

Adapting Cycle Skills Delivery and Bike Games

All young people, including young people with a disability, should be given the opportunity to participate in cycle skills training and playing games on bikes. One way to ensure all young people can be included in activities is to be responsive by modifying the cycle skills delivery and bike games to suit the ability of your group.

The STEP model is one framework that has been designed to help identify the ways modifications can be made to activities to make them more inclusive.

Space:

What modifications can you make to the area you are delivering cycle skills training or playing the bike games, to make them more or less challenging for your students to suit their ability? Can you:

- Reduce/increase the size of the area you are working in?
- Move to a different surface to play the games on e.g. on grass or on concrete?
- Practice skills in an enclosed area before moving to a more complex environment.

Task:

What adjustments can you make to the demands of the task to ensure it meets students' needs and abilities? Can you:

- Change the rules to make the game easier/harder? E.g. make the goal posts bigger or smaller, move cones closer or further apart. In the Box game allow students to place their feet on the ground, but their bikes cannot touch.
- What does it look like if some students have different tasks within a skill or a game?

Equipment:

What can you do to modify the equipment you are using for cycle skills or games to alter the skill level required and to make the skill or game more inclusive? Can you:

- Change the size, shape, weight, or colour of equipment? E.g. for a student with a vision impairment can you use a large well-contrasted cone that they can see more clearly. Can you use a lighter, easier to grip ball or toy to pass for the Hot Chips game?
- Source adaptive cycling specific equipment? Such as trikes to improve stability, tandems for people with low vision, Fat Wheels to support inclusion of people with balance/mobility/coordination impairments?

People:

How can you best utilise your students, teachers, and helpers for the games to maximise participation? Can you:

- Pair up students you know work well together.
- Have the disabled young person lead an activity? (With a partner if they would prefer)
- Consider ways the group can be grouped based on participant's skill level, so each level receives a quality experience?
- Utilise teaching support available to pair up with students and groups to play specific games and for support with further learning?