



Training session 3

Bicycle routes in your city

Introduction 2

Exercises 6

→ *Part 1: Intake*

- Exercise 1: Benefits of cycling 5
- Exercise 2: Cycling experiences 7
- Exercise 3: Different parts of a bicycle 8
- Exercise 4: Prepare for cycling 9

→ *Part 2: Theory*

- Exercise 5: 'The city' 10
- Exercise 6: 'Get to know the city' 11
- Exercise 7: Asking for the way 12
- Exercise 8: Places important to all 12

→ *Part 3: Practice*

- Exercise 9: Let's go cycling 😊 – The city by bike 13

→ *Part 4: Round-up*

- Exercise 10: Exchange of experiences 14

Main working materials

→ *Working materials for trainers*

Trainer guide 'All around cycling'

→ *Working materials for trainees*

Worksheets

- Worksheet 1: Basic vocabulary on cycling
- Worksheet 2: Statutory parts of a bicycle
- Worksheet 3: Parts of a bicycle (extended version)
- Worksheet 4: Asking for the way

Training session 3

Bicycle routes in your city

General guidelines when working with immigrants

When working with immigrants, please be aware of linguistic, cultural and gender issues. You should not only think about specific needs of the course, but also about the approach, background and gender of your training staff. Some of the aspects you should consider, depending on the culture and the individuals attending your courses are:

- If you are not totally familiar with your trainees' skills take your time to interview them about their experiences.
- Avoid bringing trainees into an embarrassing situation due to culture, gender or religion.
- Sometimes gender specific training is more appropriate.
- If you want to conduct gender specific training, then your trainers should be of the same gender as the trainees.

 ***You will find a table of culture specific values for cycling in the Annex of this training module in which a relative comparison of cycling attitudes of various countries is given.***

Aim of the training session

Cycling is an efficient way of being mobile and saving money, whilst still allowing for a high level of flexibility and individuality. One of the main obstacles deterring people from riding bikes is their ignorance about safe and fast routes in the city. For the target group of immigrants, this issue will be a major problem.

The overall goal of this training session is to introduce safe and fast routes to the trainees. They should receive an overview of the possibilities of cycling in their (new) home town and think about saving money or enlarging their travel radius. The trainees should understand the benefits of cycling as a sustainable transport mode. Besides the ability to ride a bike they should try to be able to navigate and read maps for journey planning purposes.

Generally, the training session consists of a combination of hard facts and soft measures.

→ *Learning objectives of this training session are:*

- Learning how to cycle safely
- Learning about bicycle traffic rules and regulations in the (new) home country
- Learning about the local bicycle infrastructure and short cuts in the (new) home country
- Having bicycle information and offers at disposal
- Improving language skills

HARD FACTS

- Social inclusion by engaging with the community
- Motivation for the topic of cycling and having fun
- Engaging with the topic of cycling and overcoming barriers
- Gaining insight into the cycling culture of the (new) home country
- Getting to know the local environment and enlarging the travel radius
- Exploring the surrounding area by bike
- Encouraging the initiation of own cycle activities
- Communication and enjoyment

SOFT MEASURES

👉 *See also the Introduction of this training module.*

Structure of the training session

This training session describes the implementation of a short bicycle tour in your city which you can carry out with your trainees. It contains introductory and complementary exercises divided into 4 parts:

- » **Part 1** will determine the trainees' existing cycling habits as a transport mode and introduces the benefits of cycling as well as the most important technical parts of a bicycle.
- » **Part 2** will impart knowledge about travelling within the city and finding proper routes to cycle. Furthermore, it will help the trainees to enhance useful skills in map reading and introduces useful vocabulary to ask for the way.
- » **Part 3** covers the practical training of a bicycle tour in your city.
- » **Part 4** describes the round-up of the trainees' experiences of the training session.

It is recommended that the suggested exercises are held one after another, but it is also possible to simply pick out selected ones. There is no right or wrong way. You can use the trainer guide all around the topic of cycling. If necessary and appropriate, you will need to ask the trainees to complete worksheets after selected exercises.

Specific skills and targets (for language teachers)

The trainees should be able to understand and talk about the benefits of cycling. They should be able to read bicycle route information and make basic conversation to ask for directions when travelling in a city and to communicate with their local communities regarding this topic. The ability to ride a bike is recommended.

The language level and language skills are indicated with all exercises.

 *You will find a table of common European language levels in the Annex of TOGETHER on the move.*

→ Language skills

- L** Listening
- S** Speaking
- R** Reading
- W** Writing

Materials in the training session

The following materials are recommended for this training session:

- » Bicycle/s and bicycle equipment
- » (Bicycle) map/s and points of interest (of local area) (many cities or regions have their own bicycle map/s, please ask the local tourist information)
- » Bicycle repair set
- » Declaration of agreement
- » Expression of interest
- » Flip chart
- » Helmet/s
- » Markers
- » Paper
- » Pens
- » Picture material (cycling related)
- » Portfolio/s (optional)
- » Trainer guide 'All around cycling'
- » Whiteboard
- » Worksheets for trainees

Portfolio

To ensure the practical use of the information given in the training session and to ensure that the learning process continues afterwards, each participant is invited to produce a portfolio of what has been done in the training session. This portfolio can be used as a means to assess the personal development of the trainees and will be filled with photos, useful sentences, pictures, maps and so on. The participants will receive worksheets and practical exercises during the training session which they can use to fill up their portfolio. By focussing on the personal needs of the participants, it is possible to individualise the portfolio in the form of a personalised cycling-manual.



Exercises

Part 1: Intake

In this part of the session, the basic knowledge the trainees already have regarding cycling will be explored. The starting point addresses the cycling habits, needs, wishes and experiences of the trainees. Moreover, the trainees gain insight into the different parts of a bicycle.

EXERCISE 1

Content *Benefits of cycling*

The trainees will be introduced into the benefits of cycling

Didactical tools *Introduction discussion*

In the first stage, pictures of cycling in the city can be discussed. In the second stage, the trainees can be asked what they think the benefits of cycling are. The benefits the trainees don't bring up can be added by the trainer.

Presentation

Give a short introduction into the benefits of cycling in your town. This could be:

- Easy access to all important points of interest
- Small inner city
- Viable bicycle routes
- High flexibility
- Low costs
- Where to get bikes easily?
- General remarks on traffic behaviour (e. g. in this city cyclists are common or take care; car drivers will not care about cyclists and therefore safe routes need to be shown, etc.).

Cycling related pictures of the city which show the 'sunny side of cycling' can be used.

Materials *Trainer guide 'All around cycling'*

The benefits of cycling, p. 2f.

Useful links and pictures from cycling in your city

Time needed ~ 20 min

Language/CEFR level and skills Level: all
(for language teachers) Skills: L

EXERCISE 2

Content *Cycling experiences*

Didactical tools *Exercise*

Make basic vocabulary explanation with pictures. You can find a suggestion of important words in Worksheet 1.

Group discussion

Ask three trainees about their experience with cycling in their country of origin. Then arrange groups of 2–3 persons and let them discuss their experiences in small groups.

Take care to get information about specific interests and wishes of the trainees. Have an eye on their living areas.

Example:

Let them make an overview of skills and facts they want to learn. They can present this in the next step and add it in a portfolio.

Materials *Worksheet 1*

Basic vocabulary on cycling

Flip chart/whiteboard, markers, paper, pens

Time needed ~ 1 h

Language/CEFR level and skills
(for language teachers)

Level: all
Skills: L, S (R, W)



EXERCISE 3

Content *Different parts of a bicycle*

Didactical tools *Group discussion and exercise*

Let the trainees guess which parts of the bicycle they think are statutory in their (new) home country and hand out Worksheet 2 and 3.

After the exercise ask them if the regulation concerning statutory bike equipment differs from their country of origin.

Materials *Trainer guide 'All around cycling'*

The safely equipped bicycle, p. 3 f.

Worksheet 2

Statutory parts of a bicycle

Worksheet 3

Parts of a bicycle (extended version)

Time needed ~ 30 min

Language/CEFR level and skills
(for language teachers)

Level: all
Skills: S (R, W)



EXERCISE 4

Content *Prepare for cycling*

This exercise addresses the trainees' cycling experiences and explains the practical training session.

Didactical tools *Group presentation*

Let the groups present their opinion about cycling (5 min. per group) in their home country and their (new) living area.

Presentation

Part 3 of this training session will include a practical part in which ideally all trainees participate on a bike. Introduce this fact to the trainees and hand out an *Expression of interest* where the participants are asked to fill in if they would like to and are able to ride a bike or not (it is the result that is important to you – keep the peoples skills anonymous!). Furthermore, it is important to know who owns or has access to a bike. If some of the trainees are not able to ride a bike, you will find a suggestion in Part 3 of this training session.

Materials *Trainer guide 'All around cycling'*

How to organise bicycle activities and training courses?, p. 18 ff.

Expression of interest

Trainer guide/Annex, p. 26

Time needed ~ 30 min

Language/CEFR level and skills Level: all
(for language teachers) Skills: L, R

Total time needed for Part 1 ~ 2 h 20 min



Part 2: Theory

In this part of the session, the trainees obtain knowledge about orienting in the city and finding proper routes to cycle.

EXERCISE 5

Content *'The city'*

The trainees learn to explore their living area and points of interest on a (bicycle) map.

Didactical tools *Group discussion*

Integrate the group from the beginning and let them tell their experiences of their arrival in the city.

Raise the following questions (example/s):

- How was your orientation at first?
- Did you know where to go first and where you can receive maps?
- Did you have problems of reading the map, etc.?

Provide (bicycle) maps of your city and let them point out where they live and if they know well known points of interest.

Materials *Useful links*

(Bicycle) map/s of your city, pictures of points of interest

Time needed ~ 20 min

Language/CEFR level and skills Level: all
(for language teachers) Skills: L, R



EXERCISE 6

Content *'Get to know the city'*

The trainees obtain knowledge in reading (bicycle) maps and get to know their living area and points of interest by bicycle.

Didactical tools *Group work*

Arrange groups of 2–3 people and let them inspect the (bicycle) maps provided. They should allocate and mark their area of living and places they visit frequently (for work, for shopping or other activities). Furthermore, they should try to read the legend.

If you can provide bicycle maps, the groups shall try to find safe routes between places they frequently visit.

If there are cyclists in the group, let them point out where they cycle, if there are dangerous spots, etc. The others can tell where they see a lot of cyclists, where they would dare to cycle and where not, etc.

Use a map and pictures of points of interest and show ideal places to cycle. Always refer to places where your trainees are living or working.

Materials *Useful links*

(Bicycle) map/s of your city, pictures of points of interest, pens, permanent markers

Time needed ~ 40 min

Language/CEFR level and skills Level: all
(for language teachers) Skills: L, R, S



EXERCISE 7

Content *Asking for the way*

In this exercise the trainees exercise basic conversation.

Didactical tools *Presentation and listening exercise*

As it is important to be able to ask for directions, the trainees should exercise basic conversation. The trainer can play the conversation in front of the class.

Group work

Let the participants practise different dialogs in pairs. Hand out Worksheet 4, the conversation can be written down by themselves.

Materials *Worksheet 4*

Asking for the way

Time needed ~ 30 min

Language/CEFR level and skills Level: A1–B1
(for language teachers) Skills: L, R, S

EXERCISE 8

Content *Places important to all*

Didactical tools *Group discussion*

Make a short group discussion to find out places and routes important to all. Let them visualise this on the map per group. Afterwards it can be seen, which roads are easy to access with a bike and which are not, etc.

Materials *Useful links*

(Bicycle) map/s of your city, flip chart paper

Time needed ~ 20 min

Language/CEFR level and skills Level: all
(for language teachers) Skills: L, R, S

Total time needed for Part 2 ~ 1 h 50 min

Part 3: Practice

The theory is put into practice. This part of the session describes the practical training of a bicycle tour in your city.

EXERCISE 9

Content *Let's go cycling 😊 – The city by bike*

Didactical tools *Bicycle excursion*

Based on the group discussion and work, a common bicycle route will be chosen. Introduce this route and make sure that the trainees are informed about the order in which you are going to ride.

Plan stops where you can give the necessary information to make the trainees familiar with their (new) living area. Take care that during these stops you do not block routes and be aware that the traffic noise can be quite loud, so you have to speak much louder than normally.

Also, choose some nice places to stop. The cycling trip should be remembered as a pleasant trip! 😊

If some of the trainees are not able to ride a bike (or do not feel safe enough) you should consider to choosing a route you could undertake on foot.

Materials *Trainer guide 'All around cycling'*

How to organise bicycle activities and training courses?, p. 18 ff.
Tips for bicycle training in traffic reality, p. 22 ff.
Declaration of agreement: Annex, p. 27 ff.

Useful links

Bicycle/s, helmet/s, (bicycle) maps of your city, repair set, first aid kit, further equipment

Time needed ~ 2–4 h (for one unit)

Language/CEFR level and skills
(for language teachers)

Level: all
Skills: L, S
Ability to ride a bicycle



Part 4: Round-up

The purpose of this part is to make a round-up of this training session. The trainees are invited to talk about their experiences. The second purpose is to complete the portfolios so they can take them home.

EXERCISE 10

Content *Exchange of experiences*

Didactical tools *Group discussion*

Arrange groups of 3–4 people. They shall discuss their feelings during the trip and answer the following questions:

- Did they feel safe?
- Were they able to orientate?
- Did they get interested in cycling in their (new) living area?
- Did they cycle by themselves after the trip?
- Was it fun?
- What was difficult?

They can also work with their portfolio. Let them write down keywords as a preparation for an open discussion afterwards: *'I would cycle in my (new) living area, if ... things would be fulfilled.'*

Open group discussion

Let some groups present their outcome, their feelings and experiences in the whole group – stimulate a discussion in the whole group.

Materials Portfolio, flip chart/whiteboard, markers, paper, pens

Time needed ~ 45 min

Language/CEFR level and skills Level: all
(for language teachers) Skills: L, S, W

Total time needed for the Training session 3 ~ 6 h 55 min – 8 h 55 min
(with one practical unit)