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Cycling as a Tool to Improve Active Participation of Immigrants

Teaching Module for Cycling Education

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Degree: Bachelor of Social Services

Degree Programme: Social Services

Date : 24.8.2017

Final thesis

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Appendix 1: Pyöräilynohjaajakoulutus. Kohderyhmänä aikuiset maahanmuuttajat.

Author Title	Satu Leppänen Cycling as a Tool to Improve Active Participation of Immigrants: A teaching Module for Cycling Education
Number of Pages Date	36 + 26 pages in appendix August 2017
Degree	Bachelor of Social Services
Degree Programme	Social Services
Instructor	Mai Salmenkangas, Senior Lecturer
<p>This functional thesis aims to answer a current need for developing new methods to support the integration and participation of immigrants in Finland. Here cycling is used as a tool to improve the everyday mobility of immigrants and to prevent transport poverty. The work was performed in collaboration with the non-governmental organisation Suomen Pyöräilynohjaajat, which provides study programs to educate cycling instructors in Finland.</p> <p>Since 2013, cycling courses for immigrants have been organised in Helsinki and a few other cities. So far the success rate of these courses has varied significantly, which indicates a lack of best practice regarding teaching methods. Practical know-how and experiences gained from previous cycling courses together with theoretical understanding from social pedagogy, physical education and multicultural work were used to create a better understanding on how to teach cycling for adult immigrants. In answer to a request from Suomen Pyöräilynohjaajat, this knowledge was used to create a new education module for teaching cycling instructors.</p> <p>As a result, a new multidisciplinary understanding of cycling education pedagogy in multicultural work was created. This knowledge, together with the best known practices from previous courses, was used to create a new education module for Suomen Pyöräilynohjaajat.</p> <p>In future, this module can be used at a national level to educate new cycling instructors with updated skills on teaching cycling for immigrants. The work will provide a good additional tool for improving immigrants' active participation in the Finnish society and may in the future have a relevant impact on preventing transport-related social exclusion among immigrants.</p>	
Keywords	cycling, immigrant, transport poverty, transport-related social exclusion, participation, physical education, teaching

Tekijä Otsikko Sivumäärä Päivämäärä	Satu Leppänen Pyöräilyn hyödyntäminen maahanmuuttajien aktiivisen osallisuuden tukemisessa. Pyöräilyopetuksen koulutusmoduulin laadintatyö. 36+26 sivua liitteitä Elokuu 2017.
Tutkinto	Sosionomi AMK
Koulutusohjelma	Sosiaaliala
Opinnäytetyön ohjaaja	Mai Salmenkangas, Senior Lecturer
<p>Tämän toiminnallisen opinnäytetyön tavoitteena on vastata tarpeeseen kehittää uusia menetelmiä maahanmuuttajien integroitumisen ja osallisuuden edistämiseksi Suomessa. Tässä työssä pyöräilyä on hyödynnetty maahanmuuttajien päivittäisen arkikulkemisen tukemiseksi. Työ on tehty yhteistyössä yleishyödyllisen yhdistyksen Suomen Pyöräilynohjaajat ry:n kanssa, joka tarjoaa Suomessa pyöräilynohjaajien koulutusohjelmia.</p> <p>Vuodesta 2013 lähtien on maahanmuuttajien pyöräilykursseja järjestetty Helsingissä ja muutamissa muissa kaupungeissa. Tähän mennessä kurssien onnistumistaso on vaihdellut merkittävästi, mikä kertoo hyvien opetusmenetelmien puuttumisesta. Tässä työssä on yhdistetty aikaisemmista pyöräilykursseista opittuja parhaita käytäntöjä sekä sosiaalipedagogiikan, liikuntakasvatuksen ja monikulttuurisuuden oppeja. On luotu uutta tietoa siitä, miten pyöräilyä tulisi maahanmuuttajille opettaa. Tämä osaaminen on tuotettu opetusmoduuliksi Suomen Pyöräilynohjaajien käyttöön.</p> <p>Tuloksena tässä työssä on luotu uudenlainen moniammatillinen ymmärrys pyöräilyn opettamisen pedagogiikasta monikulttuurisessa työssä. Tätä tietotaitoa hyödyntämällä tuotettiin Suomen Pyöräilynohjaajille uusi opetusmoduuli koulutuskäyttöön.</p> <p>Tulevaisuudessa moduulia voidaan hyödyntää maahanmuuttajiin erikoistuneiden pyöräilynohjaajien kouluttamiseen koko maassa. Työkalu soviteltuu erityisesti maahanmuuttajien aktiivisen osallistumisen parantamiseksi Suomessa. Tulevaisuudessa tällä työllä voi olla keskeinen vaikutus maahanmuuttajien liikkumisongelmiin liittyvän sosiaalisen syrjäytymisen ehkäisemisessä.</p>	
Avainsanat	pyöräily, maahanmuuttaja, liikkumisongelma, liikkumisperäinen sosiaalinen syrjäytyminen, osallisuus, liikuntakasvatus, opettaminen

1 Introduction

Mobility is one of our primary needs. We need mobility to take care of ourselves and our family. We have needs to travel to work, to school, to healthcare providers, to buy food, and so on. We use a car, bicycle, public transport, or just walking to maintain contact with our family members and our friends. Moreover, we wish to explore new places and new opportunities. Free mobility is part of human rights all over the world. Therefore, any programs supporting free mobility are welcomed methods for supporting the wellbeing of people.

However, in many cases, our mobility is restricted. For instance, not everyone has the possibility to use a car. Cars can be expensive and driving a car requires a driving license and special skills. People with low incomes are at risk of being socially excluded if they cannot access work, education and public services due to difficulties in mobility. Distances may be too long for walking and public transport insufficient. If this sort of a situation is chronic, it can lead to so-called 'transport poverty'. Because of limited accessibility, a person is unable to utilise its skills and competences and has impaired opportunities in life.

According to research, people who are already socially disadvantaged are also at risk of transport poverty. Especially immigrant women have been reported to have significantly more difficulties with mobility than their native counterparts. This reduces their possibilities for education and work, which directly influences a person's active participation and integration into society.

Cycling is considered to promote transport equality as it does not exclude anyone according to age, gender or income. The bicycle is a fast and practical vehicle for distances that are too long by foot. Therefore, cycling is a popular mode of transport among those people who cannot access public transport or a car. However, if a person is missing the basic skill of riding a bicycle, then one cannot gain the benefits that a bicycle could provide.

Due to poverty, cultural, or religious reasons, many adult immigrant women have never learned how to ride a bicycle. On the other hand, the level of immigration is growing in Finland and, at the same time, political interest in enhancing sustainable mobility, such

as cycling, is higher than ever. Programs and courses to support women's cycling have been established in a few cities in Finland, which has attracted a lot of positive activity and volunteering. However, the outcomes of these cycling courses have varied a lot, which indicates a lack of standardised teaching practices and course organisation. Better training of competent cycling instructors is required.

In Finland Suomen Pyöräilynohjaajat provides education to train cycling instructors for different target groups and cycling categories. However, so far a teaching module for multicultural work has been missing. In this functional thesis, a special education module was created for Suomen Pyöräilynohjaajat to fulfil this need. Good experiences and knowledge gained from earlier immigrants' cycling courses were gathered together. Helpful tools for avoiding possible pitfalls and bottlenecks during teaching were created. Moreover, theoretical understanding from social pedagogy, physical education and multicultural work were studied to discover the most essential knowledge required for high quality cycling education.

2 Basis of the thesis

2.1 Purpose and goals of the work

The purpose of this functional thesis work is to answer a growing need for finding new ways to support the integration of immigrants. Here, cycling education is used as a practical method to improve mobility and everyday participation of immigrants in society. Teaching of elementary skills of cycling for adult immigrants requires special experience and knowledge and this kind of information is very poorly available in Finland. Only few people in Finland have the know-how to teach cycling for immigrants, although interest in this kind of activity is high. Many local organisations and cities in Finland have expressed interest in arranging cycling education. However, many of these attempts have failed - either due to lack of funding, or, more often, due to a lack of experienced cycling teachers.

The goals of this work are:

1. To create a teaching module for a working life partner for educating cycling instructors
2. To utilise practical knowledge gained from earlier immigrants' cycling courses
3. To apply theories from social pedagogy, physical education and multicultural work to discover best knowledge and practice on teaching cycling in a multicultural context

2.2 Working life partner Suomen Pyöräilynohjaajat

The working life partner of this thesis is Suomen Pyöräilynohjaajat ry. This is a Finnish non-governmental organisation that provides education and advice for anyone who is working with teaching or supervising cycling. Suomen Pyöräilynohjaajat has a special program to educate qualified Cycling Instructors (Pyöräilynohjaaja) for different client groups and levels of cycling. The goal of this program is to enhance professional knowledge on how to teach cycling for children, adolescents, adults and elderly people. The program also includes information about how to organise cycling-related events and group rides. In addition, people who finish this program gain a good understanding about cycling advocacy, sports legislation and cycling infrastructure. A Qualified Cycling

Instructor also has First-aid skills level one (EA1 from SPR) diploma and is therefore prepared for accidents which may occur during cycling.

However, Suomen Pyöräilynohjaajat is lacking a teaching module for educating Cycling Instructors for multicultural work. Since 2013, cycling courses for immigrants have been organised in Helsinki and few other cities, but the outcomes of these courses have varied significantly. Good practices and instructions on how to teach elementary skills of cycling for adult immigrants using culturally sensitive manners are needed. Also advice on how to organise cycling lessons in safe and supportive environment is essential in order to provide positive, successful learning experiences for the participants. In Helsinki the experiences have been particularly positive and it would be very beneficial if these good practices could be shared in other cities too. Since the author of this thesis, Satu Leppänen, is a qualified Cycling Instructor herself and has been organising cycling courses for immigrants for several years in Helsinki, she was requested to create the new teaching module for Suomen Pyöräilynohjaajat. The work process of creating the teaching module is reported in this functional thesis.

2.3 Timetable

The following timetable (Table 1) illustrates the evolution of work that started in 2013. Also, the different roles of the principle working life partner and other collaboration partners are represented to clarify the whole network, which included partners from the city of Helsinki and local and national cycling associations. More detailed information about the process is described in the section 4 (p21.)

Table 1. Timetable of the process.

Year	Stage	Collaboration partner
2013	The origin of the idea was born at an international congress of cycling advocacy.	Velocity 2013 in Vienna
2013	First cycling course for immigrants was organised	Helsinki Cyclists Moniheli
2014-2016	Several cycling courses were organised.	Helsinki Cyclists / Helsinki Sports Department
2015	Satu Leppänen finished degree of Suomen Pyöräilynohjaaja. Immigrants' cycling education won 2 nd place of <i>Vuoden pyöräilyteko</i> . Suomen Pyöräilynohjaajat was established.	Suomen Pyöräilyunioni Jyväskylän Pyöräilyseura Suomen Pyöräilykuntien Verkosto Suomen Pyöräilynohjaajat
2016	Pioneering cycling instructor's course for multicultural work was organised.	Helsinki cyclists Helsinki sports department
2017	Making of teaching module for cycling instructors' education system, which has a special focus on adult immigrants as a client group. Writing of thesis.	Suomen Pyöräilynohjaajat

3 Literature review

3.1 The history of bicycle culture

The history of the bicycle tells an interesting story about how the development of bicycle culture and the awakening of women's suffrage are closely linked to each other. During the late 1800s, horses, trains and ships were used as common modes of transport. (Aronson 1952.) For men, the bicycles were toys and machines to play with. But interestingly, for women, the bicycle became not only a practical tool of mobility, but moreover a symbol of freedom and independence. (Macy 2011, pp. 9-25.) Susan B. Anthony (February 15, 1820 – March 13, 1906) an American social reformer and suffragist was a strong supporter of women's cycling. During an interview at the age of 76, Anthony stated:

"Let me tell you what I think of bicycling. I think it has done more to emancipate women than anything else in the world. I stand and rejoice every time I see a woman ride by on a wheel. It gives women a feeling of freedom and self-reliance." (Bly 1896.)

As stated above, the bicycle offered women independence and a chance to break away from men's chaperoning. Women's bicycle culture also had an essential impact shaping the common woman's dressing etiquette and style (Christie-Robin, Orzada and López-Gydosh 2012). Also, because of women, the shape of the bicycle was quickly re-designed from the original big wheeler model into the so-called 'safety bicycle', which is the common model of bicycle that we are so familiar with nowadays. Developed in England in 1885, the Safety bicycle made it easier not only for women, but also for young and old people to join bicycling. (Aronson 1952.) This proves how, already in the early history, that bicycle culture was accompanied by changing social values, such as equal accessibility.

However, women's bicycling boom raised a lot of resistance and was considered as too courageous a behavior and attempts to restrain it were made by different rules and regulations (Aronson 1952). Even today, in many cultures women are either discouraged or banned from riding a bicycle. For example, in Saudi Arabia (Ramdani 2013) and

Afghanistan (Noury and Speciale 2016) women are allowed to ride bicycle, but only in restricted areas and must always be escorted by *mahram*, a male relative (father, brother, husband, or son). Women also face various challenges, such as sexism and cultural stereotypes concerning their bicycle riding. Statements (anonymous) such as “*women can’t be trusted to ride bikes because they may go off and have affairs*” again refer to gender inequality and the prevention of women's independent mobility. Since the bicycle is still a luxury good then, even if one becomes available, it is normally mastered by men only. Therefore women are not even given an opportunity to learn to ride a bicycle. (Overton 1994.)

Also, case study examples from Middle East and North Africa show that women’s frequent and independent travelling is associated with promiscuity, and is therefore restrained in these societies (World Bank 2010). Women's limited mobility causes problems in accessing economic resources, education, health, and other essential elements of women's wellbeing. This is due to finite resources on transportation but also because of social and cultural factors.

3.2 Transport poverty

3.2.1 Introduction

For studying more deeply the link between mobility factors and social accessibility, a multidisciplinary understanding is needed. In the literature, this social phenomenon is defined as *transport poverty*, that arises from a lack of access to crucial elements such as employment, health, and a social support network (Church et al. 2000). Transport poverty is not only a non-western problem, but has been broadly reported in many western countries. Qualitative evidence from the UK (Social exclusion unit, 2003), Spain (Cebollada, 2008), Canada (Páez et al. 2010) and Australia (Currie 2011, pp:133-154) reveal that a remarkable number of people suffer from some kind of transport poverty and that especially immigrant women experience extensive problems with accessibility.

Karen Lucas describes transport poverty by using theories from the social sciences and empirical reports from UK and Australia. According to Lucas, transport disadvantages, such as lack of a car, poor public transport services or too high fares together with social disadvantages, such as low income, low capability or poor housing cause transport poverty. This kind of situation leads to inaccessibility to services and other issues which, if chronic, can cause social exclusion. (Lucas 2012.)

3.2.2 Different ways to interpret transport poverty

However, the model of transport-related social exclusion presented by Lucas has some shortcomings. First of all, according to Farrington and Farrington (2005), the question about cause and result between accessibility and social exclusion is not fully understood. In addition, Lucas' model is missing two relevant aspects. The model is based on data collected from western countries, Europe, Canada and Australia. Presumably as a result of this, it is missing the aspect of socially affecting pressure that arises from cultural, political and religious motives to restrict women's freedom and independent mobility (World Bank 2010; Porter 2011; Noury and Speciale 2016). The second aspect missing from Lucas' model is the role of social media and digital services and how these have changed our needs for physical mobility (Grabowicz et al. 2014). By using online communication technologies, so called *virtual mobility* can improve people's accessibility and create new dimensions for preventing social exclusion (Kenyon et al. 2002). However, social media does not solve all of our needs for accessibility and face-to-face interactions and can even cause the 'digital divide' and digital exclusion (reviewed by Steyaert and Gould 2009).

Lucas' description of transport-related social exclusion discusses extensively two modes of traffic: public transport system and private motoring. There exists a lot of evidence to support this. For instance, a large-scale survey conducted by the Social Exclusion Unit of the UK government concluded that people lacking a car or access to public transport had significant difficulties accessing public services and visiting friends (2003). However, Lucas completely overlooks cycling as one existing mode of transport. The fact that cycling is missing from the discussion might be due to the fact that the author does not recognise cycling as a considerable mode of mobility, but rather as a type of pastime or sport. This can be understood, as the modal share of cycling in Great Britain is only a few percent (Road Use Statistics Great Britain 2016).

3.2.3 Can cycling prevent transport poverty?

The role of cycling on cutting transport poverty has been studied in the Netherlands, where every third trip is carried out by bicycle nationwide (Eurobarometer 2011, p7). High quality bicycle infrastructure and high ownership of bicycles provide a favourable environment for a strong bicycling culture (Martens 2007). Also, short travelling

distances, which are common in an urban environment, support bicycle use (Bouwman and Voogd 2005). But what kind of advantages does cycling have in terms of preventing transport poverty among socially disadvantaged people? And what makes cycling unique compared to other modes of traffic?

Compared to car use, cycling does not require a driving licence or attaining a specific age. Neither does cycling exclude anyone according to people's socioeconomic status, since bicycles are available for low prices. Therefore, it is justifiable to argue that bicycles may provide help for disadvantaged groups with problems accessing transportation (Bouwman and Voogd 2005). Nationwide surveys from the United States show that people with low income are more likely to use bicycles (McKenzie 2014). Interestingly, the same study revealed that where the wealthier people would prefer to decrease their car dependency, poor people still dream of owning a car, as the car symbolises higher socioeconomic status. However, an important point here is that without a bicycle, these people would suffer from much weaker opportunities concerning their personal accessibility to services.

A report based on a broad survey from London has been able to describe those particular groups that suffer from problems in accessibility. These are people with low income, immigrants, women, people with impairment in movement and carless households. Often these groups are overlapping. (Church 2000.) If we exclude people with physical impairments, the rest of these groups could benefit from bicycle use. Interestingly related to this, large nationwide data from Netherlands shows that indeed, the above-mentioned groups of people cycle more compared to the general population (Master theses by Harms 2008, reviewed in Martens 2013). The only exceptions are women from ethnic non-western minorities. Even in high income groups, these immigrant women cycle significantly less than other groups. This Dutch data suggests that cycling may play an essential role in preventing transport poverty and also provides a relevant tool for city planners and politicians to prevent transport-related social exclusion. However, this research talks only about distances of the trips, but does not give any information about the purpose of the trips. More research is needed to understand why, and how these special groups of people use bicycles for their everyday journeys.

A little insight into this question was given in research conducted in the Netherlands by Karel Martens (2013). Two sets of semi-structured, in-depth interviews were used to analyse people's travelling needs and purposes in relation their socioeconomic position

and capabilities on mobility. Martens' study indicates that among people with low income and households with no car, can cycling ease their access to important destinations. Cycling plays an essential role maintaining a person's social support network in close neighborhoods and the urban environment. The same concerns job seeking. However, many of the interviewees brought up that they are unwilling to bike longer distances during bad weather or at night and would instead use public transport. This study proposes that although cycling can provide frequent and flexible transport, still the benefits are strongly limited by travelling distances. Also, some of the interviewees pointed out that when carrying larger items or travelling with children, they would not favour the bicycle. (Martens 2013.)

Not much is known about mobility behaviours of immigrants in Europe due to lack of sufficient data from many countries. A large research project was carried out by the European Union in 2011 and some characteristics were detected (Assum 2011). According to this study, car ownership is less common among immigrants - especially among immigrant women – due to low income. And, the gap between men and women is wider compared to natives. Because of the lack of a car, walking and public transport are common among immigrants. Among natives, cycling is a popular mode of transport in carless households but, surprisingly, this does not apply to immigrants and, furthermore, a significant gap between men and woman is reported. Immigrant women bike less than immigrant men and substantially less than native women. (Assum 2011.)

3.2.4 Direct benefits of cycling education

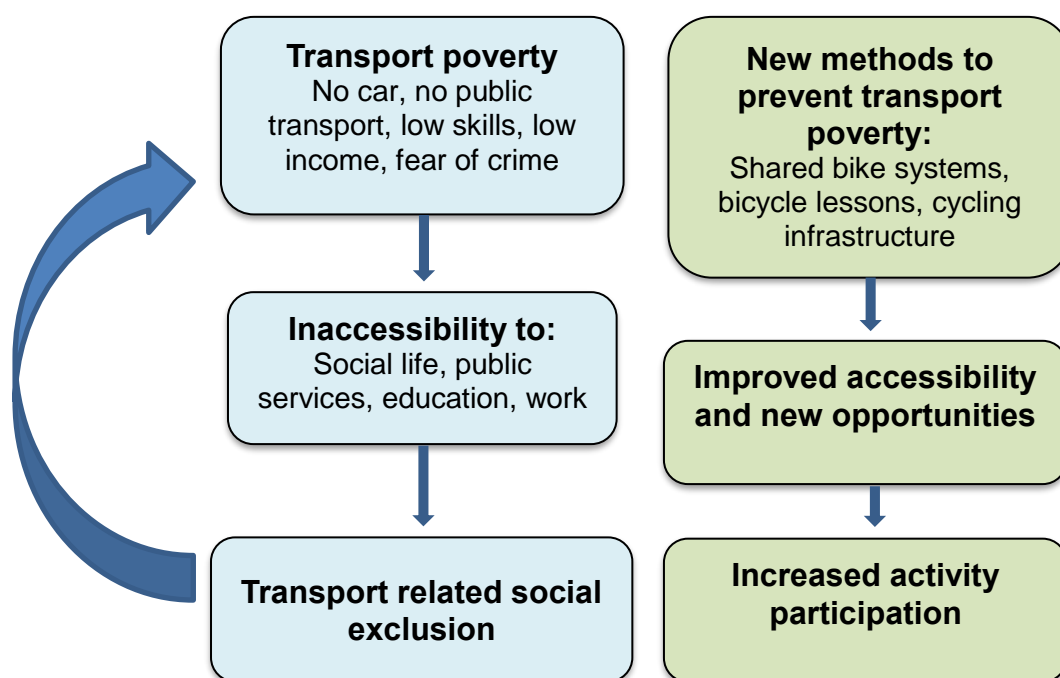
In order to fully utilise cycling for everyday transport, three steps are required: *access* to a bicycle, *competence* to be able to make use of it, and *appropriation*, which refers to a person's own choice. This as a whole is defined as "motility". (Kaufman et al. 2004). If women are able to utilise the full potential of the bicycle, that is motility, this leads to increased possibilities to participate activities outside home (Van der Kloof et al. 2014). The Netherlands has over 30 years of experience in teaching cycling for immigrant and refugee women. According to survey-studies, the most important reason to participate in cycling lessons is a wish to (re)gain practical, easy and independent mobility. Also health concerns are important for participants. (Van der Kloof, 2009.)

However, there exists very little direct evidence to show if and how immigrants actually benefit from cycling lessons. During 2011, a before-after survey was conducted in

Amsterdam to gain some understanding of what kind of impact bicycle courses can have upon immigrants' cycling habits (Var der Kloof et al. 2014). In total 83 participants from 17 different countries filled questionnaires before and after a cycling course. The teaching included twelve lessons. After the course 61 out of 72 who had started as total beginners had learned to ride bicycle. As result, all of them were looking forward to increasing their bicycle use instead of walking, bus or car use. Also 11 respondents, who already had some cycling experience, felt more confident for independent cycling in traffic. To conclude, the bicycle lessons increased participants' mobility as their cycling competences became better. However, this research is missing evidence to show if participants' access to bicycles was also improved. Therefore, it is too early to say, if the bicycle lessons actually increased participants' cycling or not. (Var der Kloof et al. 2014.)

Another study was conducted in Amsterdam during 2011 to investigate immigrants' experiences after participating in cycling classes (Walters 2011, reviewed in Van der Kloof et al 2012). 19 women originating from non-western countries were individually interviewed. The aim of this study was to explore how respondents, who had very recently learned to ride bicycle, implemented this new skill within their daily routines. The results were diverse. All of the respondents were ambitious to use cycling in their daily routines and most believed cycling would save travelling time compared to public transport or walking. However, those respondents who had small children believed that they wouldn't have time and the opportunity for new activities. Only two respondents reported to participate in more activities after learning to ride bicycle. To conclude, although cycling can ease mobility of immigrant women, it is strongly dependent upon the individual's own life situation if any concrete change is possible or not. Other factors, such as health issues, lack of knowledge of bicycle routes and traffic rules, the language barrier and low income can significantly decrease active participation. (Walters 2011, reviewed in Van der Kloof et al 2012.)

To conclude, two strong perspectives have been presented above, which are essential for understanding the context of this thesis: the model of transport-related social exclusion by Karen Lucas and the role of cycling on preventing transport poverty presented by Angela van de Kloof and Karel Martens. In comparison: Lucas' study did not discuss cycling itself, whereas Kloof's and Martens' studies focused only on cycling. However, these two perspectives describe similar phenomena, as is represented in the picture 1.



Picture 1. The model of transport related social exclusion is illustrated in blue (adapted from Karen Lucas). The arrows indicate augmenting circle. Bicycling as a method to prevent transport poverty is illustrated in green (adapted from Angela van der Kloof and Karel Martens).

3.3 Social pedagogical perspective

3.3.1 Introduction to social pedagogy

Social pedagogy as such is a vague term and, before going into a deeper discussion, it is essential to describe the concept properly. If we look at the word, it consists of two parts: social (from Latin word *socii* = "allies") and pedagogy (from the Greek word *paidagōgos* = "to lead a child"). Therefore the term leads us to a guidance of people. Social pedagogy can be seen both as a doctrine and a tradition of thinking within the context of working with people. It is built during the history of different cultural interpretations whilst being influenced by different understandings of human and social sciences and the political environment. (Hämäläinen and Kurki 1997, pp 10-13.)

Analytical research and a scientific understanding of social pedagogy arose in Germany during the 1840s. However, the social pedagogical ideal was born much earlier. The modern thinking of the Renaissance and Reformation brought up a new way of thinking that poverty and social disadvantages could be prevented with pedagogical methods. A traditionally strong belief in divine destiny began to be replaced with rational and scientific

thinking. This was followed by the industrial revolution, which led to intensive migration of the rural population to cities. Increased problems with living conditions, healthcare and unemployment led to social political and social pedagogical movements that aimed to reduce social problems and restlessness. Later social pedagogy has been discussed by many modern theorists in continental Europe having the strongest academic roots in Germany. (Hämäläinen 1999, pp 39-58.)

Today we can still find different ways to interpret social pedagogy. The pedagogical perspective has been used in fighting against social inequalities. Paulo Freire is known for his idea of the Pedagogy of the Oppressed. Freire did not use social pedagogical concepts in his work, but he had a significant influence on developing ways to support marginalised groups in Latin America. Moreover, Freire's ideas have been important for developing the understanding of many social pedagogical concepts, such as dialogue, emancipation, social mobilisation, and empowerment. (Eriksson and Markström 2004, 16-23.) In Finland the theory of social pedagogy has been influenced by Leena Kurki. Kurki has developed the understanding of social cultural animation, which aims to activate and support people among communities by applying working methods in the form of the arts and culture. (Hämäläinen and Kurki 1997, pp196-206.)

3.3.2 Social pedagogy and social work in societal context

The roots of social pedagogy arise from the thought of applying pedagogical approaches to tackle social problems, such as poverty, homelessness and social marginalisation. The question then is, how much is left on the person's own choice, responsibility and when and how should society intervene? This question will next be analysed by using the social pedagogical perspective.

According to Danish social pedagogue Bent Madsen, the main purpose of social pedagogy is to support integration in those areas in our society, where social control and employment markets fail to provide sufficient possibilities for people. This should be done throughout two strategies: preventative work and rehabilitative work. Madsen also characterises social pedagogy as an orientation that can adapt according to any kind of social, cultural or pedagogical challenges appearing in our society. (Hämäläinen 1999, p 35 and Madsen 1995 pp 11-15.)

Kaarina Ranne has studied how social work professionals see social pedagogy. According to Ranne's findings, professionals should have the ability to help people to

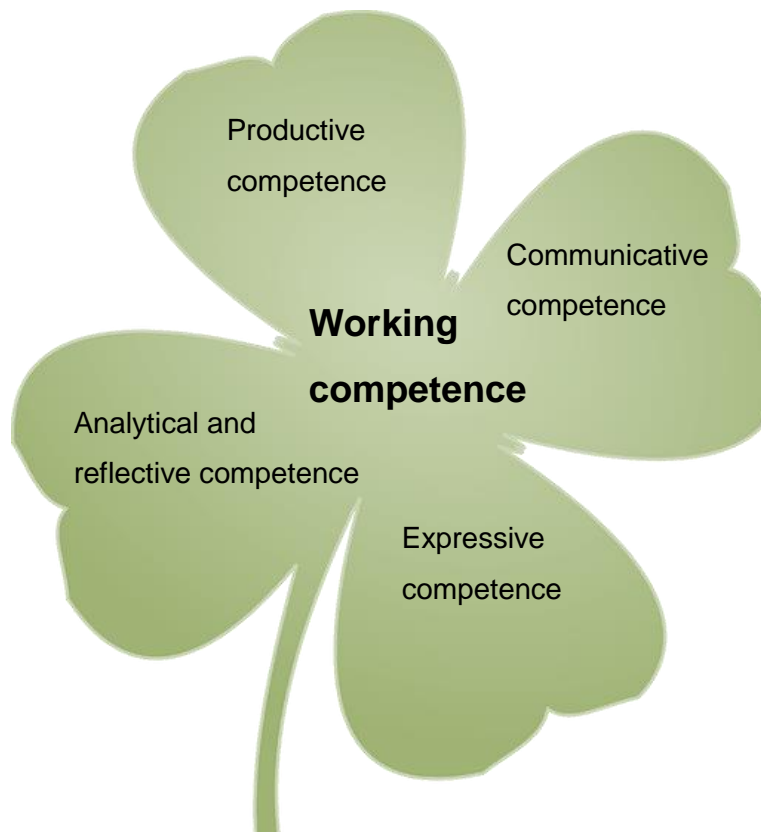
diagnose and understand their life on an everyday basis. The aim is to help clients to discover their own strengths and possibilities for change. Ranne also states that professionals wish to avoid treating clients in paternalistic manner. This means that the client should not be seen as a target of the service, as an object, but rather as an active participant, the subject. This is described as the client-centered approach. (Ranne 2002.)

A closer look reveals that social pedagogy contains many contradictions. Hämäläinen ponders about the dilemma between paternalisation and intervention. If we wish to integrate marginalised people in our society, we need to intervene in their lives. Strong intervention disallows a person to act according to his/her own needs and wants. Is the intervention then good or bad? To answer this question, Hämäläinen applies Freire's ideas by stating that the person integrates in our society as a subject and adopts as an object. If the person is able to engage adequately in those norms and social order that exist in our society, the person is free to carry out their life as a full societal subject. However, integration does not mean that the person is expected to approve all grievances in our society. Ideally integration means the ability to adapt to those societal institutions and norms, which support a person to study, work, build relationships, and live safe and meaningful lives. Then intervention becomes needless. (Hämäläinen 1999, pp: 79-82.)

3.3.3 Social pedagogical competences

Client-centered and strength-based ideologies are at the core of social pedagogy within the scope of social services. The next question is: what kind of competences are required to fulfil the above-mentioned principles?

Bent Madsen has created a model to describe five areas of knowledge and skills required for person working with a social pedagogical orientation. (Madsen 1995, Ranne & Rouhiainen-Valo 2005 pp: 33-38.) Those five competences are often visualised in a shape of a flower, as the so-called *Madsen's flower* (see the picture 2 below.)



Picture 2. The flower-shaped drawing shows five professional competences described by Bent Madsen. (Adapted from Ranne & Rouhiainen-Valo, 2005.)

In Madsen's model, four fundamental competences are shown as the petals of the flower. *Productive competence* refers to workers' ability to execute the basic tasks of the work and also a readiness to come up with new ideas and working methods. Good problem-solving skills and creativity are part of the productive competence.

Communicative competence includes verbal and non-verbal communication skills in various working environments. Through good communication skills and listening, the worker is able to engage dialogue, build trustworthy relationships with the client, and work for his/her best interest.

Expressive competence refers to workers' ability in the aesthetic and emotional sphere. This may include expressive methods, such as drama, storytelling, signing, painting and writing as ways to work with feelings and experiences. Expressive working methods can be very useful methods for a person to discover their strengths and abilities.

Analytical and reflective competences refer to workers' skills in application of theoretical

knowledge into practice and to analyse practical work via theoretical questioning. On reflection, thoughts, feelings and memories are used as tools to evaluate and examine different client situations, moments, events, and the whole working environment.

All of the four competences combined form a diverse and multidimensional combination of skills and knowledge, which is defined as *working competence*. In Madsen's model, working competence is placed at the center of the flower to resemble how the fifth competence covers all the four previously mentioned. Ideally a worker in the social services is able to combine and utilise all of these four areas together, through his or her own personal abilities. In practice, different professional situations define which competences are emphasised. (Madsen 1995; Ranne & Rouhiainen-Valo 2005 pp:33-38.)

3.4 Multicultural work

3.4.1 Multiculturalism and multicultural society

Multiculturalism can be defined from different perspectives. Primarily it means acceptance and respect of difference. Multiculturalism also refers to equality between individuals and cultures. In addition, it means commonly agreed rules and borders. In a multicultural society, different cultures live in equal and respectful interaction. How multiculturalism actualises in real life varies greatly between countries. Finnish society has been built on a monocultural starting point, meaning that Finland has one homogenous people, who speak one language and has one homogenous culture. However, the Finnish welfare state and our social services are constructed to support multiculturalism. This means that different languages and cultural needs are taken into account when services are arranged. The aim is to support equality and prevent cultural conflicts. (Räty, 2002 pp: 46-48.)

3.4.2 Important dimensions in working with immigrants

Immigrants are often discussed as one homogeneous group even though every immigrant has a different life history and they represent different cultures. Understanding diversity in this context is highly important for professionals working in social services. When a person is leaving their home country and moving to a new one, whether done voluntarily or by force, is always a major life event. Therefore it is important to be aware

of prior and current immigration-related circumstances that can influence a person's wellbeing and the integration process in a new country. During the postimmigration process immigrants often face different kinds of social and societal forms of oppression and barriers, which cause stress and harm to a person. In addition, isolation from family members, culture shock and language difficulties can significantly damage the integration process in a new country. (Wing Sue et al. 2016 pp: 443-449.)

Acculturation is both a cultural and psychological process of change that occurs when different cultures meet. In a model originally presented by John Berry (1997), acculturation is presented in four different ways. In *assimilation* a person adopts the host culture over one's original culture. The opposite situation is known as *separation*, in which a person rejects the host culture and commits only with one's own culture. If the person is able to adapt to both cultures, this process described as *integration*, which is the most favorable result. The fourth result occurs when the person rejects both cultures - one's one and the host culture. This is named *marginalisation*. (Berry 1997.)

3.4.3 Cultural sensitivity in practice

When working in multicultural environment, social situations can easily lead to conflicts of different cultures and worldviews. In this kind of situation, culturally sensitive competences are needed. Cultural sensitivity can be defined as culturally accepting and understanding attitude, behavior and communication. In other words, it is a certain way to approach new a person by acknowledging one's ethnic background, culture, social status and religion in respectful matter. (Sousa and Luís Almeida, 2016.) Culturally sensitive competences include also good manners, such as politeness and diplomacy. The communication should be clear for avoiding misunderstandings. Possible obscurities should be solved with open and friendly interaction. If the message is still unclear, an advice is to change the way the message delivered. (Räty 2002, pp: 66-69.)

3.5 Principles of physical education pedagogy

Physical education pedagogy is a branch of education theory that applies pedagogy with human physiology, development, psychology and sociology. Physical education pedagogy can be understood in two ways. Firstly, the idea is to educate people to enable

the pursuit of exercise. Secondly, exercise is used to educate people, for example with cognitive or social skills. The doctrine also includes research and development of new physical education methods and practices. (Laakso 2007, pp 16-24.)

In physical education recognising individual needs is highly important for a successful learning experience. Teaching is often organised in a group, which consist of individuals with a variety of different capabilities. Some might have difficulties with motor skills and learning or psychological reasons that affect a person's actions. Nevertheless, every participant has a right to experience the joy of succeeding and learning something new. The teacher has a responsibility to provide an equal and supportive learning environment within the group. In this kind of situation, adapted physical education strategies should be applied. This means that teaching methods are designed to support individuality in a heterogeneous group. It is essential that the teacher knows the group and its participants thoroughly. (Collier 2011, pp: 119-147.)

4 Description of the process

4.1 The origin of the idea

The whole idea of teaching cycling for immigrants started in June 2013, with a visit to the Velocity congress in Vienna (Velocity 2013.). Velocity is an annual international meeting which invites city planners, politicians and cycling advocates to discuss current issues related to mobility and cycling. In Vienna the congress had a strong focus on promoting women's cycling and special emphasis was placed upon how to support immigrant women's cycling (seminar held by Angela van der Kloof). The knowledge gained from Vienna was soon applied in Helsinki and the first cycling course was organised by the Helsinki Cyclists organisation in autumn 2013. Since then, Helsinki Cyclists has provided cycling courses for immigrants and the idea has spread to other cities too. In 2014, immigrants' cycling education won 2nd place for the Annual Cycling Awards' *Vuoden Pyöräilyteko* -prize.

Since 2015 the cycling courses have been funded by the Sport Department of Helsinki City Council (Liikuntavirasto). The city has been responsible for marketing, contacting participants, and in renting bicycles for training purposes. Helsinki Cyclists has planned and executed the actual teaching which has been managed and supervised by the author, Satu Leppänen.

4.2 Finnish Cycling Instructors' training program

In Finland there exists a national cycling instructors' training program which was founded in 2013 to provide basic and advanced level training programs for cycling instructors. A 50 hour course that consists of both theoretical and practical teaching, it offers basic knowledge on how to teach cycling for children and adults and about how to organise cycling events and group rides for both beginners and advanced cyclists. Essential knowledge about traffic rules, risk management, insurance and legislation is also included. In order to gain the title of *Suomen pyöräilynohjaaja*, also first aid skills level one is required. In the advanced level of training, the cycling instructors have the possibility to upgrade their skills to match a specialised sub-class of cycling, such as road cycling or mountain biking.

However, when working with immigrants, a proper understanding of different dimensions of multicultural work and cultural sensitivity is essential. Also, teaching of elementary

skills of cycling for adults differs significantly from the methods used with children. To conclude, it became clear that the already existing Finnish cycling instructor's program alone was not sufficient for providing the required skills and competences for multicultural work in cycling. Therefore, a special cycling education module for immigrants was needed for education purposes but also to answer a growing demand for launching new immigrants' cycling courses across Finland. This provided an excellent starting point for a functional thesis and collaboration with Suomen Pyöräilynohjaajat ry.

4.3 Constructing the new cycling instructor's teaching module

The cycling instructor's study module focuses on how to teach elementary cycling skills for adult immigrants and engages multiple professional competences from different areas such as: cycling, physical education, social pedagogy and multicultural work. Within this miscellaneous framework the most essential information was gathered together in order to create a new understanding of *cycling education pedagogy in multicultural work*. Also, the best training practices and other practical tips learned from the previous cycling courses for immigrants were included in the teaching module (Figure 3).

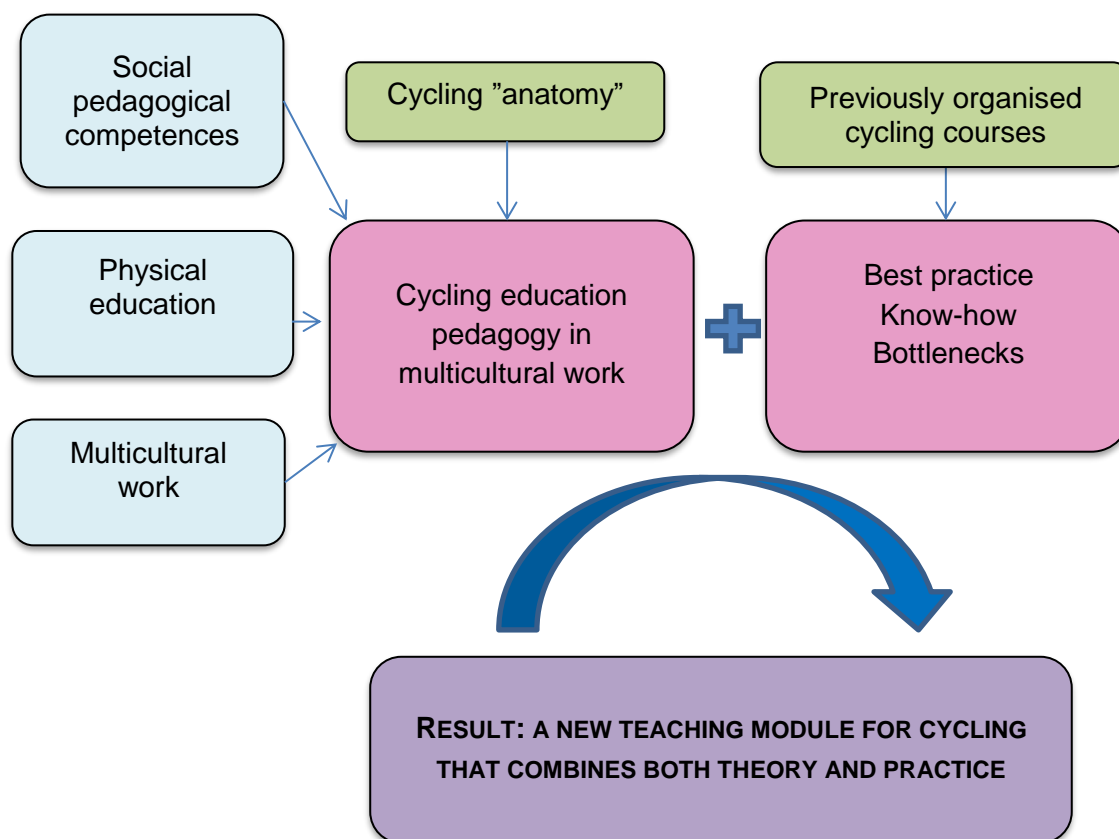


Figure 3. This figure shows both theoretical and practical processes of how the new education module for cycling was created.

From a social pedagogical perspective, this part of the work required strong analytical and reflective skills to navigate inside different professional areas and to collect and match the most crucial knowledge together (Madsen, 1995). How the module was actually designed and produced will be discussed next. The whole education module is included in Appendix 1.

4.3.1 Principles of instructing cycling for immigrants

At the beginning of the module, instructor trainees are invited to ponder and discuss why many adult immigrants are lacking the basic skills of riding bicycle and why the majority of them are women. This is the first time, when cultural sensitivity is introduced in the education module. According to discussions with immigrants themselves, the reasons may be related to poverty, lack of security, to cultural and religious ideology, and to gender roles. This perception follows very closely what has been published in the literature regarding transport poverty and women's cycling (discussed earlier in pages 9-12.) This kind of information is essential for the instructor trainees to understand the

context of the phenomena and to gain empathy with what kind of psychological and social barriers the immigrants may carry. To overcome those barriers, the main goal of the cycling course is to provide a safe, supportive, and low threshold learning environment, which should be facilitated by skilled instructors and a carefully designed structure for the cycling course.

Knowledge from multicultural work in physical education was also applied in the following way. Respect of multiculturalism and equality of different cultures are expected values. Also, good self-reflection and recognition of existing stereotypes and presuppositions are essential. In addition, it is important to be aware of the wide diversity of immigrants as every participant has one's own personal background. When working with immigrants, the language itself should not form an additional barrier for the participants. Therefore special attention should be put on clear verbal communication and language. (Siljamäki 2000, pp: 411-429.) Similarly, good expressive and communicative competences are presented as fundamental parts of professional skills in social pedagogy (Madsen, 1995).

4.3.2 A step-by-step procedure for learning cycling

The second phase in the module describes step-by-step instructions on how to teach elementary cycling skills to an adult person who has never ridden bicycle before. Again, cultural sensitivity and good interaction and communication competences are emphasised. Here the instructor trainees are also introduced to a basic understanding of the physics behind the balancing of a moving bicycle (Kooijman et al. 2011.) Equally, as the skill of swimming is based on the ability to float and move in water, the skill of holding balance in cycling is based on movement and speed.

Motor learning of an advanced skill, such as riding bicycle, becomes possible when divided into separate steps. This means that the learning process is hierarchical and a new skill is founded on the previously learned skill (Hakamäki et al. 2009, p. 13.) In order to utilise this, it is important to understand the "anatomy" of bicycle riding. Here the basic balance and pedalling are thought of separately. Also steering, braking and stopping of the bicycle are thought of independently. All of these practices form the base skills of riding and handling a bicycle. When the person is able to independently ride a bicycle for short distances it is time for fine tuning the skills to an advanced level. A skill test track customised for the trainee's individual level is used for training speed, slow riding, and

precision turning and stopping. In the end these skills are tested in a social environment among other cyclists, first closed surroundings and finally in a real-world traffic situation.

4.3.3 Detecting bottlenecks and avoiding failures

During the previously organised cycling courses some key elements for successful training were detected. This knowledge was used for making the cycling instructor's teaching module in order to avoid possible risks and failures in the future. This phase of the work required strong analytical and reflective working approach. It is important to understand how the participants (immigrants) struggle with fear of falling and fear of failure. This fear is a preventative factor when it comes to learning (Hakamäki et al. 2009, p. 28.). Knowledge from physical education was applied and special attention was put on what of kind of bicycles were used in training and what kind of physical surroundings and location is appropriate for organising a cycling course.

As riding bicycle is a physical skill that requires balance, it is apparent that sooner or later some participant(s) may fall down during training. However, there are many ways to predict and prevent accidents and these are discussed in the teaching module. A well-proven way to prevent falling is to pay special attention to the sequential order in which the separate steps of cycling skills are taught. The module also gives practical advice on how to act in the situation when an accident happens. In addition, questions related to legal responsibility, legislation and insurance are answered.

4.3.4 Practical demonstrations

The last part of the module is done outdoors. Here expressive competences become in role. Instructor trainees are given tasks to demonstrate different teaching situations. The trainees work as pairs and one pair in turn is operating as teachers and the rest of the group play the role of participants of a cycling course. Also, an accident situation is set up. The organising teachers observe and evaluate the demonstrations and give feedback for the instructor trainees. At the end of each teaching demonstration, the whole group gathers together for discussion of what was good and what could be improved.

5 Assessment

5.1 Pioneer cycling instructor's course

As a preliminary study, a one day cycling instructor's course was organised in Helsinki during March 2016. Planning of the course and teaching were carried out by the author, Satu Leppänen and three assistant teachers from Helsinki Cyclists and the Sports Department of Helsinki City Council. The day was divided into theoretical teaching, discussions and practical demonstrations. Fourteen instructor trainees from Helsinki and two from Tampere joined the course. According to the course registration questionnaire, all of the participants were active cyclists and most of them had some experience on working with special groups such as immigrants, children or physically impaired people. However, only a few of the participants had any experience on how to teach cycling for adults.

After the course a second questionnaire was sent to participants to ask about their learning experience during the course and to gain advice for improvements. Later, information gained from questionnaires was used to create the complete education module as it is presented in this thesis. Moreover, pedagogical experience and cycling-related information was gained. To conclude, this pioneer course was critical for practically testing how well the teaching module would cover the most essential knowledge and skills required for competent education of cycling in a multicultural context.

5.2 Professional assessment

After the cycling education module was created it was sent for an evaluation to a professional physical educator who is experienced working with immigrants. Overall the module was assessed very highly and as adequate for purpose. However, there were a few are for improvement too, such as that more attention should be put on how to communicate with immigrants during teaching. The principles of non-verbal communication, use of appropriate physical guidance, and plain language should be discussed.

Many immigrants have poor physical endurance, reduced skills in balance and body control, and injuries that should be taking into consideration during cycling training. Basic

statistics about immigrants' physical condition and basic elements of physical health in general should be included in the education module. Since cycling is a form physical exercise these aspects should be taken into consideration. There is a risk that a cycling instructor fails to detect a person's physical limitations during the training session and accidentally forces the person to exceed them.

Thirdly, motivation was discussed in the evaluation. More focus should be put on the immigrant's perspective. Now in the teaching module motivation was mentioned as one of the risk factors and presented more from the instructor's point of view. As motivation is one of the key factors for learning, more attention should be put on the pedagogical side and in explaining the principles of motivational teaching strategies.

The above comments were presented as suggestions for improvement. Overall, the education module received strongly positive comments. The teaching module was stated as intensive and comprehensive set of information and received due credit for many carefully designed details.

5.3 Personal assessment

For an individual to fully utilise cycling as an everyday mode of mobility, three phases should be accomplished: *access* to use a bicycle, *competence* to be able to make use the access and *appropriation*, which refers to person's own choice and needs to use bicycle. (Kaufman et al. 2004).

The cycling instructor's education module has a strong focus on how to build a good learning experience for riding a bicycle. Special attention is put on the client group – immigrants - and their capabilities for learning. However, there is no guarantee - even if a person gains good skills for riding bicycle – that one would have the opportunity to utilise this skill in real life. This same dilemma was also discussed by van der Kloof in research that studied the impacts of cycling lessons in Amsterdam (2014). For instance, if a person has too long a distance to travel to work, the bicycle becomes an impossible choice for commuting. Many Finnish cities are lacking a good quality of cycling infrastructure that supports safe and easy bicycling.

Learning the physical balance required for controlling the bicycle is the most important primary step. It is also the most difficult thing for a person to learn alone. Therefore, the

instructors' education module is designed to support this phase to lower the threshold for a person to start cycling. However, whether cycling becomes a person's every day choice for mobility depends upon on many other things that cannot be touched upon in this thesis.

6 Discussion

6.1 Critical evaluation of the work

The whole process, starting from the visit in the Velocity congress in Vienna in 2013 has been very inspiring. It is rewarding to have the possibility to utilise one's own best interests and skills, which in my case is obviously related with cycling. Moreover I have had the possibility to invent something which can support immigrants and especially immigrant women, which is a client group especially important to me. Studying of social services and discovering theoretical background of social pedagogy helped me to build a good pedagogical understanding on how cycling should be taught for adult immigrants. During the writing process I have been in contact with Angela van der Kloof herself to discuss my thesis. This discussion gave me a lot of courage to proceed with my ideas and findings due to the great support and advice I got from Angela.

The writing process of this thesis turned out to be challenging, however. This is due to the fact that the immigrants' cycling lessons have been running randomly for several years and the original education module for the cycling instructors was created in March 2016. For this thesis I had to update and broaden my materials to fulfil the request from the working life partner Suomen Pyöräilynohjaajat. As this is a functional thesis, no quantifiable analysis was required. However, since the thesis was written based on work partially done in the past, it was challenging to fill the requirements for the assessment of the work. Especially, a proper assessment of cultural sensitivity is missing here. It would have made the process easier and most likely also provided a better outcome, if the planning of the thesis had been done first.

When studying the context of my thesis, I discovered that my interest is so unique that, in this moment, there exists only two peer-reviewed published papers linked directly to my topic (van der Kloof 2014 and Martens 2013.) Therefore the description of the context was mainly built on sociological phenomena in transport research. The majority of all cycling –related literature is related to physiology and sport sciences. It is clear that regular cycling can have significant health benefits both at an individual and societal level

and there exists a lot of scientific evidence to support this. However, I chose not to discuss this topic in my thesis as I had to narrow my focus.

It was also challenging to construct the social pedagogical theory for my thesis. In the beginning, I was strongly focusing on the empowerment and emancipation of immigrant women. These topics are included in the cycling education module, because I find them very important to be discussed. However, during the writing process, I chose to focus on Bent Madsen's theory of social pedagogical competences (1995). This decision was made because I believe this whole process of work covers broadly all the five competences described by Madsen. Still, it was difficult to plausibly describe how the theory is linked with the rest of the thesis and this is something I have not yet fully succeeded at.

Nevertheless, I am satisfied with the quality and content of the work. The first goal was to create a teaching module for the working life partner for educating cycling instructors. This goal I have accomplished very well and the module is fully ready to be used in a teaching context. The second goal was to utilise practical knowledge gained from earlier immigrants' cycling courses, and the third goal was to apply theories from social pedagogy, physical education, and multicultural work to discover best practice on teaching cycling in a multicultural context. The module utilises nicely multidisciplinary knowledge and it has been an interesting learning process to discover how these different topics can be combined in my work. However, since the practical assessment of the teaching module is based on one pioneer experience in Helsinki, the future will show how well the module will work in someone else's hands.

6.2 Recruitment and commitment of the volunteers

This thesis combines two current topics: integration of immigrants and cycling. Based on the discussion and my personal evaluation, people find this an interesting combination and a fresh idea. There are many cycling advocates, to whom cycling as such is a passion and a lifestyle. Many of these people also feel sympathy towards immigrants and many of them have already made some voluntary work with them. Now there is a possibility to combine these two areas. This allows people to utilise their own skills and interests with something they value as being highly important and have the possibility to do contribute something positive. This is very rewarding for them and people tend to commit strongly to the work.

When recruiting new volunteers to become cycling instructors, proper familiarisation and education is important. This allows volunteers to engage their personal interest with essential knowledge and new skills. Education also allows volunteers to be more self-confident in their work and motivates them to take responsibility. Proper education and skilled cycling instructors are in an essential role in providing a safe and supporting training environment for the immigrants.

6.3 Collaboration and networking

Collaboration with the city council plays a critical role in organising the courses. This applies both to the cycling courses and to the cycling instructors' training. In an optimal situation the city agrees to financially sponsor training bicycles and to provide a place for teaching. Ideally the cycling courses would be free of charge. Some payment for the instructors would be welcome in compensation of the used time and effort. However, some of the volunteered instructors kindly refused to take the payment and donated the money to the organisation. It is common that city councils have some funding allocated to work with the integration of immigrants. For instance in Helsinki, the city's Sport Department has specific money for supporting physical activities of immigrants.

It is also important to coordinate with other organisations that work with immigrants. At the beginning it might be difficult to attract immigrants to join the course. When the word of something new (such as a cycling course) comes from people the immigrants are familiar with the response is usually much more positive. As the immigrants may have previous experiences of exclusion or discrimination, they might first react in a reserved way. In this situation, collaboration with some multicultural organisation may play a critical role for spreading the word. In Helsinki, collaboration with Moniheli has been very fruitful. Moniheli operates as a network of multicultural associations and has been a great help in sharing information and networking (Moniheli n.d.)

7 Conclusions

The need for this work arose from the growing interest of promoting cycling and finding new methods to support integration and participation of immigrants. Suomen Pyöräilynohjaajat is educating cycling instructors in Finland, but has been lacking a teaching module that is tailored for working with immigrants. Until now, teaching of cycling for immigrants has been carried out in only a few Finnish cities and outcomes of those courses have varied a lot. Now there is a fast-growing interest in setting up this activity in cities outside Helsinki as well. Many cities have local cycling organisations, immigrant organisations, or other communities that could provide cycling teaching for immigrants but they are lacking the knowledge and skills on how to do it. Also, insufficient funding has been missing. Therefore, educating new cycling instructors who are qualified to teach also immigrants is greatly needed. Most importantly, a well-established cycling education program opens new possibilities as it enables cycling organisations and municipalities to design new projects and to apply for better funding.

The goal of this thesis was to create an instructor's teaching module that would provide both theoretical and practical knowledge and tools for teaching cycling for adult immigrants. This includes a ready-to-use set of power point presentation slides and additional materials for organising the instructor's course. The framework of the course was designed so that both the theoretical part and practical demonstrations can be executed during one day.

During the whole process of the thesis, information was gathered from four different areas: cycling, social pedagogy, physical education and multicultural work. Based on these four areas, new multidisciplinary knowledge in *cycling education pedagogy in multicultural work* was created. This theoretical base together with practical know-how and experience gained from earlier cycling courses were put together to construct a new teaching module for Suomen Pyöräilynohjaajat.

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Appendix 1: Pyöräilynohjaajakoulutus. Kohderyhmänä aikuiset maahanmuuttajat

Pyöräilynohjaajakoulutus

Kohderyhmänä aikuiset
maahanmuuttajat



Kurssin ohjelma

10:30-11:00 Kahvi

11:00-13:00 Kurssin avaus, teoria ja keskustelut

13:00-14:15 Lounas ja harjoitteiden valmistelu

14:15-16:45 Ohjaamisen harjoittelut ulkona

16:45-17:00 Kurssin päätös



Kurssin runko

Osa I: Maahanmuuttajien ohjaaminen

Osa II: Pyöräilytaitojen opettaminen

Osa III: Eväät onnistuneen kurssin
järjestämiseen

Osa IV: Käytännön harjoitteet



Suomen Pyöräilynohjaajat

Suomen Pyöräilynohjaajat

Perustettu vuonna 2015.

Suomen Pyöräilynohjaajat ry edistää pyöräilyn ohjaamista Suomessa sekä toimii pyöräilyä ohjaavien valtakunnallisena edunvalvojana ja yhteistyöjärjestönä.



Suomen Pyöräilynohjaajat

Pyöräilynohjaamisen taustaa

Maahanmuuttajien pyöräilykursseja on järjestetty Suomessa vuodesta 2013 lähtien.

Lisäksi pyöräilyaiheista toimintaa on järjestetty maahanmuuttajille mm. vastaanottokeskuksissa.



Osa I Maahanmuuttajan ohjaaminen



Keskustele: Miksi henkilö ei osaa pyöräillä?

Pyöräilytaidon puuttuminen

Kielletty laissa (esim. Saudi-Arabiassa rajoitettu)
Rajoitettu naisilta
Rajoitettu terveydellisistä syistä
Kukaan ei koskaan opettanut
Köyhyys, sota
Tarpeeton taito jne.
Myös Suomessa, kaikki eivät osaa pyöräillä



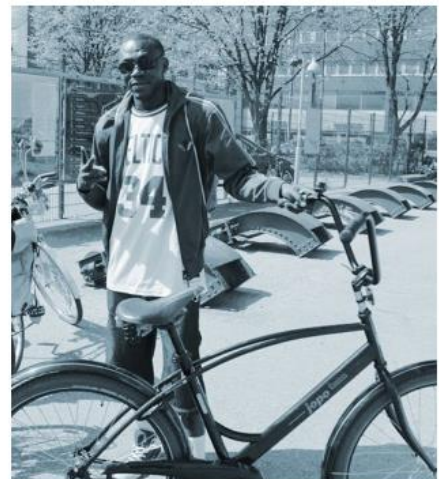
Huomioi osallistujien lähtökohdat

Tausta (kulttuuri, kasvu ympäristö jne.)
Täysin uusi ja vaikea taito (vrt. uintitaito)
Pelko kaatumisesta
Pelko epäonnistumisesta
Nolottaa, että ei osaa
Itsensä ylittäminen koetaan ylivoimaiseksi



Pyöräilykurssin tavoitteet

Matalan kynnyksen osallistuminen
Vertaistuki - kaikki aloittelijoita
Kannustava harjoittelu ympäristö
Osaavat ohjaajat
Kulttuurisensitiivisyys
Vapauttava ja voimaannuttava kokemus osallistujille



Tavoitteita ohjaajalle

Pyöräilyn taidot:

- pyöräily
- pyörän tekniikka
- liikennesäännöt
- liikennekulttuuri
- liikennympäristö

Ohjaamisen taidot:

- rohkeisuus
- empatiakyky
- kulttuurisensitiivisyys
- ryhmänohjaus
- kaikkien osallistujien huomiointi

Onnistumisen kokemus

- Uuden taidon oppiminen
- Vapautuminen ja riippumattomuus
- Voimaantuminen
- Itsenäisen liikkumisen tukeminen
- Sosiaalisen verkoston kehittäminen
- Osallisuus ja integraatio Suomessa





Osa II

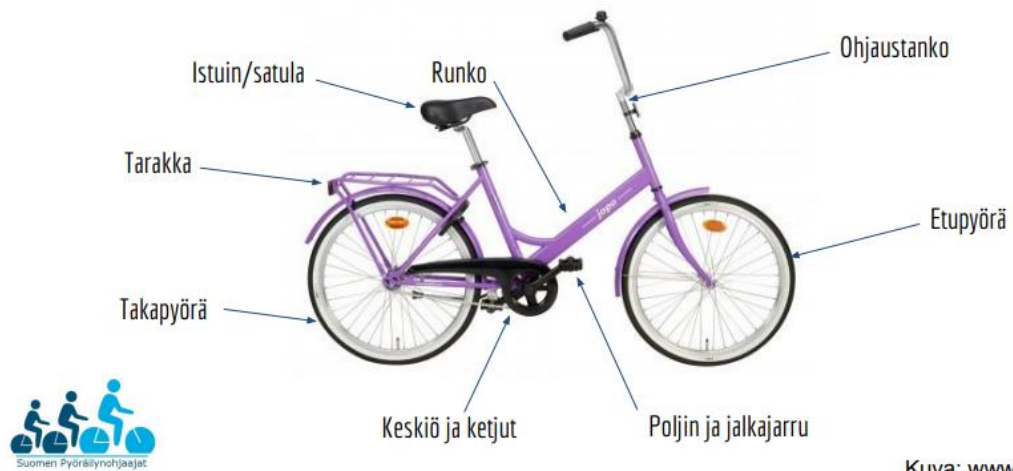
Pyöräilytaitojen opettaminen

Tavoitteet osallistujalle

- Pyörä tutuksi
- Pyöräilyn alkeistaidot:
 - Alkeellinen tasapaino
 - Liikkeellelähtö
 - Jarruttaminen & kääntyminen
- Pyöräilyn perustaidot:
 - Hidasajo, pujottelu, esteen ylittäminen, tarkkuusajo jne.
 - ryhmäajo
- Liikennesäännöt ja liikennekulttuuri



Pyörä tutuksi



Kuva: www.jopo.fi

Keskustele: mistä pyörän tasapaino syntyy?



Pyörän tasapaino

https://www.youtube.com/watch?v=Fy_XRVO-jl8

Pyörä pysyy pystyssä ilman ihmistä, kun vauhtia on riittävästi.



Fysiikka tasapainon takana

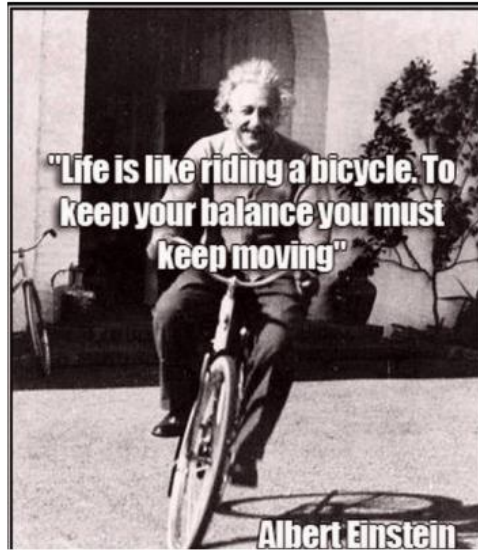
Artikkeli Tiede-lehdessä

http://www.tiede.fi/artikkeli/jutut/artikkelit/mika_pitaa_py_orasi_pystyssa

Alkuperäinen tutkimus

<http://bicycle.tudelft.nl/schwab/Bicycle/>





www.emilysquotes.com

Alkeellisen tasapainon harjoittelu -ilman polkemista 1/2

1. Säädä satula niin, että harjoittelija istuu pyörän kyydissä, jalkapohjat tukevasti maassa.
2. Lähdetään loivan mäen päältä liikkeelle "töpsötellen" jaloilla ja haetaan näin tasapainoa

Toistoja, toistoja, toistoja!



Pyöräilyn alkeistaidot:

Alkeellinen tasapaino ilman poljentaa (alamäkiharjoittelu)

Alkeellinen tasapainon poljennan kanssa

Jarruttaminen ja pysäyttäminen

Liikkeellelähtö

Kääntäminen



Alkeellisen tasapainon harjoittelu: ilman polkemista 2/2

3. Mäkeä alas toinen jalka polkimella, toisella jalalla haetaan tasapainoa

4. Mäkeä alas molemmat jalat polkimilla

5. Jalkajarrutus ja pyörän kyydistä astuminen alas

Tätä toistetaan niin kauan, kunnes harjoittelija pystyy tasapainoilemaan 3-4 sekuntia jalat polkimilla. Polkimien irrottaminen alussa tekee harjoittelusta helpompaa.



Jarruttaminen ja pysäyttäminen

- Epäonnistunut pysäytys johtaa helposti kaatumiseen
- Jarruttaminen harjoitellaan ennen polkemisen opettelua valmiiksi, jotta vauhdin kasvaessa pyörä pysyy hallussa
- Korosta maltillista jarrutusta. Jos jarruja on kaksi, käytetään molempia samaan aikaan
- Pysäytyksessä toinen jalka lasketaan maan tasoon ja harjoittelija astuu alas satulasta



Polkemisen opetteluun on kaksi tapaa:

A) Opetellaan alamäessä "töpsettelyn" jatkeena, kun tasapaino on hallussa ja vauhtia on riittävästi

B) Opetellaan avustajan kanssa takaa tuettuna (ks. seuraavat diat)

Katso jokaisen osallistujan kohdalla erikseen, mikä sopii parhaiten. Kokeile molempia.



Polkemisen harjoittelu takaa tuettuna

- Aloita vasta, kun "töpsöttely" hallussa
- Lisää vauhtia (kevyt hölkkä)
- Pyörässä tulee olla vankka tarakka
- Vaikeaa aikuisen kanssa -aikuinen on painava
- Ei estä horjahtamista, mutta vakauttaa harjoittelua
- Antaa tukea ja turvaa
- Saattaa hidastaa oppimista - älä tue liikaa
- HUOM. Kaikki eivät hyödy tästä harjoittelutavasta



Liikkeellelähtö ja polkeminen

- Lähtiessä istutaan satulassa
- Poljin klo 2 -asentoon
- Toinen jalka ylemmälle polkimelle, toinen maahan
- Ohjeista työntämään toisella jalalla maasta vauhtia. Samalla toinen jalka ponnistetaan alas.
- Välittömästi molemmat jalat polkimille ja kannusta poljentaan
- Ohjaaja tukee takaa tarakalta tai satulasta
- Hitaassa vauhdissa paljon horjuntaa -> Kannusta lisäämään vauhtia



Pyöräilyn perustaidot

- Taitorata
 - pujottelu, hidasajo, jarrutuksen ajoittaminen, viivaa seuraten, esteen ylitys, epätasainen alusta, mäkiajo, yhdellä kädellä ajo jne.
 - Vaikeuta asteittain!
- Ryhmäajo kentällä, jossa ei liikennettä
 - muiden liikkujien huomiointi, käsimerkit
- Ryhmäajo liikenteessä
 - taitojen testaaminen käytännössä



Ideoita harjoitteluun

- Hidastettu ajo. 10m mahdollisimman hitaasti
- 10m kiihdytys ja tarkkuuspysäytys
- Esineen noukkiminen penkin päältä ajaessa
- Pallon potkaisu ajaessa
- Pienen pallon kuljettaminen kädessä ja pallo koriin
- Saippuakuplien poksauttaminen yhdellä kädellä
- Pyöräjoogaa ja tasapainoilua





Opetuspaikka

- Sijainti - lähellä, tuttu ympäristö, helposti saavutettavissa
- Ympäristö - ei liikennettä, ei yleisöä, avara, esteetön
- Loiva ja pitkä **alamäki** riittävän nopeuden saavuttamiseksi
->Tavoitteena tarjota mahdollisimman turvallinen ja häiriötön oppimisympäristö



Harjoittelupyörät

- Riittävän **pieni pyörä**, josta satulan saa laskettua alas
- **Käsijarru(t)**, ei välttämätön, mutta helpottaa pyörän hallintaa ja lisää turvallisuuden tunnetta
- Kääntyvät **polkimet** tai polkimien irroitus. Ei välttämätön
- Vahva **tarakka**, jotta voidaan antaa tukea polkemisessa
- Varmista, että pyörät ovat **turvallisia** ajaa.

Tavoitteena tehdä harjoittelusta mahdollisimman helppoa ja turvallista



Kuva: www.flatbike.net



Kuva: www.jopo.fi

Harjoittelupyörän koko

Harjoittelijan pituus	Pyörän koko
150-160cm	20-22"
160-170cm	22-26"
170-180cm	26- 28"
>180cm	28"

Muista tiedustella osallistujien pituudet etukäteen.

Maahanmuuttajanaiset voivat olla hyvin lyhyitä ja tarvitsevat riittävän pienen pyörän.

Huom. harjoittelupyörä on todennäköisesti eri runkokokoa, kuin peruskäyttöön soveltuva.



Pyöriin liittyvä logistiikka

Etukäteen tulee miettiä, onko osallistujilla omat pyörät vai toimitetaanko ne järjestäjien toimesta.

Pyörien hankkiminen ja kuljettaminen/palauttaminen paikan päälle, aikataulut sekä mahdollinen varastointi vaativat suunnittelua ja resursseja. Jos kaupungissa on käytössään kaupunkipyöriä tai vastaavia lainapyöriä, kannattaa niitä hyödyntää.



Kurssin markkinointi

- Voi olla vaikeaa saada kontakti maahanmuuttajiin
- Mahdollisimman matala kynnys tavoitteena
- Tee yhteistyötä verkostojen ja kaupungin kanssa
- Hyödynnä sosiaalista mediaa
- Ole tarkkana viestinnässä ja muista kulttuurisensitiivisyys



Viestinnällä on merkitystä



Riding bicycle

It is easy, safe and meant for everybody!

Would you like to learn how to cycle?



Helsinki cyclists (HePo) is organizing cycling school for adult immigrants. Teaching is free of charge and open for everybody, beginners and advanced riders.

Next course will be organized on June!
Check more info from www.hepo.fi

Contact: adult.cycleschool@hepo.fi





Riding bicycle

It is easy, safe and meant for everybody!

Would you like to learn how to cycle?



Helsinki cyclists (HePo) is organizing cycling school for adult immigrants. Teaching is free of charge and open for everybody, beginners and advanced riders.

Next course will be organized on 4th of June at 6pm in Suvilahti (Sörmäisten rantatie 22)

For registration send an email to: adult.cycleschool@hepo.fi
More info: www.hepo.fi

Ilmoitusten vastaanottaminen

Seuraavat tiedot tarpeellista kysyä etukäteen:

- Nimi, Sukupuoli
- Osallistun vain naisten kurssille/sekakurssille*
- Yhteystiedot (puhelin ja sähköposti)
- Pituus (pyörän koko)
- Minulla on pyörä/ei ole
- Pyöräilytaidot (en osaa ajaa, vähän, hyvin)
- Kielitaito (suomi/englanti)

*miehet ja naiset samalla kurssilla



Media

- Lähetä tiedote myös medialle
- Varaudu median yhteenottoon ja ole valmiina antamaan haastatteluja radiossa tai tv:ssä
- Ota huomioon, että osallistujat eivät ehkä halua tulla kuvatuiksi tai halua mediaa paikalle ollenkaan.



Turvallisuus ja järjestäjän vastuu

- **Järjestäjällä on lähtökohtaisesti (aina) vastuu**, (mutta ei kaikesta)
- Järjestäjä on *ohjelmapalvelun tarjoaja*, jota sitoo Kuluttajaturvallisuuslaki (22.7.2011)
 - Järjestäjän vastuu ei raukea ilmoittamalla osallistujille ”jokainen osallistuu omalla vastuulla” tms.
- Korvausvaatimuksen esittäminen järjestäjälle vaatii näyttöä vakavasta turvallisuusrikkeestä ja tuottamuksellisuudesta
- Kolhiminen harjoittelutilanteessa on lähtökohtaisesti osallistujan omalla vastuulla
- Riskikartoitus ja turvallisuusselvitys (esimerkit liitteenä)
- Suosittele kypärän käyttöä (huom. Suomessa ei ole kypäräpakkoa, Tieliikennelaki 90§)



Kenen vastuulla?

1) Kurssin aikana sataa vettä ja yhden osallistujan puhelin kastuu ja menee rikki

2) Pyörässä eivät toimi jarrut ja osallistuja kaatuu ja murtaa kätensä

-> Ennakkotapaukset oikeudessa ohjeena



Riskit ja niiden ennakointi

1. kaatuminen
2. kolarit ja törmääminen
3. kaluston tai omaisuuden rikkoontuminen
4. muu liikenne sekä muut kulkijat ja liikkujat
5. sääolosuhteet
6. väsymys & uupuminen
7. harjoittelu ei edisty, motivaation puute

Pieniä kaatumisia tai törmäilyjä tapahtuu helposti, mutta koska vauhdit ovat pieniä, riski loukkaantumiselle on hyvin pieni. **Kannusta osallistujia rohkeuteen!**



Onnettomuuden sattuessa

Usein kaatuminen tai törmäys toisen osallistujan kanssa

- Huolehdi ja välitä henkilöstä
- Anna tarvittaessa ensiapua
- Muistuta aiemmasta onnistumisesta
- Rohkaise yrittämään uudelleen
- Jos välitön hengenvaara, soita 112



Ohjaajan varusteet

- Osallistujalista
- Juotavaa ja pientä syötävää
- EA-tarvikkeet (kylmäpakkaus, haavanpuhdistusainetta, sideharsoja ja laastaria)
- Liikennesäännöt ym. materiaalia jaettavaksi osallistujille
- Pyörän työkalut, pumppu & kuminpaikkaussarja
- Palautelomake
- Oma puhelin ja pyörä



Lähtökohdat kurssin suunnittelulle

- Aseta tavoitteet:
 - Pikakurssi (1-3x 2h)
 - Pyöräilyn peruskurssi (4-12x 2h)
- Mitoita resurssit: ohjaajat, osallistujat, opetuspaikka, pyörät
- Yhteistyökumppanit: kaupunki, järjestöt, oppilaitokset



Esimerkki kurssista 2x 2h

- Tavoitteena alkeellisten pyöräilytaitojen saavuttaminen
- Jokainen oppii ajamaan lyhyen matkan ilman tukea
- Osallistujat saavat työkalut itsenäiseen harjoitteluun



Ensimmäinen 2h

- Pyörien jakaminen (pyörän koko)
- Omaan pyörään tutustuminen ja satulan säätö
- Alkutesti (alamäki) ja jako ryhmiin taitojen mukaan
- 1. ryhmä harjoittelee tasapainoa, 2. ryhmä harjoittelee taitorataa
- Lopussa keräännytään yhteen ja keskustellaan kokemuksista



Seuraava 2h

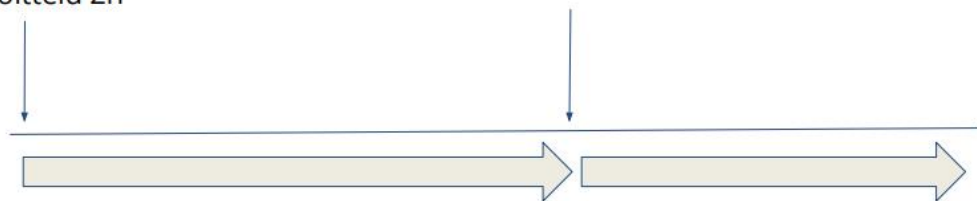
- Taitojen testaus radalla
- Ryhmäajoa harjoittelualueella ja ryhmäajoa liikenteessä
- Aloittelijat jatkavat perustaitojen harjoittelua
- Lopussa keräännytään yhteen ja keskustellaan kokemuksista
- Haasta ja kannusta osallistujia aina heidän omien taitojensa mukaisesti. Taitojen kehittyessä, vaikeuta harjoitteita



Esimerkki kurssista 2x 2h

Ensimmäinen ohjattu
harjoittelu 2h

Toinen ohjattu harjoittelu 2h



Suunnittele parin kanssa yksi seuraavista harjoitteista:

1. Pyörä tutuksi ja pyörän säädöt
2. Pyöräilyn tasapaino
"töpsötellen"
3. Jarruttaminen ja pysäytys
4. Liikkeellelähtö ja polkeminen
5. Taitorata
6. Taitopeli
7. Ryhmäajo liikenteessä



Lisätietoja

- Kuluttajaturvallisuuslaki, Yhdistyslaki ja Vahingonkorvauslaki www.finlex.fi
- Tukes-ohje 2/2015 Ohjelmapalveluiden turvallisuuden edistäminen:
http://www.tukes.fi/Tiedostot/Tukes-ohjeet/Tukes-ohje_2_2015_Ohjelmapalveluiden_turvallisuus.pdf



