Cycling Without Age Incorporated (CWAA)

CWAA Pilot & Scout Training Manual

Document Control Information		
Document Type	Training Manual	
Review Period	12 months	
Approval Required by	CWAA Management Committee	
Overview	Information to Assist Trainers with Content for Pilot and Scout Training Programs	
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Version History		
Version	**Date**	**Comment**
V1.0	10/4/2024	Approved for release

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Introduction & Essential Reading for Trainers

Introduction

Welcome to the Cycling Without Age Australia Inc (CWAA) Training Manual. We assume that most people reading this will be local chapter captains, committee members and pilot trainers.

Good training for pilots is essential for running a safe and successful CWAA chapter. This manual was compiled to assist local chapters develop training resources to meet their local training needs while complying with the mandatory training requirements of CWAA. It focuses mainly on the content of the training and should be read in conjunction with the CWAA "Train the Trainer Resource" which focuses on training and coaching methods and techniques that can be used to teach the content, and helps guide the trainer in developing their lesson plans.

We hope that you enjoy the process of training your pilots as much as we have enjoyed training ours, and that the manual means that you don't have to duplicate efforts that chapters and trainers who came before you have already made.

Goals and Outcomes of Training

The goal of CWAA training is to prepare trainee pilots to successfully complete a Pilot Competency Assessment.

The ultimate outcome of running a training program is that the local CWAA chapter will have pilots who are competent and confident to ride safely with passengers.

Local Chapter Training Responsibilities

Each local chapter is responsible for training and assessing the competence of its pilots. Each chapter therefore must develop a local training program that covers the practical and theoretical knowledge and skills that pilots need so they can pass the competency assessment. The training alone doesn't guarantee that a trainee will pass the competency assessment.

Local chapter training must include the core skills and knowledge that are mandated as competencies by CWAA. These are the competencies identified in the CWAA "Pilot Training Competency Assessment".

Chapters that have more than one type of trishaw must ensure that pilots are competent in all the types of trishaw the chapter has, OR must have a system in place that ensures pilots only ride on the types of trishaw they have demonstrated competence on.

Local chapter training may also include items of relevance to the local chapter but which are not mandated by CWAA. It is the responsibility of local chapters to identify such additional training needs and to develop appropriate training materials and include them in their competency assessment. Trainers should consider how to achieve that in their local setting and develop their lesson plans to suit the local needs.

How to Use this Manual:

This manual should be used in conjunction with:

- **CWAA Train the Trainer Resource.**
    - This is a resource to help trainers develop their lesson plans and to plan the teaching process of their training (as opposed to the content of the training which is covered in this manual).
- **CWAA Lesson Plan Template & Lesson Plan Example.**
    - These two documents are to assist the trainer in developing their lesson plans.
- **CWAA Pilot Competence Assessment Form.**
    - This form lists the required competencies for CWAA pilots and is used to document whether or not a specific volunteer has achieved those competencies.

There is intentionally a lot of information in this manual, don't be overwhelmed. This is to ensure that new chapters and new trainers have all the information they need to develop their training. The manual follows a logical sequence taking the reader through all the information needed to develop the content of a training program.

It can be read chronologically from start to finish if however it doesn't need to be read that way. The actual training won't follow it chronologically because some modules (7 and 8 in particular) need to be interspersed within other modules in the training, and other modules (5 and 6 in particular) overlap with each other. The reader can "dip in and out" of sections as is relevant to them in developing their lesson plans and training program.

It is essential to carefully read the sections related to mandatory skills and the competence assessment. This is essential because whatever training is developed must meet the mandatory requirements and the competencies in the assessment.

It is also essential to read the sections in red font because they are important directions to trainers and many relate to issues of safety.

A Note About the Variety of Trishaws in Use

Across Australia there are a number of different brands and models of trishaw in use. This manual doesn't address the specifics of every trishaw. It is the responsibility of the local chapter and trainer to modify the content to cover the specifications of the trishaws used by their chapter. In this manual if an example is given it is relevant to the ***2020 model of Triobike Taxi.***

Feedback About the Manual

Your feedback is always welcome and will help us continuously improve our training. Please don't hesitate to contact the management committee of CWAA to share any feedback you have. At the time of publishing this manual the best contact is Tim Rogers on 0484 248 832, or email tim.rogers@cyclingwithoutage.org.au.

Module 1: Pre-reading and Online Viewing

The following online documents and videos are useful pre-reading and viewing that trainees can access before their training. Trainees should be directed towards them in communications that happen in advance of the actual training days. Trainees must read their state's cycling rules and regulations, the other items are optional:

CWAA overview.

- Cycling Without Age (particularly Vision, Objectives and Plans - Cycling Without Age and https://cyclingwithoutage.org.au/guiding-principles/)

State cycling rules and regulations for bicycles and e-bicycles.

- QLD.
  - Bicycle road rules and safety | Transport and motoring | Queensland Government
- NSW.
  - NSW road rules for bicycle riders
- ACT.
  - Cyclists | Australian Capital Territory Policing
- VIC.
  - Bicycle Road Rules : VicRoads
- TAS.
  - Tasmanian Road Rules
    - refer pages 70 - 72.
- SA.
  - DPTI-Cycling-and-the-Law-Booklet.pdf
- WA.
  - Drive Safe Handbook
    - refer pages 107 - 110.
- NT.
  - Bicycle safety | NT.GOV.AU

Trishaw specifications and features:

- Triobike Taxi:
  - https://triobike.com/PDF/manuals/triobike_taxi_manual.pdf
- Van Raam Velo Plus:
  - https://www.vanraam.com/en-gb/our-bikes/wheelchair-bike/veloplus
- Tribe Bikes Ricky Rickshaw:
  - https://www.tribebikes.com.au/product/ricky-rickshaw/

Trishaw training videos:

- Sunshine Coast has some skills training videos that will be added over time. This link is to their playlist which will include any future additional videos. The production values are low-tech but the content is useful and they are all very short videos covering just one skill at a time. Link: https://youtube.com/playlist?list=PL-jQjEfpKcK-3pjMjDck-wz3DVTjvWFOk&si=RrtWUNMQnorQF5MJ

Module 2: Location, Welcome and Overview of the Training Session

Training Location

The trainer should identify a training location that is safe for novice trainees, and has features that simulate the rides offered by the local chapter. Ideally it should include appropriately wide paths, areas where there is enough space for riding trishaws in circles and figure 8s, some slopes, ramps, road crossings and some narrower areas to test more advanced skills.

Trishaws and all other training equipment should be in place before the trainees arrive and trainees should be told not to get onto the trishaws until the initial safety issues have been discussed.

For more information about choosing a location see the Train the Trainer Resource.

Welcome and Overview of the Training Session

All training sessions should start with a warm welcome to the trainees, introductions all around and a discussion of what will happen on the training session.

In the overview of the training, trainees should be informed about the competency assessment that is required to become pilots and how the local chapter performs it (i.e. if the assessment is done based on observations during the training or if it is a separate assessment session). See Module 11 for more information about the competence assessment.

Trainees should be informed that they will be given opportunities throughout the training to rate their confidence and competence, and that the trainer will give regular feedback about what is going well and if there are areas needing extra attention.

- The trainer should provide this feedback throughout the training.
- It is important that if a trainee is not demonstrating competence that feedback is given sensitively, constructively and privately to the trainee so they can work on the skill areas identified.
- The trainer should always ask the trainee what would help them to develop the skill (e.g. do they need more information, more practice, more demonstrations of the skill etc).

See the “Train the Trainer Resource” for more information about these issues.

Module 3: Safety

Safety is our first priority on all rides and training sessions. It is essential that the following safety issues and protocols are the first focus of the training.

Stability Protocol

Some trishaws can tip forward if passengers attempt to sit on them when there is not a pilot on the saddle.

This stability protocol (or its local equivalent) must be taught before the trainees sit on the trishaws. This is best done by the trainer demonstrating all elements and inviting trainees to experience how "tippy" some trishaws can be. This can be done safely by getting each trainee to CAREFULLY place one foot on the trishaw's footrest and pushing down to see how easily and suddenly an empty trishaw tips when the stability protocol is not used. The trainees should practice the stability protocol throughout the training whenever the trishaw is parked.

The stability protocol used by the local chapter should ensure that when a trishaw is parked and is empty, it will be safe if anyone attempts to sit on it. It also provides a "fail-safe" level of stability for passenger mounting and dismounting even when a pilot is not in their saddle.

The following stability protocol is for CHapters that use a "stalily stand". It has three elements:

1. Park Brake - pilot should engage the park brake whenever the trishaw is parked.
2. Stability stand - whenever the trishaw is parked the stability stand should be put in place immediately - ideally by a ride assistant or scout, but if necessary by the pilot, after they have applied the park brake and informed passengers to stay seated while they position the stand.
3. Pilot-positioning ("pilot first on last off"), the pilot should be on their saddle before any passengers get on the trishaw, and should stay on the saddle until all passengers get off.

   The only exception to "pilot first on and last off" is if there is not a scout or ride assistant available to put the stand in place and the pilot needs to get off the trishaw for some reason. In this case the pilot must follow steps 1 and 2 carefully.

Stability Stands are not mandated for use by CWAA, however if a chapter chooses not to use a stability stand in its stability protocol it must address the risk of typing in other ways and must train its pilots in them.

Other Safety Content

The following additional safety content must be taught before trainees ride the trishaws. Much of this can be done through discussion with the group to draw out their ideas about safety. This ensures that they feel engaged in the training, their views are respected and that the training isn't just a "lecture" from the trainer.

Required Attitudes and Behaviours of Pilots

- **SAFETY** is the priority in all decision making.
- Ride within your ability and confidence level - don't push the limits.
- Never ride while under the influence of alcohol, medication or drugs.
- Ride defensively and predictably.
- Expect the unexpected.
- Maintain a safe stopping distance from all other riders, vehicles, pedestrians and obstacles.
- Only use designated pre-approved routes.
    - Pilots must only ride on routes which they have been familiarised with and approved to ride.

Clothing and Personal Safety Equipment

Trainees should be informed of the need to wear appropriate clothing BEFORE they attend training but the message should be reinforced at the training.

- Do wear / use:
    - Helmets for pilots.
    - Hi-visibility vest.
    - Enclosed shoes.
    - Appropriate sun and weather protection.

- Do not wear / use:
    - Flowing and loose long pants / skirts (they can get stuck in mechanics).
    - Items that may reduce hearing (eg ear-buds) or reduce vision.

- Mobile phone:
    - Pilots MUST carry a charged mobile phone for use in emergency or other incidents needing communication.
    - Phones **must not** be used when riding (eg Qld state legislation, with fines up to $1000, and it is a safety issue).
        - Trishaw must be parked safely before a phone is used.

Speed for CWAA

Speed is an important risk factor and Pilots must always ride at a safe speed for the conditions and circumstances. CWAA's mandated maximum speed for riding is 8 -12 km/h BUT even that can be too fast in some circumstances (such as tight corners, very busy paths or narrow paths). Pilots must assess the situation and err to a lower rather than higher speed to ensure safety.

Low speeds are an important safety feature but is also good for:

- Passenger comfort and relaxation (higher speeds accentuate every bump, and will increase anxiety for nervous passengers).
- Enabling communication with bypassers.

- Enjoyment of the environment.
- Fitting with CWA international's principle of "slowness"

Trainees should also be informed that trishaws without passengers can be less stable than with passengers, especially when turning, so even when passengers are not onboard, pilots should not ride at higher speeds.

Safety Issues on Footpaths and Shared Paths

- State cycling rules and regulations all apply to trishaws (as per the mandated pre-reading).
- A group discussion on the topic of safety on paths and state cycling rules can be a good way of checking that trainees have a good grounding in the concepts of safety, and it respects their knowledge as adult learners. The trainer should facilitate the discussion to bring in all reasonable safety issues.
- This is a good time to explain the role of the scout (if they are used by the local Chapter) in controlling the interactions with other path users for chapters that use them.

Module 4: Trishaw Overview and Pilot Pre-ride Checklist

Pilots need to know their trishaws. This module gives an overview of the main features of the trishaws. Trainers do not need to go into great detail, but do need to provide a basic overview.

The module includes the ABCDEF acronym for pilots to use to check if their trishaw is safe to ride. Chapters should consider attaching the checklist to the handlebar of the trishaw to help pilots perform this task at the start of their rides.

It is critical to emphasise that this is a SAFETY CHECK.

1. If any safety issues are identified when doing the checklist, the trishaw cannot be used until the safety issue is resolved, eg:
    a. If the park brake doesn't hold the trishaw in place. This means there is a risk of the trishaw rolling backwards when a passenger is boarding the trishaw, causing them to fall.
    b. An example of resolving this issue is that all pilots on the team on that day need to be informed that the park brake is not strong enough so they should manually hold the brake during boarding so the trishaw doesn't roll. The fault should be reported to the Community Captain or maintenance team so it can be fully resolved before the next ride.
2. If a less serious maintenance issue is identified it should be resolved at the time or should be reported through the chapter's maintenance reporting process so it can be resolved by the maintenance team or equivalent appropriate person (eg Community Captain).
    a. An example of a less serious issue is a slightly lowered tyre pressure. The resolution is to pump it up to correct pressure and check that it remains at the correct pressure during the ride (ie that it isn't a puncture needing repair).

An overview of the trishaw's features & components is covered in the pre-reading in Module 1, but trainers should give an overview in the training session because it isn't mandatory pre-reading. An efficient way for trainers to do this is by mentioning the features as they teach trainees the following pilot safety checklist acronym "ABCDEF":

- Pilot Safety check, **"ABCDEF"**. This should be performed while stationary, without passengers.
    - **A**ir: Check that the tyres and wheels are in good operating condition (air pressure, tyres and wheels).
    - **B**rakes: Check that the brakes are in good operating condition (including checking for hydraulic fluid leaks, which if they happen tend to be at the ends of the hydraulic cables, i.e. where they join the brake levers, or the brake calipers). SAFETY NOTE: It is essential for pilots to identify which brake lever operates the front brakes on any trishaw they ride. Some are operated by the right hand lever, some by the left lever. Knowing which is which is essential so the risk of tipping forward under heavy braking can be avoided and so the strongest park brake is always used (the front brake is the strongest park brake).
    - **C**hain, cranks, cogs, cables & cassette: check that drive train and gears are in good operating order (gears etc, includes cables and controls). Requires a brief slow ride to check that gears are shifting properly.

- **D**irection: check that the handlebar and steering is in good operating order (mainly that they are not loose).
- **E**lectrics: check the electrics are turned on and in good operating order (motor, battery, state of charge and controls).
- **F**it : Check that the various adjustable parts of the trishaw are adjusted to fit the pilot and passengers (seat position, mirror, bell, handlebar - if adjustable, seatbelts, etc).
    - Saddle positioning and tension – use of the “quick release clamp” on the seatpost.
    - Rear mirror positioning and cleanliness.
    - Seat belts are undamaged and always clipped together to prevent the risk of getting tangled in the front wheels.

Other items related to the trishaw should be covered if fitted to the local chapter’s trishaws, eg:

- Back rack, pannier/s, drink bottle holders (if fitted).
    - Purposes for which it is fitted (eg for brochures, tools, stability stand stowage etc).
    - Where the pilot’s drink bottle can be stored.
    - Pilots shouldn’t drink while the trishaw is in motion – single handed riding should be avoided whenever possible for safety reasons.
- Hood: Demonstration of deployment and stowing away by the trainer and practice by trainees - note, we recommend this is done later in the training, because it is good to get trainees actually riding the trishaws as soon as possible, and deploying or storing the hood is not necessary knowledge to do this.
    - SAFETY NOTE: The hood can reduce the pilot’s visibility, especially for shorter pilots.
        - Only use it if safe to do so.
        - Exercise additional caution with all riding procedures.
        - The hood can catch the wind and act as a “sail” reducing efficiency and requiring additional care with steering.
- Blanket: Fitting demonstration by trainer and practice by trainees.
    - For safety ensure fitting is correct so there is no risk of the blanket getting into the spokes etc.
- Locks.
    - Trishaws must never be left unlocked if unattended.
    - AXA frame lock (on Triobike Taxi) demonstration by trainer.
    - The frame lock is for light security only. It has risks:
        - The trishaw can still be rolled away by a thief by lifting the rear wheel.
        - Risk of damage to spokes if the lock isn’t unlocked before attempting to pedal the trishaw (which is an easy error to make).
    - Appropriate bike locks (cable or D-locks) should be used if the trishaw is to be left unattended.

Module 5: Trishaw Riding Skills; Riding Without E-assist

SAFETY NOTE:

A small percentage of trainees experience a feeling that the trishaw is working against them when they first ride it, and therefore find it hard to steer. It is safest to start SLOWLY, without e-assist and in an area that is wide, safe and has minimal other users. Trainers can often spot if someone is experiencing this sensation by how tense their body becomes (hunched shoulders etc).

For trainees who experience this feeling, it is important that trainers reassure them that the feeling will pass. It is psychological and most likely caused by the way the trishaw frame leans automatically when the handlebar is turned (unlike a normal bike). Trainees who experience this feeling should be directed to gently stop, relax, then restart slowly and not "fight" the trishaw. For almost all trainees this feeling (if they get it) will pass within a few minutes of cautious relaxed riding. Trainer reassurance and close support of trainees in this situation is very important.

Introduction

There are a lot of riding skills detailed in this section. They are all important but hopefully many won't need to be actively taught if the trainees are reasonably competent bike riders. The trainer must observe, question and informally assess the skills of the trainees to determine what does and doesn't need to be taught.

Timing the Transition from Non-e-assist to E-assist

Riding without e-assist is placed first in the training because it is the safest way to introduce trainees to the differences between riding a bicycle and a trishaw, especially if any of the trainees have not previously ridden with e-assist. For safety reasons CWAA recommends that trainees initially ride the trishaw without e-assist, in order to get a "feel" for the trishaw.

Riding without e-assist only needs to be done for as long as it takes for the trainees to demonstrate that they are safely managing the trishaws in basic riding conditions. After that the trainer should switch over to the e-assist module to cover all remaining trishaw riding. The trainer must assess how early in the process it is appropriate and safe to start riding with e-assist.

The full range of riding skills are detailed in this module and are not duplicated in the e-assist module for the sake of efficiency. The trainer should cross reference between the sections as needed in preparing their training materials.

The Skills:

Pilot Situational Awareness and Defensive Riding

Pilots should be able to make safe decisions while dealing with more than one potential hazard at a time. Training plus practice-time aims to develop the trainee's trishaw riding

skills to the point that they become “second nature”. This will allow more capacity for situation awareness.

Pilots should always:

- Be fully alert.
- Avoid looking at their hands or feet when shifting or braking (practice and familiarity enables this).
- Always keep their eyes scanning; do not fixate on one spot.
- Observe both near to the trishaw and a distance ahead.
- Constantly scan ahead for potential hazards. Enough lead time allows pilots to anticipate what new circumstances may arise from the actions of other path users and gives them the time to complete safe manoeuvres.
- Constantly think ahead and anticipate risky behaviour and movements of other path users.
- Be conscious of what’s in front and what’s behind: Use the mirror and shoulder check appropriately.
- Expect the unexpected.

Hand Signals

Piloting a trishaw with one hand is not generally recommended, however it is important to use signals appropriately for safety reasons. This is particularly so for turning right (a legal requirement) and if slowing or stopping. Use them when it is safe to do so:

- Be predictable.
- Right signal: pilots must use this hand signal by law unless it is unsafe to do so: SAFETY is paramount.
- Left signal: use if safe to do so (it prevents the pilot from using one of the sets of brakes so the pilot needs to be cautious).
- Slowing and Stopping signal: use if safe (it prevents use of one of the sets of brakes so reduces stopping power or balance).
    - Especially important to use if someone is riding close behind.

Braking

- Park Brake / Brake locks.
    - Familiarisation with the park brake / brake locking mechanism specific to the trishaw model.
    - Reinforce checking that the brake locks are released before starting off (to avoid damage/wear to the brake pads), and are locked after stopping before passengers dismount.
    - SAFETY ISSUE: Also reinforce the importance of noting whether or not the park brake is strong enough to prevent the trishaw rolling back when passengers are boarding. If it isn’t the pilot must hold the brakes manually to ensure the trishaw doesn’t roll back.

- The front brakes, rear brakes and the physics of cycling.
    - SAFETY NOTE: How the brake levers are configured on trishaws is not consistent, on some the left lever activates the front brake, on others it is the right lever. It is essential that pilots always identify the brake configuration before riding any trishaw because of how much more powerful the front brakes are than the rear brakes.
    - Front Brakes are the strongest even on a normal bike because as you brake, your weight moves forward and onto the front tyre/s, meaning they can brake harder before skidding. This is even more so on the trishaw as there are two

front tyres and two front disc brakes (The trainer can demonstrate the difference in power between front and rear brakes by easily pushing the trishaw forward even when the back brake on, then comparing that with how hard or even impossible it is to push when the front brakes are on).
    - Tipping risk: due to the power of the front brakes there is a tipping risk if they are applied too hard, especially if riding too fast. This must be avoided.
    - Ideal braking is a balance of both.

- Speed control & brake feathering (maintaining max 8-12 km/h):
    - Brake feathering is the gentle use of brakes to make minor speed adjustments. This is how most braking should happen: smoothly and gently.
    - However, don't “ride the brakes” unnecessarily as it will wear out the brake pads.

- Emergency braking.
    - If a pilot has to stop quickly it is safest if they shift their weight backwards as much as possible to reduce tipping risk.
    - Practice cautiously when the trishaw is empty.

Starting Efficiently

This is not always necessary but is a good habit to be in.

- Using your foot, turn the crank backwards until the pedal of your dominant leg is at the 2 o’clock position – ie forward and high. This position allows you to apply solid force on the pedal to get the trishaw rolling. Whenever possible start on level ground, or facing down the slope (not up). Avoiding undue force on the pedals and gearing. Ideally the trishaw should have been stopped in an appropriately low gear to assist with easy re-starting.

Gear Changing

- Different models of trishaw have different gear set ups and gear changing mechanisms. Some are trigger shifters, some are twist shift, some have derailleurs, some have hub gears. There may be others. The trainer must be fully familiar with the system on their local trishaws and should explain it to the trainees. CWAA’s experience is that trainees are often not overly competent with gear changing. Poor gear changing technique impacts negatively on the ride and on the life of the chain, and gears of the trishaw.
- One example: The 2020 Triobike Taxi has a 9-speed rear cassette and one front chainring.
    - The trigger shifter for the gears is on the right side of the handlebar.
    - Use your index finger to shift “up” to a higher (harder) gear, and your thumb to shift “down” to lower (easier) gear.
        - A ‘lower’ or ‘easier’ gear is one which takes less pedalling force to pedal and is helpful for climbing hills.
        - A ‘higher’ or ‘harder’ gear takes more pedalling force to pedal and is helpful for higher speeds (not really an issue for CWAA as the maximum approved speed is 8 -12 km/h) and maintaining the balance and posture of the pilot at higher speeds, because it reduces the cadence (rate of peddling) they are required to pedal.
- Gear Indicator on the gear shifter.
    - The red indicator: to the right indicates the easier gears and to the left are harder.
- Changing gears smoothly:

    - A derailleur will only shift if you are pedalling forward when you click into a new gear.
    - Avoid shifting gears when applying heavy pressure on the pedals via human or e-power: Back off the pressure momentarily for a smooth gear change.
    - Never try to shift while pedalling backward or not pedaling. Never pedal backwards immediately after shifting. This could jam the chain and cause serious damage to the trio-bike.
- Strategic Gear Selection.
    - Thinking ahead: ensure you shift to a manageable gear for the approaching conditions eg corners / hills / stop signs.
    - Remember that if you stop, you will need to start again, so should shift to a comfortably low gear BEFORE STOPPING, so that you can start again easily.
    - Regarding gear selection; being in a too low/easy gear is usually a better option than being in a too high/hard gear, so err low not high.
        - A too high gear is hard to push and there is a risk of getting stalled on a slope or hill (this is discussed below).
        - A too low / easy gear can be destabilising for the pilot in extreme conditions if the cadence (rate of pedaling) becomes too high (it leads to a consequent loss of balanced seating position for the pilot), however this is highly unlikely in CWA due to the max speed being just 8-12km/h.

Straight Line Riding

- For experienced bike riders this is a very simple skill that requires little input from the trainer other than reminding trainees about the size of the trishaw and the increased need to be aware of position on paths, staying away from edges and checking behind for people overtaking etc.
- Shoulder checks and rear vision mirror usage while riding in a straight line.
    - Shoulder checking involves looking back over your shoulder to see what the traffic behind you is doing. **This manoeuvre is vital for making safe turns or whenever you change your road/path position.** Trainees must be able to shoulder check without wandering from a straight path. Remember a mirror does not replace the need to shoulder check in any circumstances. Some people cannot shoulder check for physical reasons. It is critical that people who can't shoulder check, use their rear view mirrors with great diligence
    - The gesture of shoulder checking can also communicate to other path users that you know they are behind you.

Turning and Cornering

- Gentle turning at low speeds.
    - This is a simple process and a precursor skill to cornering and tighter turning.
- Cornering.
    - Signal if it's an intersection and it's safe to do so.
    - Shoulder check for other path users approaching from behind before turning right at intersections.
        - Pilots who are not able to shoulder check should only ride on trishaws with good rear view mirrors and should use those with diligence.
    - Give way to approaching path users if you are crossing their path.
    - Approach corners at an appropriate speed.
        - Cornering too fast is a stability risk.
    - Brake/slow down mainly on the approach to the corner rather than in the midst of cornering.

        - AVOID sudden braking especially during the turn, it is a stability risk.
    - Avoid sharp or sudden turns.
    - Lean your body into the corner.
    - If the path or road surface at a corner slopes downwards towards the outside of the corner (i.e. has a “negative camber”) the risk of tipping increases - exercise more caution and ride slower..

Hills and Slopes - Inclines and Declines

- Uphill:
    - Gear down before a climb: err towards a gear that is too low/easy (rather than too high/hard) & keep reducing gears before you really need to (this will assist with smooth gear changes and will reduce the risk of stalling on the hill and not being able to restart).
    - If a trainee STALLS the trainer should push them to help them restart. Other strategies will be introduced later in the training.
- Downhill:
    - Do not speed. Remain in control of the trishaw by riding to the conditions.
    - Feather the brakes to stay at 8-12 km/h max but slower if needed for safety.
- Turning on slopes
    - Under no circumstances try turning the trishaw of a hill or slope that is steeper than a flat or gentle gradient of 1-2% as there is a heightened risk of the trishaw tipping

180 Degree Turns on the Spot

This skill is best learned with an unloaded trishaw, but is possible for most pilots even when the trishaw has two passengers on board. Pilots should be told NOT to over-exert themselves. If they can’t lift the weight don’t!! We do not want injuries, and not being able to do this alone doesn’t prevent them from being pilots. All they need to do is to call on their scout to help them. CHapters that don’t use Scouts must determine how to manage this issue with pilots who aren’t physically capable of doing this maneuver.

- Assess safety.
    - Other path users: risk to them / risk to the trishaw and passengers.
    - Quality of the ground: Is it firm enough, level enough and safe?
    - Slope: this maneuver is only safe on flat or very gently sloping ground. THere is a risk of trishaws rolling (on its wheels) or at worst tipping if the slope is steeper.
- Warn the passengers (if present) that you are about to dismount and lift the rear wheel slightly to turn the trishaw around, and ensure that they remain seated and are not alarmed by the slight tilt forward when lifting the rear wheel.
- Dismount to the side of the trishaw that enables the pilot to use the front brake (because in the next step when the rear wheel is off the ground the rear brake is useless).
- Lift the rear wheel off the ground with one hand, using the saddle or rear rack as the lifting point.
    - Lift the minimum height necessary (only needs to be a couple of centimetres.
    - ALWAYS have one hand on the handlebars and be ready to use the front brake if needed (ie if the trishaw starts to roll in an unexpected or unhelpful direction).
    - ensure the brakes are disengaged and push the rear of the trishaw in the direction that you want to turn, ideally keeping the handle bars perpendicular to the frame of the trishaw).
- DO NOT OVEREXERT, we do not want pilots to injure themselves.

    - Lowering the seat to the lowest position can help you to lift the trishaw if you find it too heavy with the seat raised – lifting by gripping the rear rack if fitted is often even better.
    - Call on a scout (if there is one) to assist if needed.
- An alternative method that uses both hands to lift the back wheel IF the trishaw has a rear rack:
    - Warn the passengers (if present) that you are about to dismount and lift the rear wheel slightly to turn the trishaw around, and ensure that they remain seated and are not alarmed by the slight tilt forward when lifting the rear wheel.
    - Dismount.
    - Stand behind the trishaw.
    - Lift the rear wheel with both hands holding the rear rack.
    - Walk sideways and once the rear of the trishaw turns approx. 450mm, the front of the trishaw will also start to turn too.
    - Continue to turn the trishaw until it has reached the desired position.
    - Pilot remounts the trishaw.
- REMINDER NOTE: pilots should not hesitate to call a scout (if there is one) to assist them to turn the trishaw if it is too heavy for them to do alone. WE DO NOT WANT INJURIES.

Return to the Parked Position After all Riding Exercises.

- Park brake on.
- Stability stand in place.
- Centre plate removed from foot rest.

Module 6: Trishaw Riding Skills; <u>with</u> E-assist

Introduction:

E-assist is an essential aid for riding with passengers. An essential element in riding with e-assist is to not rely on the e-assist alone to manage changes in terrain. The gears should still be used appropriately.

The trainer should ascertain which trainees have experience with e-assist. Trainees who don't have experience should start using the e-assist in very controlled circumstances and start slowly until they get the feel of it. Trainees typically 'get the feel' very quickly.

The Skills:

Installing the Battery

- Different trishaws can vary. The trainer should be familiar with the processes for their trishaws and demonstrate it to trainees. Trainees should practice installing the batteries.
- On Triobike Taxis it is essential to ensure the battery is LOCKED into place. If it is not locked into place there is a risk of it vibrating out DURING EXTENDED RIDING and the trishaw will lose power mid-ride! This and any other special issues with the various trishaws should be clearly covered in the training.

Turning E-assist On

- Different trishaws can vary. The trainer should be familiar with the processes for their trishaws and demonstrate it to trainees. Trainees should practice the skill.
- Process for Triobike taxis: Press the battery power button (on the top of the battery) ; lights will all turn on to show battery charge level, then the lights will turn off. The handlebar e-assist display will come on. Power is ready.

Overview of How E-assist Works

- E-assist regulations vary from state to state. Trishaws bought from reputable dealers meet the relevant state regulations. Eg "throttles" are illegal in Qld. Trainers should be familiar with the setup of the e-assist system on their trishaws and provide the relevant accurate information to trainees.
- The e-assist system engages and provides assistance with pedalling when at least one level of power is selected on the hand controller and the pedals/cranks are being turned (it takes approx 1/4 of a turn of the pedals/cranks before the e-assist activates).
- The system disengages when:
    - Coasting (not pedalling).
    - The brake is applied.
- The assist levels (between 1 and 4 on most trishaws) can be used to provide you with the correct level of assistance for the terrain and weight of passengers and pilot.
    - For reference, most pilots carrying two passengers on flat terrain will use assist level 1, 2 or 3 and be able to pedal easily.
    - There is a trade off between power assist level and range. The more power assist that is used the less range there will be for riding. Pilots should keep

this in mind and not use more power than is needed if there is any risk of the battery running out before the ride session is finished.

- With Triobike Taxis the e-assist system's battery will turn off automatically if the trishaw is unused for 10 minutes. Once this happens the pilot has to turn the battery back on. On many Triobike Taxis this can't be done from the control unit on the handlebar and must be done at the battery itself.
    - This is a problem if passengers are already seated in the trishaw because their legs are in the way for opening the box where the battery is to turn the battery back on, so it is best to ensure you have power on before the passengers board the trishaw!
- The automatic battery turn off when the trishaw is stationary can be avoided by simply pressing the power level on the handlebar controller before the 10 minutes elapses. This will start another 10 minute countdown and can be done repeatedly to keep the battery activated for longer.

Starting to Ride with Power on and Stopping Again!

- Check the battery level remaining before you commence each ride, ensuring there is enough charge left to comfortably cover the length of the anticipated ride. The state of charge is shown on either the battery itself, or on the control panel (in bars or percentage).
- Select the appropriate power assist level: no more than necessary, knowing the right power level for each pilot takes familiarity and comes with practice.
- Power will engage as you start to turn the pedals/cranks 1/4 of a revolution. You will feel the surge of power.
- Stopping with power on.
    - Basically the same as riding without power.
    - The power will disengage when you stop pedalling or when you use the brake.

Speed Control and Brake Feathering

- This is basically the same skill as it is without power.
- Ideally the pilot should cease pedaling when feathering the brakes when using e-assist to avoid the possibility of the e-assist still pushing the bike while light braking is occurring (e-assist will disengage as soon as significant braking happens but very light braking may not cause the e-assist to disengage and this will both use battery life and wear the brakes out prematurely).

Strategic Gear Selection and Strategic Power Level Selection

- Pilots should not depend only on the e-assist to manage the terrain and the load on the trishaw. They should still use strategic gear selection to manage the riding situation as much as possible (see Module 5 Riding Without e-assist). After the correct gear is selected THEN increase the e-assist power if needed. This reduces the risk of becoming stalled because of being in too high a gear (e.g. if riding up a slope), and minimises power usage (so more rides can be done before the battery goes flat).

The Risk of "Stalling"

- Stalling can happen easily if you are riding in a too high (hard) gear and are relying on a high level of e-assist instead of shifting down to an easier gear. In that situation if you have to stop (even on a gentle slope) the e-assist will disengage and won't re-engage until you have pedalled a part turn of the pedal/crank. Consequently, if the pilot isn't strong enough to do this, they are "stalled".
- Because of the weight of the trishaw when fully loaded with passengers this can easily happen to anyone, even strong riders.

Four Troubleshooting Strategies if you're Stalled in a Too-high Gear

1. Get pushed by bystanders!
    - Don't be ashamed to ask for a push if there are appropriate people around and it's safe...make a joke of it and they'll be happy to help.
    - Ensure the safety of the "pushers" before they start to push - are they healthy and strong enough to do it without hurting themselves.
    - Pilot should pedal while the trishaw is pushed and e-assist will quickly engage when the pedals and cranks start to rotate.
2. Get pushed by your scout (it's one of the reasons we ride with scouts, they are there to help the pilot).
    - Follow the same safety process as with bystanders, and again the pilot should pedal while being pushed to activate the e-assist.
3. Reversing downhill:
    - Reversing down a short, straight slope is relatively easy and is a skill that all pilots should have.
    - If the hill is steep, long or has a curve it requires more skill, care and attention and whether or not such a hill should be part of a CWAA route should be carefully considered and avoided if possible. If a stall happens in this situation it is strongly preferable to be pushed up the hill by the scout or by healthy bystanders.
    - IF the pilot has to reverse down a long or curved hill it is **an advanced skill. SAFETY is paramount. Do not attempt if unsafe.**
        i. **remember: under no circumstance attempt to turn the trishaw on grades greater than 1-2%. It may tip over.**
    - Stop firmly - using both hand brakes.
    - Shoulder check both sides - assess safety for reversing, watching for other path users, assessing the steepness of the slope and the curve of path (if any).
    - Very gently release both brakes until the trishaw moves slowly but smoothly backwards VERY SLOWLY - CRAWLING SPEED.
    - Maintain the trishaw's position well away from the edges - adjust steering continuously to maintain this position and to prevent movement towards the edge of the path. This is important because the width of the front wheels means that steering adjustments are very slow to affect the direction of the trishaw's travel.
    - IF the trainee gets too close to the edge and therefore cannot steer away from it;
        i. Apply the park brake with extreme certainty.
        ii. Dismount and lift and move the rear wheel away from the edge.
        iii. Remount and recommence reverse rolling.

4. The “click-lift-and-pedal” method.
    - **NOTE: this is an advanced skill and is a last resort. SAFETY is paramount**.
    - Dismount and safely apply the park brake – 100% ensure the trishaw won’t start rolling.
    - Click down by one gear only on the gear shifter.
    - Lift the back wheel with one hand while “pedalling” the cranks with your foot or the other hand (if safe) until the trishaw changes down a gear.
    - Continue down through as many gears by repeating the process as many times as necessary to get into an easy enough gear to be able to ride up the hill. Remount the trishaw and ride on if possible (even in a very low gear it may not be possible – use one of the other methods - preferable being pushed by the scout or healthy bystanders).

Return the Trishaw to a Fully Parked Position.

- Stop in a safe location that doesn’t obstruct the path.
- Ensure the Park Brake is on.
- Ensure the stability stand in place

Module 7: Negotiating Typical Features of the Terrain

Introduction

The trainer needs to address features of the terrain at the time that they are relevant to the riding the trainees are doing. This is a safety issue. Therefore the information in this module will typically need to be interspersed into earlier modules, NOT delivered as a separate module at the end of the training session. If there are features of the terrain on the local chapter's routes that are not addressed in this manual the trainer should address them in their local chapter training.

The Edges of Paths

Because the trishaw is heavy, especially when fully loaded, riding off the edge of a path can be a major safety hazard

- If ridden off an edge the trishaw can turn suddenly, stop abruptly and even risk tipping forward or tipping over.
- Pilots should never ride off the edge of the path unless it is known to be safe and is necessary to do so.
- The risk is greatest if there is;
    - A drop-off at the edge.
    - Soft ground at the edge (sand, grass, loose soil etc).
- The trishaw can also become bogged or stuck.

Bumps, Lips and Edges

- SAFETY NOTE: when a route is assessed all bumps, lips and edges that need to be ridden over should be assessed for safety to ensure that they are safe, and can be ridden over safely and aren't a tipping risk. "Mountable Curbs" represent a tipping risk as they are still steep. Chapters must assess if they are safe to ride over in the specific circumstances of the routes they ride.
- These can be threats to a pilot's control of the steering.
- Approach with caution.
- They can also jolt or frighten passengers (their safety and comfort is important).
- Ensure the gear selection is sufficiently low when approaching to allow acceleration once the front wheels have met the bump. lip or edge.
- Approach no faster than necessary but with sufficient momentum to get over.
- A perpendicular approach (90 degrees) is usually safest and least bumpy for the passengers.
    - If you don't approach at 90 degrees the two front wheels hit the bump at slightly different times causing the passengers to get a left-right-whiplash effect that doesn't happen if you approach perpendicular to the bump.
    - not approaching perpendicularly can also jerk the handlebar more forcefully which can cause steering control loss for the pilot.
- Approach no faster than necessary but with sufficient momentum to get over it.
- Kerb, bumps, lips and edges may cause pinch-punctures if traversed too fast or if the tyre pressure is suboptimal.

Avoiding / Negotiating Stationary Obstacles

- Always prioritise the safety of the passenger over the condition of the trishaw.
- For example, if there is not an alternative, choose to ride over broken glass rather than making a sudden turn off the path, which is a dangerous manoeuvre.
- When safe, avoid puddles since they might hide potholes or debris.
- Whenever possible cross speed bumps, train tracks, kerbs & similar things perpendicularly (ie at 90 degrees).
- Treat every driveway or entry point like an intersection and watch for emerging traffic and path-users.

Bollards

- Bollards designed to allow bicycles to pass while preventing motor vehicles are not always widely spaced enough to allow easy access for a trishaw.
- Approach bollards slowly, carefully and perpendicular to the bollard line.
- If in any doubt, warn passengers to keep their elbows and knees inside the limits of the trishaw to avoid injuries.
- Be aware that trishaw hoods can be wider than the trishaw body when folded, and may catch on bollards.

People

- Always be friendly and courteous.
- Never assume that another path user has seen or heard you. Many pedestrians wear earphones, which can mean that they will not hear you warning them from behind. Many are also relaxed and distracted and not listening to their surroundings.
- Always approach at a safe speed and be prepared for them to move into your path.
- Use the bell and your voice to alert them to the presence of the large trishaw.
- Always consider the safety of other path users and alert them to risks such as the need for them to take care of the edge of the path if they are moving toward the edge to give the trishaw space.
- Take particular care around vulnerable path users;
    - Many older people may be easily startled, and may not be able to move aside easily.
    - Children can be particularly unpredictable in their actions and may move in unexpected directions.

Road Crossings

At Controlled Crossings (crossing with lights)

- Wait for the green signal at crossings with lights.
- Give way appropriately to all on-road traffic and to all pedestrians.
- Allow more time than expected for crossing because of the need to ride slowly to reduce passenger jolting when crossing gutters to enter and exit the road.
- Cross only when it is safe to do so (don't just trust the lights: observe the traffic too).
- Keep to the left of any oncoming bicycles, pedestrians etc.

At Uncontrolled Crossings:

- “You must give way to vehicles and other road users at uncontrolled intersections before you ride across”.
- Cross only when it is safe to do so.
- Ensure you understand the role your scout(s) will play in assisting you to cross with the trishaw, and whether you should wait for their signal.
- If there are two or more trishaws operating in convoy at an uncontrolled road crossing, each trishaw should wait until the previous trishaw has fully exited the road crossing before starting to cross, because IF the first trishaw gets stuck on the gutter and can’t exit the road, having a second trishaw stuck behind it blocks the road even more and is an increased safety hazard.
- Keep to the left of any oncoming bicycles, pedestrians etc.

Module 8: Passengers

Introduction

At training sessions trainees ride with other trainees as their passengers. It is best to start this process as early in the training as possible BUT ONLY WHEN SAFE TO DO SO. Trainers must assess when that is. If the training location is well chosen it should be safe once the trainees have started riding with e-assist, but the trainer is responsible for making the assessment and they should then insert this information into the training at that point.

It is essential for pilots to understand how passenger mounting and dismounting happens and their role in it and how having passengers affects the handling of the trishaw. To achieve this trainees will ride with other trainees as passengers once they have the basic safe riding skills in place.

The maximum weight that the Trio Bike Taxi can carry in the passenger cabin is a total of 160kg. Pilots should know this and work with the ride assistants on ride days to ensure this is not exceeded.

Mounting and Dismounting

- **SAFETY:**
    - Park brake ALWAYS on when loading (so the trishaw doesn't roll backwards when passengers mount).
    - ANTI-TIPPING PROTOCOL.
        - Always use the stability stand.
        - Pilots should be first on and last off!! ie the pilot must be sitting on the saddle when passengers get on and remain there until passengers get off.

- **Ambulatory Passenger Mounting:**
    - Pilot must be the FIRST person on the trishaw and must be seated on the saddle before passengers mount. ("Pilot first on, last off").
    - A ride assistant (typically the trainer during training sessions, but on rides it will be a CWAA Volunteer or the carer of the passenger under the supervision of a CWAA Volunteer) removes the centre section of the footboard, inserts the leg protector, then instructs and assists passengers to:
        - Approach the seat in the correct manner, which is to shuffle backwards into the gap in the foot board until the back of their legs touches the leg protector, then sit down.
        - Shuffle left or right on the seat to the desired position depending on number of passengers.
        - Seat belts must be fastened and adjusted.
            - The two seat belts can be combined to form one seatbelt when carrying one passenger.
        - Helmets if used (with optional hairnet) must be adjusted and fastened.
        - Leg protector removed.
        - Foot-board mid-section replaced.
        - Stability stand if used removed.

        - The pilot must observe and confirm all of the above actions for safety reasons.
    - Verbal safety instructions from pilot to the passengers if needed.
        - Seat belt to stay on.
        - Stay seated at all times.
        - Hands, elbows, feet and clothing to be within the cab section at all times.
    - Confirm ready to roll.
    - Check comfort level with passengers intermittently throughout the ride, and adjust riding style speed etc to meet the passenger comfort requirements.

- **Ambulatory Passenger Dismounting.**
    - Pilot instructions to passengers when approaching the dismount point:
        - Keep the seatbelt and helmet (if used) on until told to remove them.
        - Stay seated.
        - Do not stand up on the foot board.
    - Pilot stops & puts the park brake on.
    - Pilot is LAST OFF: Pilot remains seated during passenger dismount.
    - Assistant:
        - Assistant to be aware that some passengers with dementia and/or hearing loss may not follow the pilot's instructions to remain seated, so the assistant may need to reinforce / enforce these instructions.
        - Assistant places stability stand.
        - Removes foot-board mid-section.
        - Places leg protector into foot-board.
        - Reminds passengers NOT to stand up on the foot-board.
        - Assists with helmets off if used.
        - Assists with seatbelts off.
        - Assists passengers to dismount via the gap in the foot board.

Communicating with Passengers

Pilot training is not primarily about how we manage and communicate with passengers. However, trainers should intersperse the following information into the training as appropriate to help pilots understand how they can interact with passengers on "real" rides.

Passenger support and communication when riding.

- The essence of a CWAA ride is about creating relationships and spending time together. Ask questions, listen, talk about what you pass by, and make time to experience things that catch your passenger's attention, stopping if/when/where appropriate. Feel free to wave and smile to people you see on the paths and engage them in communication with passengers.
- Checking hearing and audibility – it's not easy to hear or be heard sometimes on the trishaws – do your best! Leaning down towards the passengers when talking can help a great deal, but ensure you still have good control of steering.
- **Operating the trio-bike safely on the path has priority over socialising with passengers.**
- Let passengers know that you may not be able to talk at times because you need to concentrate on the path. However, whenever possible conversation

should be more about listening to the passengers than the pilot doing all the talking.

- Conversation prompting skills.
  - Encourage passengers to tell you about their lives, now and in their past.
  - When passengers start to tell you stories about their lives, show genuine interest and prompt them to tell more if they are comfortable.
  - Listen to the passengers. It's generally more important to listen and show interest in their stories than to tell your own stories, though a balance is good too.
  - Listen carefully to the passengers and pick up on things that seem important or of interest to them and explore those things with them, encouraging them to tell you more.
- Managing potentially difficult topics.
  - Don't argue with the passengers, but you don't have to agree with them. Generally it is best to redirect problematic conversations rather than debate potentially contentious things such as:
    - Attitudes.
    - Politics.
    - Religion.
    - Race.
- Checking comfort.
  - Frequently check your speed so you are riding at a safe and comfortable pace (see pages 9-10 for further details on maximum speed).
  - Bumps – take them gently.
- Reducing worries.
  - If there is something ahead on the ride that might concern the passengers let them know that you are aware of it and are managing it. This will help anxious passengers relax and be confident in the pilot's abilities.
- Managing potentially difficult passenger behaviour.
  - It is the support worker or carer's responsibility not to bring people for rides who are unlikely to cope with the ride or are likely to engage in unsafe or inappropriate behaviour on the trishaws.
  - Nonetheless, some of our passengers might have cognitive or other issues which can affect their behaviours. Pilots should observe the passengers and if they might be getting aggravated or agitated during a ride (eg by a situation like the other passenger sitting next to them, or excessive noise, or being frightened by dogs on the path) the pilot should take action to calm the situation and ensure safety. This includes potentially:
    - Talking calmly with the passengers to resolve the agitation, or distracting from the agitation if appropriate.
    - Slowing or stopping the trishaw to manage the situation and to ensure the safety of the passengers - this is especially important if there is any sign that a passenger is undoing their seatbelt or looks like they may try to get off.
    - Calling the scout to assist you.
    - If the support worker or carer is nearby and the situation is not resolving, get them involved.
      - If the support worker or carer is not nearby, ring back to base to talk with the Support Worker for their advice and involvement.

Module 9: Scouts

This module covers the role of scouts. It is worth reading even if the local chapter doesn't use scouts because some of the content about interacting with other path users would be useful to include in pilot training in that case.

Most scouts are also pilots, so when doing pilot training, it is convenient and efficient to include the content of this module at appropriate points during the pilot training. If a trainee scout isn't also going to be a pilot, this module can be delivered as stand alone training.

This module doesn't cover how to ride a bike. It is assumed that scout Volunteers are already competent to ride a bike but they need to demonstrate that competence during training to become a scout with CWAA.

Role

A scout is a volunteer who rides a bicycle (or equivalent) a few meters ahead of a trishaw on a CWAA route.

- The primary role of the scout is;
    - To contribute to the safety of the passengers, pilot, trishaw and other path users in the vicinity of the trishaw.
- The secondary roles are;
    - To interact positively with path users to build goodwill and promote the activity of Cycling Without Age.
    - To support the pilot in giving passengers a comfortable and enjoyable ride.

Duties and Actions

The following list is not exhaustive but it details the typical duties and actions the scout is likely to take, which should be covered in training:

- Good communication and teamwork with the pilot.
- Ride 5 to 10 meters ahead of the trishaw – close enough for communication with the pilot but not too close for safety.
- Monitor the trishaw frequently to match its speed, maintain an appropriate distance and to notice if the pilot needs assistance.
- Draw attention of the pilot to risks on the path in time for the pilot to avoid them safely.
- If possible remove hazards from the path before the trishaw reaches them.
- Give other path users notice of the approach of the trishaw, especially if the trishaw is approaching from behind or the path user may not have noticed the trishaw.
- Warning cyclists, scooter riders, skateboarders etc who are riding too quickly towards the trishaw, or around corners that they might "cut", of the need to slow down and take care.
- Ensuring the path is clear for the trishaw at blind corners by communicating with the pilot and path users to ensure it is clear about who will have right of way in order to negotiate the corner safely.
- Assisting to push the trishaw if it stalls on a hill or slope or on a soft surface.

- Assist the pilot to cross roads and intersections safely (following the procedures for crossing these that is in the pilot training).
- Assist the pilot with any issue they need help with, eg:
    - Picking up possessions dropped by passengers (the pilot should not do this themselves because of the risk of tipping and the “pilot first on and last off” rule).
    - Placing the stability stand on the trishaw if the pilot has to get off the trishaw while passengers remain on it.

Speed While Riding as a Scout

CWAA rides have a maximum speed of 8-12 km/h or lower if required for safety. The pilot sets the pace, not the scout. If the trishaw is dropping behind on a ride, the scout should slow down to match the pace of the trishaw. However the Scout mustn’t exceed the 8-12 km/hr.

Interacting with Path Users

This is a critical part of the role.

General Interactions

By interacting positively with path users we can build good relationships and a community of locals who support us and interact positively with our passengers adding enormous value to our events.

It is essential that the scout interacts in a friendly way with path users. Using the following strategies works well:

- Try not to startle them.
- Use a friendly and polite tone.
- Don’t just use the bell, instead also talk with them whenever possible.
    - Eg “Hello folks, there’s a really wide trishaw coming up behind you, if you could squish over a bit we’d appreciate it. Thank you!” (And a wave).
- Remember that path users are often “in their own world” and may not hear your initial attempts to alert them to the trishaw. They may be distracted by the view, be involved in conversation with someone, on the phone, or may have earbuds in their ears.
    - Scouts may need to manage this by increasing the volume of bell ringing and verbal communication BUT the scout must still keep it friendly.
- Scouts and pilots should be aware that across the time of a day’s ride event (especially if multiple trishaws are in use on the same route), path users may have their activity impinged on by CWAA multiple times, so we should always express our thanks, remain friendly and courteous and keep our disruption of them to a minimum.

Being Authoritative When Appropriate

- Sometimes it is necessary to be authoritative if the other path user or the trishaw is at risk, eg if a scooter rider is coming the other way at a bend in the path and might hit the trishaw: Use an assertive but not aggressive tone, combined with a clear hand signal: Words like: “CAREFUL!! SLOW DOWN, big bike coming the other way!!! Thank you.” Usually works well.

Managing Conflict

- Conflict between path users and CWAA rides is VERY rare.
- Sometimes path users are initially confused by the scout’s interaction with them and may be resistant, but usually once they have seen the trishaw they understand what the situation is and are cooperative and helpful.
- If however a path user isn’t cooperative the scout should remain polite, and explain in more detail what CWAA rides are about, how much we appreciate the support of other path users to enable our work with older people and people with disabilities, and how briefly we will disrupt their day if they can just assist us to pass.
- If the person remains uncooperative, don’t engage in any conflict.
    - Try to find a way around (e.g. if they are walking in the same direction that the trishaw is going, follow them slowly until there is space to safely go around them).
    - or if there is an alternative route use it (only if it is safe).
    - If that is unsuccessful, assist the pilot to turn the trishaw around and head the other way. It is highly unlikely this will happen. At the time of writing this training material we are not aware of this ever being necessary.

Equipment

Scouts will need the following equipment when they are scouting:

Mandatory:

- Bike (or an equivalent mobility device as agreed by the local chapter for use by scouts).
- Bell.
- Helmet.
- CWAA hi-vis vest.
- Enclosed shoes.
- Appropriate sun-smart clothing.

Beneficial but not Mandatory

- Rear view mirror (this makes it easier to monitor the trishaw).
- Speedo.

Skills

- Good observation skills to assess and anticipate hazards and risks on the route.
- Can safely ride the bike slowly (ie at the pace of the trishaw and of pedestrians on the path).
    - research has shown that a two-wheeled bicycle becomes unstable at speeds below 11km/h and scouts inexperienced at riding at such low speeds may feel uncomfortable.
    - In very slow speed situations if the scout needs to they can dismount and walk until the opportunity to increase speed occurs.
        - If this is the option the scout chooses they need to demonstrate the ability to mount and dismount their bicycle quickly and safely.
- Can ride with one hand while signalling with the other.
- Good observation of hazards and risks on the path.
- Good communication skills.

Module 10: Conclusion: Group Discussion of Learnings and Outstanding Questions

Review of Learnings

At the end of the training session/s the trainer should encourage an open discussion reviewing the training, how trainers feel they have progressed etc. Trainees should be encouraged to ask any questions they still have.

First Aid

- Different chapters have different approaches to first aid. Trainers should include local chapter procedures here.
- First Aid protocol (minimum standard for CWAA).
    - Minor health issues on a ride (including of the Pilot or Scout, not just passengers): return to base and leave decisions to the carer, or resolve the issue with the Pilot or Scout.
    - Any significant health issue: call the ambulance and then the care home, carer or emergency contact if applicable.
    - KNOW YOUR LOCATION when you are riding (in advance) so you can tell the ambulance. Ensure you are familiar with sending a map location pointer via SMS.

Module 11: Competence Assessment

The trainer must assess whether or not a trainee has achieved competence in the mandatory skills required by CWAA and any additional skills that are required by the local chapter. The Competence Assessment Form identifies which competencies are Mandatory for all CWAA Chapters. Chapters can make additional competencies Mandatory at their local level if they wish.

The trainer must NOT pass anyone as competent if they have not clearly demonstrated their competence.

- Note: Competencies need to be demonstrated consistently – not just "one off".

Please use the approved ***CWAA Pilot Training Competence Assessment*** document as provided.

The Competence Assessment can be completed either by:

- The trainer observing and recording the competence throughout the training.
    - This is the preferred CWAA approach
- A separate section in the training specifically to run through the competencies.
- A completely separate assessment event.
- Any combination of the above.

Whatever process is used the trainer should:

- Seek the trainee's self assessment of how they are progressing with the competencies and how confident they feel.
- Use objective observation of the skills and indicators of competency.
- Give feedback throughout the process to Trainees about how they are progressing with the competencies: which they have achieved and particularly any that they need to improve in.
- Where improvement is needed the trainer must give.
    - Clear and additional instruction and guidance to help them achieve competence.
    - clear feedback about what they need to observe the trainee doing in order to pass them as competent.
- If any competences are not demonstrated the trainee must be given positive and encouraging feedback and appropriate additional training and practice time – and then be reassessed.
- Complete the Competency Assessment form.