants to plan a short, fun ride with family or friends in a park or natural area where bicycles are available for rent. Competitions - Plan a series of fun competitive events in a park such as 'design a bicycle', 'slowest bike race', relay races, etc. Focus on fun, invite family and friends, enjoy food together.
2 - Trying	Rides a bicycle outside of the scheduled lessons and activities (either as part of a group ride or independently). The ride should have a purpose / destination and should be something that would be done regularly (such as cycling to the grocery store).	Group rides - Plan a group ride to a relatively close destination that stays in mostly traffic-free or low-traffic conditions, such as a cafe. Have a snack, and then cycle back. This helps to start normalising cycling with a purpose. Discuss beforehand what one needs to wear, bring, what kinds of bags to use (or not), what one should check about their bike. Discuss after how it went, what was learned, what could be changed.

LEVEL	BENCHMARKS	EXAMPLE ACTIVITIES
3 - Maintaining	Rides a bicycle at a regular interval and for a particular purpose or purposes.	Cycle to school or work - Plan a particular day (e.g. 1x per month) in which participants cycle to school or work. Before the day, have the participants map out where they each live and where they are going, as well as known safe (and unsafe) routes. Try to have them align their routes to cycle together. Discuss what they need to wear and bring and how they will carry what they bring. Discuss where they will secure the bike. Track participation and reward consistent participation. Bike bus - Working with parents who know how to cycle, plan a route in which children who live near the route can join the group and cycle together to school, even if going to different schools. Arrange it to occur on a regular day per week or month. Rotate which parents participate to share the burden and joy.
4 - Influencing	Participates in regular efforts to stimulate others to cycle.	Planning / organising a group ride - Plan and lead a group ride for level 1 or 2 participants. Lead the briefing and debriefing. Discuss the plan with a trainer beforehand and the learnings with a trainer afterwards. Bike club - Organise a bike club at one's school or work that could involve group rides, events, lessons for beginners, bike repair, etc. Internship / Employment - Opportunities for learning and paid employment teaching cycling, repairing bikes, leading rides, etc.

SAMPLE CURRICULA & FURTHER READING

This list has been gathered in order to provide more information on this topic as well as to provide additional resources that may be helpful in developing your own programme.

Teaching Cycling Curriculums and Helpful Materials - The Draisienne Method (Vélo Québec) - a guide to teaching people to cycle first without pedals and then adding pedals later (French) - Bicycle Rules of the Road (ADFC) - an image-focused guide to the rules of the road (German) - Risk Management Plan (Vélo Québec) - an example of a risk management plan (French) 8 basic skills to use the bike as a mode of transportation (Bicitekas) - a guide to assess cycling in traffic skills at the beginning of the programme (Spanish)	- Measuring urban experiences of young children toolkit (Bernard van Leer Foundation) - a set of tools for gathering data on young children and caregivers in cities More on this topic - Supporting Cycling Uptake For Care Journeys Insights Report (BYCS) - a deeper look at the benefits of, and barriers to, cycling mobilities of care, with recommendations for policy-makers - Strengthening The Human Infrastructure Of Cycling: Soft Strategies For Inclusive Uptake (BYCS) - a helpful guide to cycling 'human infrastructure', including the benefits of prioritising these measures in order to increase cycling uptake, especially in underrepresented groups and communities; as well as four case studies and recommendations for policy-makers
Toolkits for similar programmes - Open Streets Toolkit (Open Streets Project) - a guide to implementing an open streets project. - Bicibus Toolkit (Bicibus.eu) - a guide to putting together a bike bus programme	



Cities for Better Health is a global public-private partnership committed to accelerating change in urban health across generations. The partnership takes a holistic view of health by prioritising prevention and promoting health equity by building impactful local partnerships to drive health promotion and prevention.

**cities
for better
health**

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citiesforbetterhealth.com

BYCS is an Amsterdam-based global NGO supporting community-led urban change through cycling. With a strong track record of establishing successful partnerships and pilot programmes, BYCS has become the leading cycling advocacy organisation that relates to global cycling community organisations, activists and their movements.

BYCS

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