

Terminology when teaching children.

This paragraph seeks to address the question: 'Should the words 'four core functions' and 'systematic routines' be used in training delivery?'

The 2019 Bikeability Delivery Guide introduced 'the four core functions and systematic routines' that underpin safe and responsible cycling strategies.

The four core functions are:

- Making good and frequent observations
- Choosing and maintaining the most suitable riding positions
- Communicating intentions clearly to others
- Understanding priorities on the road, particularly at junctions.

Systematic routines involve making independent decisions about:

- Planning well in advance, anticipating and responding
- Selecting the most suitable riding positions for different parts of a journey
- Looking behind before communicating intentions and changing riding position
- Knowing when to give way to others or take priority assertively.

The delivery guide is for registered Bikeability providers and instructors to use when planning, delivering and reviewing Bikeability training modules, activities and assessments based on the four core functions and systematic routines that underpin safe and responsible cycling, and it is an instructors role to enable riders to develop their own safe and responsible cycling strategies by practising

- independent decision making
- systematic routines
- the four core functions of observation, position, communication and priorities

It is important that riders understand the four core functions, and how they build them into a systematic routine appropriate to each activity being undertaken.

The delivery guide does not explicitly recommend which words are to be used by instructors when doing so, as long as riders understand how to do the four core functions, and how they should build them into a systematic routine appropriate to each activity being undertaken.

Instructors should rely on their training (NSI or L2ACIT) which covers communication styles and teaching methods to determine how they teach this.

Instructors should use terminology, which, where possible, does not need to be explained, and is already part of a riders language, this will vary with age. For example, for younger children it may be appropriate to discuss:

- Where do you need to look?
- Where do you need to be on the road?
- Who do you need to tell?
- Who's turn is it?

The language may vary, but the core functions and systematic routines remain in place.