



Youth eBike Rider Readiness Checklist

Riding an eBike safely requires perceptual skills, physical ability, and good judgment. For riders under age 16, the ultimate decision about whether they should be allowed to ride eBikes is the responsibility of their parents. This Youth eBike Rider Readiness Checklist includes four developmental areas parents should consider: visual perception and motor skill development; physical development; social/emotional development; and reasoning and decision-making ability. Each area includes points to consider.

A. Visual Perception and Motor Skill Development

1. Can see with sufficient clarity.

- Has vision checked annually.
- Has demonstrated adequate vision in other activities (riding pedal bicycles, running, team sports, or other recreational activities).

2. Has adequate side vision/peripheral vision.

- Can see objects 90 degrees to each side while looking straight ahead.

3. Can judge the speed of objects.

- Judges the speed of objects (fast, medium, slow) that agree with your judgments. (For example, a car on the highway, a train moving past a crossing, a dog running, people walking.)

4. Can state the distances of objects in terms of feet, yards, miles.

- Can tell how many feet or yards it is from the house to the road.
- Can tell how wide a hallway is, or the width of a room.

5. Can maintain relative spans of attention when given a variety of stimuli.

- Can complete school homework assignments without being easily distracted.
- Can assemble more difficult puzzles; for example, a nature scene or picture.

B. Physical Development

1. Can sit comfortably on the eBike and reach the controls easily.

- Can straddle the frame ahead of the seat and hold the eBike up.
- Fingers reach comfortably around the handgrips and brake lever(s). Can comfortably turn the handlebars.

2. Has sufficient strength and familiarity to operate the controls with ease.

While sitting on the eBike:

- Can squeeze the brake levers with sufficient pressure.
- Can turn the bike's power system on and off and switch between power modes (if equipped).

3. Has sufficient endurance to maintain strength over a period of time.

- Can play outdoor games without excessive fatigue.
- Can participate in indoor games and sports without tiring before others.

C. Social/Emotional Development

1. Can understand and follow rules.

- Follows rules established at home.
- Teachers say your child follows rules.
- Listens and responds to adult supervision.
- Comprehends the importance and seriousness of having rules and regulations.

2. Can control behavior according to expectations.

- Shows evidence of self-control and doesn't get easily frustrated or upset.
- Understands potential consequences of actions (like not wearing a safety belt in the car).
- Thinks about results of an action before performing it (like crossing the street; hitting or throwing a ball).

3. Recognizes that others may have different permissions or privileges.

- Recognizes unsafe actions of others.
- Appreciates and is proud of being safer than others.
- Accepts rules that are more stringent than what others have to follow.

D. Reasoning and Decision-Making Ability

1. Comprehends that interaction with others and things can result in injury.

- Notices impending accidents or potential injury-producing events, such as in sports activities or pedal bicycle riding.
- Can explain why it takes distance to stop.
- Can explain how moving, at even low speeds, can result in injury if stopped suddenly, falling, or by hitting something.

2. Has a basic understanding of what being careful means.

- Knows why rules are established.
- Notices or recognizes others being careful in action-oriented activities.
- Notices that professional athletes use protective gear as part of their sport.

3. Understands that rules are in place to reduce injury and provide long-term enjoyment.

- Can explain the reason for rules at home or school.
- Understands the value of prevention, such as wearing protective gear.
- Recognizes that not following rules can eliminate future fun and enjoyment.

4. Has basic understanding of the physical limitations of stopping and turning.

- Can explain what may happen if moving too fast while going around a curve on a pedal bicycle or on a skateboard.
- Understands that cars need time and space to stop.
- Understands that others may be distracted and may not see them.

5. Can describe cause-and-effect experiences.

- Can describe settings or situations that can produce injury if precautions are not taken.
- Can describe what may cause injury when doing such things as running, swimming, bicycling, riding in a car.
- Avoids blaming others and understands their own actions could have prevented a problem.

E. Optional Activity

- Parents can consider taking their young eBike rider for a “commentary” car ride, during which the parents can point out typical hazardous areas, such as intersections, driveways, sharp turns, and poor pavement, and confirm the child understands the hazards.



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