



Vélo Québec



Cycliste averti Program Teacher's Guide

Exercices

THANK YOU TO OUR PARTNERS

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Desjardins is proud to be involved in an initiative that helps young people shine by supporting the Cyclist averti program.



Content contributors:

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TABLE OF CONTENTS

Structure of the Guide	4
Objectives of the the Cycliste averti Program Exercises	5
Student Evaluations	6
Overview of the Cycliste averti Program Exercises	8
Module 1 Bicycle and Helmet Check, Basic Skills	10
1.1 Quick Check of Bicycle and Accessories	11
1.2 How to Pick and Fit a Helmet	16
1.3 Starting and Stopping	18
Module 2 Riding in a Straight Line and Braking Properly	22
2.1 Braking Evenly in a Narrow Lane	23
2.2 One Down, One Up	24
2.3 Last in the Saddle	25
2.4 Slow Race	25
2.5 Fastest One to the Middle	26
Module 3 Controlling Steering, Balance and Cadence	28
3.1 Slalom and Obstacle Cours	29
3.2 Stopping Together as a Group	30
3.3 Follow the Leader	31
3.4 Airport	33
3.5 Stop, I Said! (1)	34
Module 4 Letting Go of the Handlebars to Signal Intention	36
Touch and Go!	37
4.2 Group Game: Pick-Em-U	39
4.3 Hot Potato	40
4.4 Hand Signals	41
4.5 Steamrolle	43
4.6 Everybody Limbo	44
4.7 Obstacle Course	45
4.8 Who's the Boss?	46
4.9 Stop, I Said! (2)	47
Module 5 Shoulder Check	48
5.1 What Am I Holding?	49
5.2 Steering Around Obstacles	49
5.3 Copy Cat	50
5.4 Gear Shift	51
5.5 What's Your Speed?	52
5.6 Who Goes First?	53
Module 6 Assessment of Cycling Skills	54
6.1 Basic Skills Evaluation	55
6.2 Basic Skills Evaluation, with Varying Levels of Difficulty	56
6.3 Advanced Course Incorporating Additional Skills Taught	57
Evaluation Chart	58
Appendix 1 – Teaching Tips	59
2 – Evaluation Chart (Program Criteria)	61
3 – Tool of Interpreting Evaluation Criteria Based on Success	62
4 – Help for Students	63
5 – Student Notebook Example	64
6 – Connections with the Québec Education Program's Physical Education and Health ... Competencies	66
7 – Waiting Activities	69

Structure of the Guide

This document covers the second component of the Cycliste averti program: exercices on a closed course. It is divided into six modules, five of which aim to help students develop basic bicycle skills and one that evaluates what they have learned through a practical test of fundamental locomotor skills.


Note that this guide is for teachers working with students who can already balance and pedal. For more information on how to teach students to push off with their feet, please refer to our guide on the use of the balance bike method (cyclisteaverti.velo.qc.ca/outils-en-libre-service).

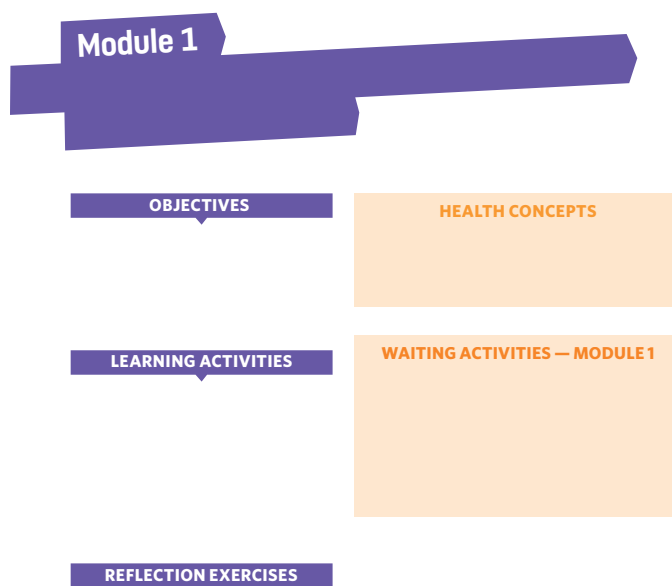
Each module starts with a one-page summary of what is entailed, as you can see in the illustration on the right. This summary contains the following information:

- The specific learning **OBJECTIVES** for the module.
- A variety of **LEARNING ACTIVITIES** to help achieve the stated objectives.

*Note: The objectives and activities listed in purple are mandatory.

There is also a set of optional objectives and activities in green that teachers can use to make the content of the modules more varied. The content may also be adjusted or the sequence of activities rearranged as the teacher sees fit.

- This icon  is used to identify content that we suggest you print out and put up in the gymnasium to help students understand the concepts being taught.
- Under **HEALTH CONCEPTS**, you will find information that expands on specific competencies identified by the Ministère de l'Éducation, mainly those related to healthy lifestyle habits.
- The **WAITING ACTIVITIES** section (Appendix 7) includes suggestions of what to do while students are waiting for their turn. It features questions about some of the ideas discussed in class.
- At the end of the module, several ideas for **REFLECTION EXERCISES** are provided to give students an opportunity to assimilate their newfound knowledge.



Objectives of the the Cycliste averti Program Exercises

Pedagogical aim

Help students develop basic skills so they can ride their bicycle on their own and with others, and prepare them to safely join the on-road group bike outings that are part of the program.

Main skill targeted

Learn how to act and react in various scenarios involving physical activity.

Some activities are suggested as learning situations to help develop Competency 2 (Interact with others), although this competency is not included in the evaluation.

Types of action

Locomotor.

Essential knowledge

- Elements related to parts of the body.
- Principles of balancing.
- Vocabulary related to the materials used.

Key words

- Course
- Slalom
- Hand signals
- Braking
- Cadence
- Balance
- Shoulder check

Student Evaluations

It is important to clearly distinguish between the objectives and evaluation requirements of the Cycliste averti program and the objectives of the Québec Education Program (QEP).

Objectives

Objectives and evaluation requirements of the Cycliste averti program

In order to ensure the safe delivery of the program, student evaluations are used to:

- Determine whether students are ready to take part in the on-road group bike outings included in the program.
- Provide personalized feedback to both students and parents at the end of the program, complete with an assessment of participants' ability to ride safely on their own.

Objectives and evaluation requirements of the Québec Education Program QEP

In an effort to meet the pedagogical aims of the QEP for Elementary Cycle Three and, in some cases, provide a grade for students' report cards, evaluations must make it possible for students to:

- Test out various levels of requirements under the Cycliste averti program and gauge their own progress.
- Choose which course will be used to assess their performance.

Note that, generally speaking, most of this document will focus on the objectives of the Cycliste averti program, which is why a distinction has been drawn between the two in the following section.

Evaluation criteria

Mandatory evaluation criteria to meet the requirements of the Cycliste averti program

Efficiency of execution

- Executes motor actions using the techniques as taught.
- Executes sequences of motor actions.
- Obeys safety rules.

Specifically, by the end of the practical lessons in a closed course, students should be able to:

- Conduct a quick check of their bicycle and accessories.
- Ensure their helmet fits properly.
- Mount and dismount their bicycle.
- Push off properly without losing balance.
- Brake gradually with both hands without skidding.
- Ride in a straight line and through a slalom course without wobbling.
- Let go of the handlebars to make a hand signal.
- Maintain a straight line while looking back to do a shoulder check.
- Ride with a group, adjusting their speed for the cyclist in front of them.

N.B. All these skills are essential before setting out on the road and must be applied consistently to ensure students' safety. The activities throughout this guide have been developed to build these skills. For further details about end-of-program evaluations, please refer to page 59. A copy of the evaluation chart can be found on page 63.

Depending on students' level of confidence and the challenges in the area around the school, the teacher may wish to work additional activities into the program to explore concepts such as changing speeds or avoiding obstacles.

Additional evaluation criteria to meet QEP requirements

Coherent planning:

- Plans movement skills and sequences.

Relevant reflection:

- Assess the process and results.

N.B. To make it easier to integrate ministry-identified competencies specific to Physical Education and Health (PEH), teachers may wish to refer to Appendices 2 and 3 of the guide, which summarize the evaluation criteria for PEH learning progress and how they should be interpreted (MELS, 2009).

Appendix 5 contains a printable student notebook. It can help students in their self-evaluation throughout this Learning and Evaluation Situation. The Cycliste averti required skills and the QEP criteria are both included in the content of the notebook.

Overview of the Cycliste averti Program Exercises

Module 1

Check bicycle and helmet, acquire and practise basic skills

- Do a quick check of bicycle and accessories
- Ensure helmet fits properly
- Mount and dismount bicycle
- Push off smoothly
- Brake gradually with both hands

Module 2

Ride in a straight line and brake properly

- Ride in a straight line within a designated lane
- Brake over a short distance using both hands
- Understand the importance of not riding faster than the ability to stop
- Improve balance at low and high speeds and in tight spaces

Module 3

Control steering, balance and cadence

- Maintain control on a slalom course
- Stop in formation
- Pay attention to other cyclists and adjust speed to match the cyclist directly in front
- Verbally indicate intentions
- Maintain balance when encountering various obstacles

Module 4

Take one hand off the handlebars to make a hand signal while continuing to ride in a straight line

- Use the appropriate hand signals to indicate intentions
- Maintain balance while letting go of one point of support (saddle, one side of the handlebars, pedals)

Module 5

Perform a shoulder check

- Continue to ride in a straight line while performing a shoulder check
- Perform a shoulder check and use the appropriate hand signal before making a turn, stopping or changing lanes
- Use the right gear for the terrain
- Change gears while pedalling
- Understand and obey right-of-way rules at intersections

Module 6

Final evaluation

- Exhibit ability to execute the following six motor skills, essential to safely taking part in on-road activities:
 - Push off
 - Ride in a straight line (designated lane)
 - Maintain balance in a slalom course
 - Take one hand off the handlebars to signal
 - Perform a shoulder check without swerving off course
 - Brake properly with both hands

Module 1

Bicycle and Helmet Check,

Basic Skills

OBJECTIVES

- Students will learn how to conduct a quick check of their bicycle and accessories, and make sure their helmet fits properly.
- Students will familiarize themselves with basic skills: how to mount and dismount without losing their balance, how to push off properly and how to brake gradually with two hands.

LEARNING ACTIVITIES

- 1.1 Quick Check of Bicycle and Accessories
- 1.2 How to Pick and Fit a Helmet
- 1.3 Starting and Stopping

REFLECTION EXERCISES

1) Ask students why it is important to check their bicycle and helmet and when these checks should be done. Direct the conversation toward the conclusion that they need to be done every time a bicycle is used. Specific attention should be paid to the brakes, the quick release, and clothing and accessories. When riding a bike that isn't theirs, students should also check the seat height.

2) Ask students what they think the best way to brake is: with their feet (on the ground) or with their hands (applying the brakes). Guide the discussion and stress the importance of braking with both hands and applying gradual, even pressure to the brake levers (except for bicycles with coaster brakes).

HEALTH CONCEPTS

Competency 3 (Healthy, active lifestyle) — C2

Have students explain in their own words the importance of dressing properly when cycling on-road, from the standpoint of safety and comfort (e.g., properly laced shoes, weather-appropriate clothing).

WAITING ACTIVITIES — MODULE 1 (APPENDIX 7)

1. Is the student mounting their bicycle from the correct side?

Answer: Yes, since they are mounting from the right (sidewalk) side, which is safer in case of a fall.

2. When braking, which hand(s) should you favour and why?

Answer: 2.c or 2.b: both hands or the right hand (which controls the rear brake), never the left hand alone (which controls the front brake).

1.1 Quick Check of Bicycle and Accessories

Objectives

- Understand which mechanical components need to be checked to ensure a bicycle is safe.
- Understand the importance of dressing properly for safety and comfort.
- Know how to pick the right bicycle size and adjust the fit.

Materials

- Bicycles.
- Colour-printed handouts or projected display: **THE ABC QUICK CHECK (P. 12)**.
- Detailed explanations for **THE ABC QUICK CHECK (P. 13-14)**.
- Colour-printed handouts or projected display: **HOW TO PICK AND FIT A BICYCLE (P. 15)**.



The print-friendly versions of these documents can be found at cyclisteaverti.ca/outils-en-libre-service.

Instructions

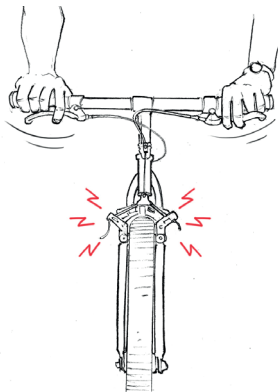
- 1-** Ask students which parts of their bicycle need to be checked before every ride. Let them express themselves and validate the right answers.
 - Then, using the **THE ABC QUICK CHECK**, go over all the steps involved in doing a quick check using the **ABC QUICK CHECK** mnemonic.
 - Once this has been explained, make sure to take a minute at the beginning of each class to have the students perform the checks themselves. This will reinforce the habit of doing this at the beginning of every class, as certain things are bound to change over time (tires that get low on air, loose brakes, a seat that may have been moved by another student, etc.).
- 2-** Using the **CHOOSING AND ADJUSTING A BIKE TO YOUR SIZE** illustrations, explain how to:
 - Choose the right bicycle size.
 - Adjust the saddle height.
- 3-** Explain the risks of an ill-fitting bicycle:
 - Frame too big: unwieldy stops and starts, difficulty braking, potential injuries resulting from a fall onto the crossbar.
 - Frame too small: hard to steer (knees knock up against the handlebars).Saddle too high or too low: pain in the knee or groin area.

The ABC+ Quick Check

AIR



BRAKES



BARS



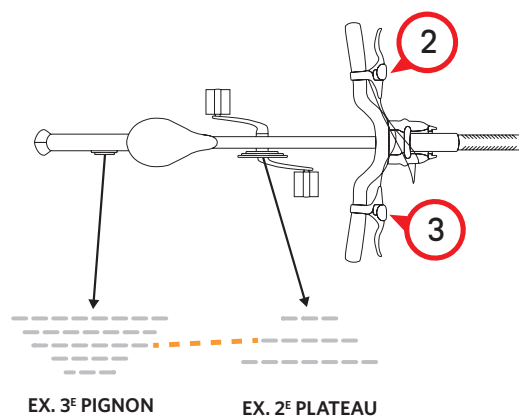
CHAIN AND CRANK



DÉCLENCHÉ RAPIDE



VITESSE MOYENNE



CLOTHING AND ACCESSORIES



FINAL CHECK OVER



The ABC+ Quick Check

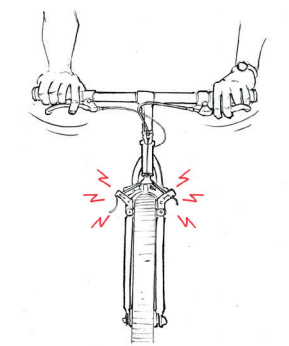


A is for AIR

Check your tires to see if they **have enough air**. They should not be soft when you press them with your fingers. Inflate them to the recommended pressure indicated on the tire in PSI.

Also check if there are any **holes** in the tires.

A is for ADEQUATE SPEED



B is for BRAKES

Check your brakes to see if they work properly. Standing beside your bike, **pull the front brake** only and **push forward** on the handlebars. The front wheel should lock up and the back wheel should leave the ground. Then pull the back brake only and walk forward, the back wheel should lock and skid along the ground.

Make sure you **can reach the brake levers** with ease when your hands hold the handlebars.

The brake levers should be at least **two fingers width** from the handlebars when pulled, so you don't pinch your fingers when you brake really hard.

The **brake pads** should touch only the rim (the metal part) of the wheel and not the tire (the rubber part).



B is for BARS

Check to see if the handlebars are loose, either from side to side or up and down.

Hold the front wheel between your knees and try to twist the handlebars side to side and up and down.



C is for CHAIN AND CRANK

Check the gears to see if the chain is on and lubricated, there is no damage, and that the pedals spin freely backwards (except if your bike is equipped with a back pedal brake).



C is for CLOTHING AND ACCESSORIES

Make sure your clothing is appropriate for cycling and more importantly, that nothing can get caught in the chain or wheels of your bike. In particular:

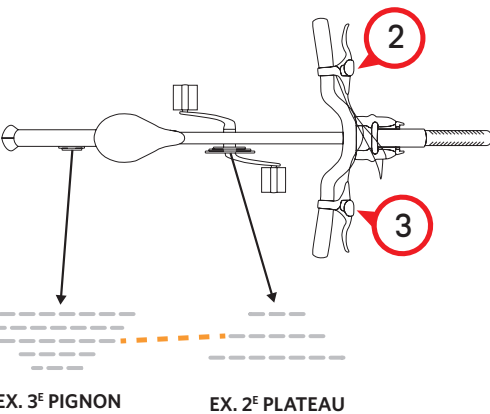
- Make sure the laces of your shoes are properly tied and not hanging loose.
- Avoid pants that are too large, or tying a vest around your waist.
- If your backpack has straps hanging low, make knots in them so as to shorten them.



«QUICK» is for QUICK RELEASE

If your bike has quick release wheels, grab and shake the wheels to make sure it's not loose.

The quick release handles should be firmly closed and pointing toward the rear of the bike.



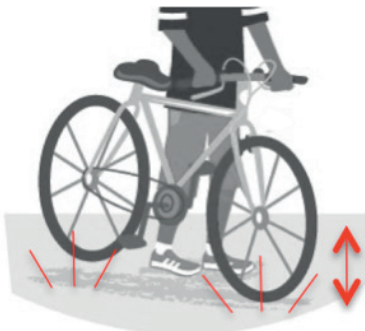
A is for ADEQUATE SPEED

Change speeds in a middle gear to be able to pedal smoothly at a comfortable cadence on a flat surface without too much or too little effort.

While pedalling, change speeds:

- With your **left hand**, set the shifter to 2, which corresponds to the **2nd chainring**.
- With your **right hand**, set the shifter to 3, which corresponds to the **3rd chainring**.

Rule of thumb : The higher the number, the farther the bike will travel on one revolution and the harder it is to pedal. Gear down whenever you go uphill to make pedalling easier.



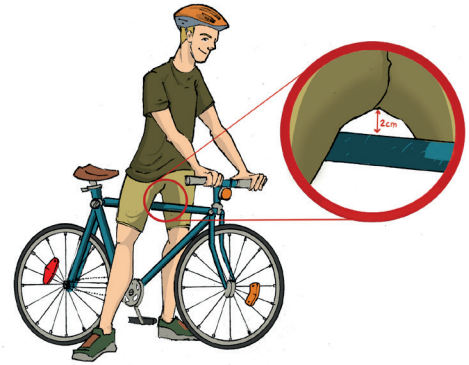
«CHECK» is for a FINAL CHECK OVER

Lift the bike several inches off the ground and drop it. Listen for loose parts. Tighten as necessary. Try your brakes before you ride off.

Choosing and Adjusting a Bike to Your Size

FRAME SIZE

While straddling the bike, with both feet flat the ground, your crotch should be about 2 cm above the crossbar.



SEAT HEIGHT

Beginner cyclists

When sitting on the bike seat, you should be able to just touch the ground with both feet so you can push off and stop easily.

If you're not comfortable at this height, you can lower the saddle so your feet are almost flat on the ground when sitting, but no lower. (If the saddle is too low, it will be hard to pedal.) Once you're more confident, you can always adjust the seat back upward.

More experienced cyclists (who think to slide forward off the seat when stopping)

When seated on the saddle, bring your pedal to the lowest point.

If you place your heel on the pedal, your leg should be straight.

If you place the front of your foot on the pedal, your leg should be slightly bent.



Front of the foot on pedal :
Leg slightly bent



Heel on pedal:
Leg straight

Handy tools

You can use your quick release to adjust your seat. If you don't have a quick release, ask your teacher to help you loosen the bolt on your seat post using a hex key (usually 13 mm).

BRAKE LEVER POSITION

When seated on the saddle, you should be able to reach your handbrakes without having to extend your arms.

Handy tools

To adjust your handlebars and bring the brakes closer to you, ask your teacher to help you rotate the brakes or the handlebars upward (usually with an Allen key).

1.2 How to Pick and Fit a Helmet

Objectives

Know how to pick the right helmet and make the necessary safety adjustments.

Materials

- Helmets.
- Colour-printed handouts or projected display: **HELMET FITTING: 2-V-1 (p. 17)**.



A print-friendly version of this illustration can be found at cyclisteaverti.ca/outils-en-libre-service.

- Optional: a mirror to help students determine whether or not their helmet fits properly.

Instructions

1. If there are several types of helmets available, show them to the students and explain the differences:

- Skateboard helmets: less ventilated and come in many different sizes, with foam liners of varying thickness that are used to ensure a snug fit.
- Bicycle helmets: more ventilated and usually come with a knob at the back that can be used to tighten or loosen the fit.

2. Explain to students how helmets work:

- In a fall, a helmet helps absorb the force of the impact and spread it out over a larger surface.
- A helmet has to fit and be worn properly to do its job. It should sit squarely and snugly on top of your head, but not so tight as to be uncomfortable. Using the illustration in the **HELMET FITTING: 2-V-1** sheet, explain how to wear and adjust the straps of a helmet, using the 2-V-1 rule.

Helmet fitting: 2-V-1

2



Two fingers above your eyebrows to the bottom of your helmet.

V



Straps should meet in a V shape just below the ears.

1



One finger (no more) should fit between the chin and the chin strap.



NO



NO



YES

1.3 Starting and Stopping

Objectives

- Mount and dismount your bicycle.
- Learn how to start pedalling with your left foot and put and put your right foot flat on the ground when stopping, and do both as smoothly as possible.
- Brake gradually with both hands.

Materials

- One bicycle per student.
- Balance bike method, as needed, when working with beginners (cyclisteaverti.ca/outils-en-libre-service).
- **HOW TO MOUNT AND DISMOUNT A BICYCLE** sheet (P. 20).
- **HOW TO START AND STOP ON A BICYCLE** sheet (P. 21).



A print-friendly version of these illustrations can be found at cyclisteaverti.ca/outils-en-libre-service.

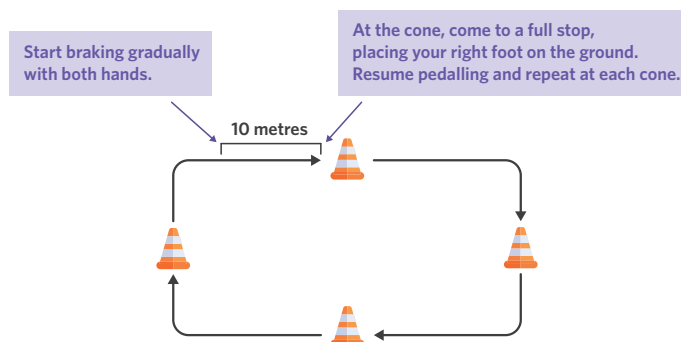
Instructions

1- Using the **HOW TO MOUNT AND DISMOUNT A BICYCLE** and **HOW TO START AND STOP ON A BICYCLE** sheets, explain the following manoeuvres:

- Mount a bicycle (from the right).
- Start with a firm pedal stroke with the left foot.
- Continue with steady, even strokes, keeping your eyes straight ahead.
- Brake gradually with two hands without losing balance.

2- Instructions:

- Have students line up side by side at one end of the gymnasium or school yard, leaving enough space between them to avoid collisions.
- At your first signal, get students to mount their bicycle and prepare to ride. At your second signal, they will start riding, make two or three pedal strokes and then use both hands to brake gradually. Once they have stopped, they will place their right foot on the ground. More experienced cyclists whose saddle is higher off the ground will have to slide forward off the seat as they stop. Repeat the sequence.
- Do this exercise as many times as needed to ensure that students are used to braking with their handbrakes (rather than putting their feet on the ground) before continuing to the next exercises.
- Depending on how much space you have, you can do this on a circular track rather than a straight line.



Variations

Glide 'n' Go (Hard):

Have students straddle their bicycle, with their left foot on the pedal at the lowest point. They will use their right foot to push themselves forward in a gliding motion. At your signal, they will push off from the ground with their right foot, position themselves in the saddle and start pedalling.

Giddy Up 'n' Go (Advanced):

Get students to stand to the right side of their bicycle, holding it by the handlebars, with the right pedal up to the two o'clock position. At your signal, they will place their right foot on the right pedal and push down. As they move forward, they will push off the ground with their left foot, throw it over the saddle and mount the bicycle, all in one smooth movement.

How to Mount and Dismount a Bicycle

MOUNT A BICYCLE



DISMOUNT A BICYCLE



To safely mount and dismount your bicycle:

- Mount and dismount on the right (sidewalk side) to avoid traffic in the event of a fall.
- Keep both hands on the handlebars for added stability.
- Apply one handbrake to keep the bicycle steady.
- Lean the bicycle toward you.
- Put your weight on your right leg and swing your left leg over the crossbar.

How to Start and Stop on a Bicycle



To start off safely, always:

- Hold the handlebars with both hands and place your right foot flat on the ground.
- Using the toes of your left foot, bring the left pedal around to the 11 o'clock position shown in the above image and place your foot on top.
- Look behind over your shoulder to check that the way is clear (simulating an on-road scenario).
- Keep your head up and look ahead, not at the ground.
- Press down on the left pedal as you push off from the ground with your right foot.
- Bring your right foot up to the right pedal and apply another downstroke. Building up your speed quickly while looking straight ahead is the key to achieving and maintaining balance.
- Continue pedalling with alternate feet from 12 o'clock to 6 o'clock, keeping your head up as you do.

To stop safely, always:

- Brake with both hands by gently squeezing the brake levers without jerking.
- It is recommended to use your left hand for signalling to keep your right hand on the rear brake, a safer choice if you have to come to a quick stop. Never brake with the left hand only. Since the left lever controls the front brake, a sudden stop can throw you over your handlebars.

Module 2

Riding in a Straight Line and Braking Properly

OBJECTIVES

- Students will learn how to ride in a straight line within a marked-off lane.
- Students will learn how to brake with both hands over a short distance.
- Students will realize the importance of not riding faster than their ability to stop.

Power up:

- Improve balance at low and high speeds and in narrow spaces.

LEARNING ACTIVITIES

Required activities

- 1.1 Quick Check of Bicycle and Accessories (recommended)
- 2.1 Braking Evenly in a Narrow Lane
- 2.2 One Down, One Up

Optional activities

- 2.3 Last in the Saddle
- 2.4 Slow Race
- 2.5 Fastest One to the Middle

- Suggested warm-up activity at the beginning of the module: Starting and Stopping (Activity 1.3)

REFLECTION EXERCISES

Have students assess the skills they worked on during the module. Ask those who are comfortable riding in a straight line at normal, low and high speeds to demonstrate each. Lead them to the conclusion that balance takes a certain amount of speed (which will help the more apprehensive among them to go faster in order to maintain their balance). Then ask students who are comfortable braking at higher speeds to demonstrate this action. Guide them toward the conclusion that they should never ride faster than their ability to brake safely.

HEALTH CONCEPTS

Competency 2: C2 and D1

Name different ways of staying balanced on your bicycle:

- When pushing off (examples of possible answers: push off from the ground with the right foot at the same time as you push down on the left pedal; get your right foot on the pedal as quickly as possible to build your speed)
- When pedalling (examples of possible answers: look straight ahead; push down on the pedal when it's in the 12 o'clock position with the front part of your foot; keep your shoulders down and relaxed to maintain stability)
- When braking (examples of possible answers: gradually squeeze the brake levers with both hands; plan to brake well in advance to avoid jerking; don't let your feet drag on the ground).

(2.1) Braking Evenly in a Narrow Lane

Objectives

- Maintain a straight line in progressively narrower spaces.
- Brake gradually with both hands without deviating from the course.

Materials

- Bicycles.
- Gymnasium floor markings, chalk or discs and cones.

Setup

- One bicycle per student.
- Three lanes of varying widths marked out on the ground using lines or discs, with cones placed at the starting line.

**

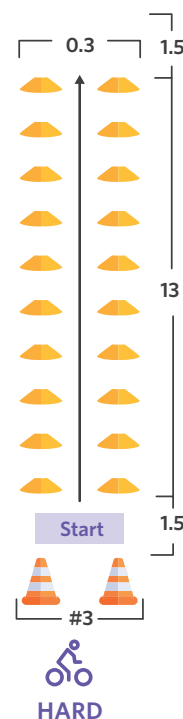
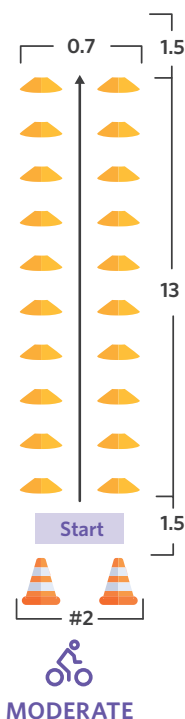
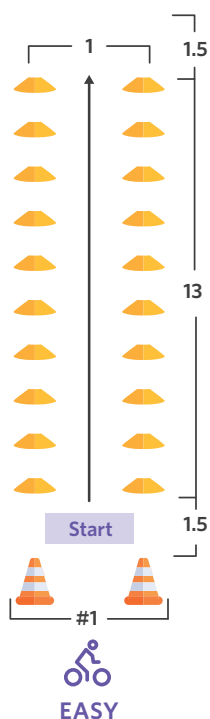
Keep this setup for Activity 2.2, where cones and bars will be added to the end of each lane to practise braking.

Instructions

- Divide students into three groups, based on their level of proficiency, and have them line up behind the start of each of the lanes (easy, moderate and hard).
- Have them ride along the lane from beginning to end without coming into contact with the lines or discs on the sides, braking gradually at the end with both hands.
- Start with the widest lane (about 1 metre across) and end with the narrowest (30 centimetres across).

Variations

- To increase the difficulty level, have students ride very slowly.
- Power up: Use the same setup, only have students brake when riding at a faster speed. Ask them to ride as quickly as they can without straying from the lane lines, then have them gradually come to a stop using both brakes. Have them start slowly then accelerate, but never faster than their ability to brake. Make sure there is plenty of space to stop at the end of the lane (2 to 3 metres).



(2.2) One Down, One Up

Objectives

- Brake in a controlled manner.

Materials

- One bicycle per student.
- Discs, cones and bars.

Setup

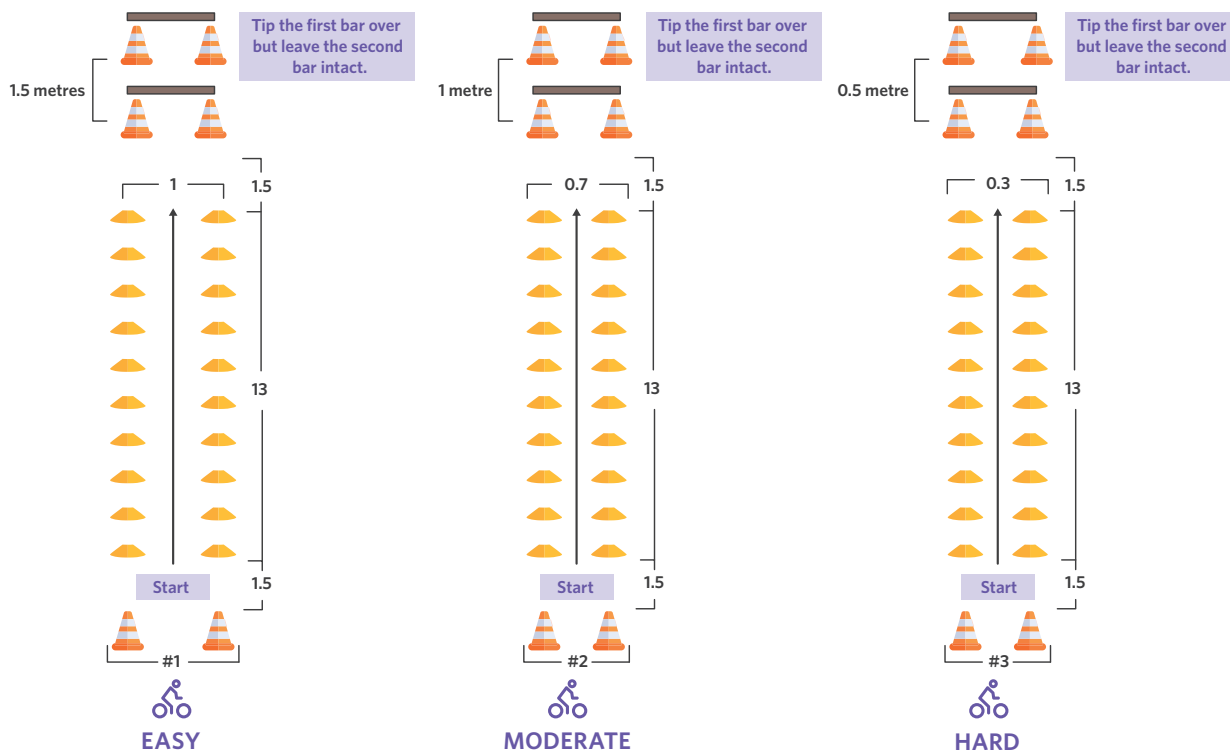
- Divide students into groups, based on their level of proficiency, and have them line up behind the start of each of the lanes (easy, moderate and hard).
- At the end of each lane, place two cones, one on each side, with a perpendicular bar balanced on top of them. Repeat 0.5 m to 1.5 m farther from the first bar.
- Mark off a return lane.

Instructions

- Assign the same series of numbers to students on all teams (three students will be number 1, three students will be number 2, etc.).
- As you call out their number, students will ride to the midway line, trying to outpace their opponents, but without straying from the designated lane.
- Have them continue to the end of the lane, making the first bar fall off the cones with their wheel, but leaving the second bar intact.

Variations

- Place obstacles along the lane.
- Start with the bicycles on the ground.
- Have students ride around in a given space behind the starting line until their numbers are called.
- Assign students numbers based on their respective level of proficiency.



(2.3) Last in the Saddle

Objectives

- Maintain balance.
- Become more comfortable handling a bicycle.

Materials

- Bicycles.
- Discs or cones.

Setup

One bicycle per student.

Instructions

- Have students ride around randomly in an area marked off with discs or cones. The goal is for them to maintain an even pace without bumping into one another. To adapt the level of difficulty, you can mark off two separate areas and divide students according to level of proficiency. Make the area for less-experienced cyclists larger to start and shrink it at a slower pace.
- Gradually make the riding area smaller by moving the discs or cones closer together.
- Any students who put their foot on the ground are “out.” Redirect them to another activity, such as riding around the outer perimeter of the course to keep practising (space permitting).

(2.4) Slow Race

Objectives

- Maintain balance.
- Control pedalling.

Materials

- One bicycle per student.
- Discs to indicate the starting lines on opposite ends.
- Midway line marked out on the ground.

Setup

On a flat surface, line students up side by side behind the starting line. If space is an issue, divide the group into two and have them start at opposite ends, riding toward one another.

Instructions

Be the last one to reach the finish line without putting their foot on the ground. Every time a student puts their foot on the ground, they have to stop and count to three before pushing off again.

(2.5) Fastest One to the Middle

Objectives

- Pedal more efficiently.
- Build up speed.

Materials

- One bicycle per student.
- Discs to indicate the starting lines on opposite ends.
- Midway line marked out on the ground.

Setup

- Have two teams line up behind the two starting lines, the same distance away from the midway line, facing each other.
- Assign the same series of numbers to students on both teams (two students will be number 1, two students will be number 2, etc.).

Instructions

Call out one number at a time, and have the opposing pair of students ride as fast and as straight as they can to arrive first at the midway line.

Variations

- Change the distance from the starting line to the midway line.
- Place obstacles along the way.
- Have students place their bicycles on the ground until their number is called.
- Have students ride around in a given space behind the starting line until their numbers are called.
- Assign students numbers based on their respective level of proficiency.

Module 3

Controlling Steering, Balance and Cadence

OBJECTIVES

- Students will learn how to maintain control of their bicycle along a slalom course.
- Students will be able to stop as a group at the same time.
- Students will be attentive to their fellow riders and adjust their speed to the cyclist in front of them.
- Students will realize the importance of communicating while riding their bicycle and verbally indicating their intentions.

Power up:

- Students will be able to maintain balance while steering around obstacles.

LEARNING ACTIVITIES

Required activities

- 1.1 Quick Check of Bicycle and Accessories (recommended)
- 3.1 Slalom and Obstacle Course
- 3.2 Stopping Together as a Group
- 3.3 Follow the Leader

Optional activities:

- 3.4 Airport
 - 3.5 Stop, I Said! (1)
- Suggested warm-up activity at the beginning of the module: Have students ride around a course in the gym, divided into several lanes.

REFLECTION EXERCISES

Have students assess the skills they worked on during the module. Ask them what they thought of Follow the Leader. Ask them if it was easier and safer to follow when the leader communicated or didn't communicate. Talk about the importance of effective communication with other cyclists and road users.

HEALTH CONCEPTS

Competency 2: A1 and A2

Identify some of the ways you can make your intentions known to other road users when you are cycling (eye contact, hand signals, bike bells, verbal cues, etc.).

Name some of the ways you can tell what other road users are trying to communicate to you (watching, listening, etc.).

WAITING ACTIVITIES — MODULE 3 (APPENDIX 7)

When you are riding your bicycle, how much space should you keep between yourself and:

1) The cyclist in front of you?

Answer: b) One bicycle length.

2) The curb or parked cars?

Answer: b) 1 metre.

3.1 Slalom and Obstacle Course

Objectives

- Learn how to stay balanced while steering around obstacles.
- Ride through a gradually narrowing slalom course.

Materials

- One bicycle per student.
- Discs and cones.

Setup

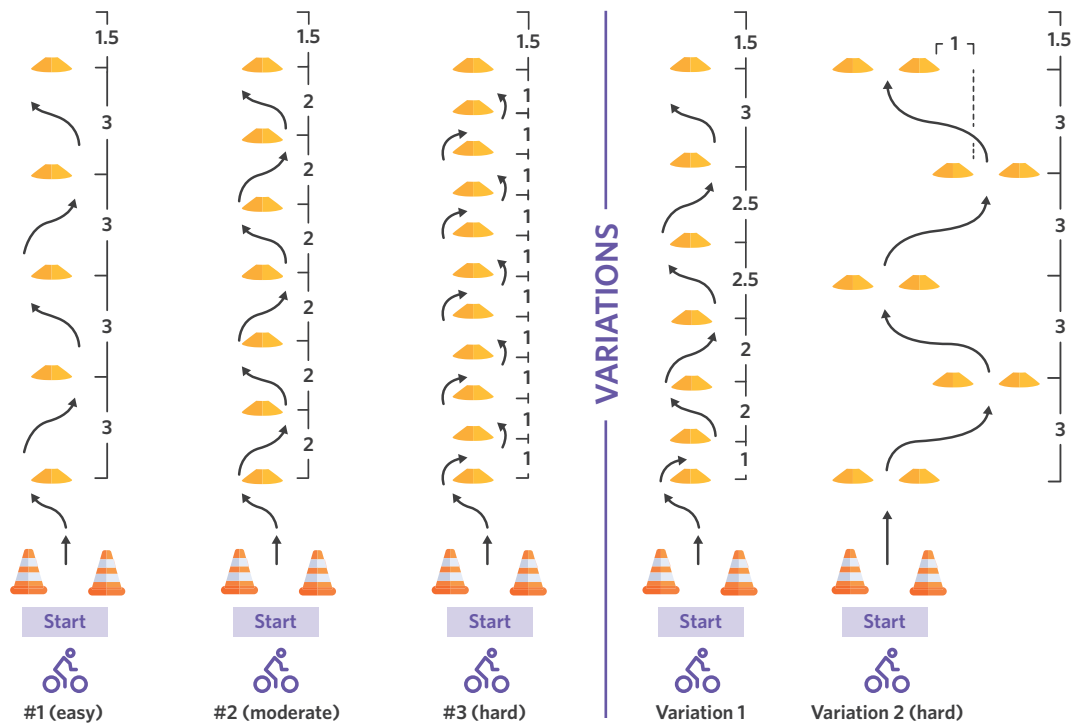
Create a slalom course using the discs. Divide the course into several zones, varying the space between the discs to increase or reduce the level of difficulty. For example, you could create three different zones, the first with 3 metres between each disc (#1 easy), the second with 2 metres (#2 moderate) and the third with 1 metre (#3 hard). If you prefer, you can vary the distance between the discs along a single course (Variation 1). For an extra challenge, place two discs side by side at every turn and have the students ride between them (Variation 2).

Instructions

- Get students to weave around the discs, slalom style, making sure not to touch them. Have them start where the discs are the farthest part (#1 easy).
- Have students follow in succession. Each one can start once the cyclist in front of them has gone past the third disc.
- As they complete each course, they can proceed to the next level of difficulty.

Variations

- Set a time limit to get them to speed up, or create two identical courses and have pairs of students compete to see who finishes first.



3.2 Stopping Together as a Group

Objectives

Learn how to stop in parallel formation.

Materials

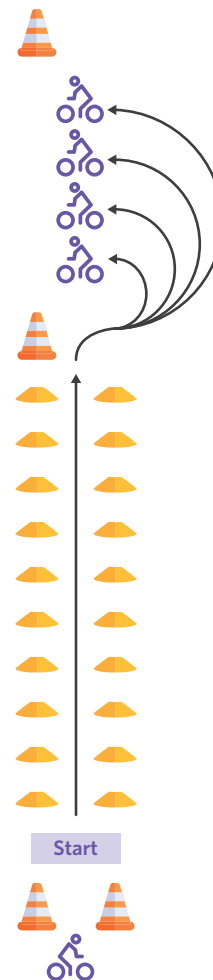
- One bicycle per student.
- Discs and cones.

Setup

- Divide students into smaller groups of six or seven cyclists.
- Create the same number of lanes as there are groups.
- At the end of each lane, place two cones, spaced about 3 metres apart, to simulate two cars parked on the side of the road.

Instructions

- At your signal, have students start riding in the lane, one after another in single file.
- At the end of the lane, get everyone in the group to pull up beside the first cyclist between the two cones so that they are lined up, side by side.
- Ask them to return to the starting line to repeat the exercise, changing the order of the cyclists in each group.



3.3 Follow the Leader

Objectives

- Have students adjust their speed to match the cyclist in front of them.
- Convey the importance of communicating intentions to others when riding in an on-road group.

N.B. This activity is a required part of the Vélo Québec program to ensure students are able to safely follow other cyclists on the road. However, it is not evaluated as part of Module 6, since it falls under Competency 2 (Interact with others).

Materials

One bicycle per student.

Setup

- Divide students into pairs.
- Mark out a space that is large enough for each pair to ride around unhindered.

Instructions

There are two steps to this exercise:

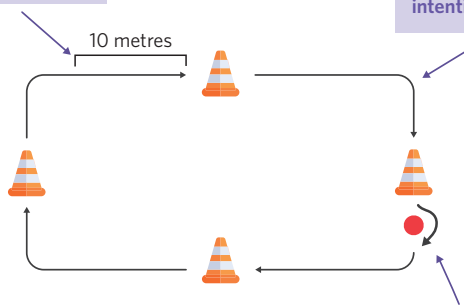
1) Follow the leader (no communication):

- Have one cyclist in the pair get behind the other cyclist.
- The one in front is the leader. The other is the follower. The follower must do their best to adjust to the leader's speed and path while maintaining one bicycle length between them.
- The leader will vary their cadence (speed up, slow down, brake, come to a stop) and go whichever direction they wish. The follower will have to adjust their behaviour accordingly.
- Have the leader and follower swap places and repeat the exercise.

2) Follow the leader (with verbal communication):

- Repeat the same steps as above, only this time have the leader call out their intentions before engaging in a manoeuvre ("I'm stopping," "I'm turning right," "Careful of the obstacle," etc.).
- Have the leader and follower swap places and repeat the exercise.

Verbally indicate your intention to stop, then brake when you get to the cone.



Verbally indicate your intention to turn.

Option: Add obstacles along the way. As the leader approaches each obstacle, they must verbally alert the follower and steer around it.

3) Group discussion:

- Ask students which of the two Follow the Leader exercises was easier and safer: 1) with communication or 2) without communication. Get them to talk about the importance of indicating intention when riding on public roadways. You can delve more into the health concepts of this module here (Competency 2, A1 and A2) by identifying some of the ways students can make themselves understood and be receptive to other cyclists' messages.
- Wrap up and explain that the next class will look at hand signals as a way of effectively getting a message across.

Variations

- Vary the terrains used: incline, decline, specific setups.
- Add obstacles to the open space.
- Repeat the same exercise in small breakout groups of three to six students, all riding single file in the allotted space. The first cyclist will be the leader and will have to communicate their intentions. The other cyclists will have to adjust their cadence accordingly, keeping one bicycle length between each cyclist.

3.4 Airport

Objectives

Show students how to ride their bicycle while looking straight in front of them.

Materials

Bicycles.

Setup

One bicycle per student.

Instructions

- Have students line up side by side at one end of the allotted space. Go to the other end, facing them.
- Guide students using “airport” hand signals. Students will have to follow these signals and manoeuvre their bicycle accordingly. Some examples include:
 - Two arms up in the air: Move forward in a straight line.
 - Two arms pointed down toward the ground: Go faster.
 - Two arms extended outward, with palms facing up: Gradually brake with both hands.
 - Right arm raised (students’ left): Go left.
 - Left arm raised (students’ right): Go right.

Variations

- To make the activity easier, you can use verbal instructions instead of hand signals (similar to “Simon Says”). This will help students focus on their own movements rather than keep their eyes on the teacher.
- For a greater level of difficulty, place discs randomly around the allotted space as obstacles for students to avoid.
- Have students take turns at delivering the hand signals.

N.B. This exercise can be repeated at various times throughout the practice periods to help students assimilate what they have learned. For example, when you extend one arm in front of you, have students do the same as a way of practising the proper hand signals while cycling (Module 4).

(3.5) Stop, I Said! (1)

Objectives

Communicate verbally within the group by passing down a command from the lead cyclist all the way to the last cyclist.

Materials

- One bicycle per student.
- Two or three discs.

Setup

- Create the longest possible course in the available space. Place the discs along the way, spacing them out as much as possible.
- Divide students up into groups of six. Have each group proceed along the course in single file. The lead cyclist will be the person to call stop.

Instructions

- Ride single file along the designated course, keeping one bicycle length between each student.
- As they approach a disc, the lead cyclist will verbally indicate their intention to stop (e.g., by calling out "Stop"). They will then gradually come to a stop, using their brakes, and put their foot down as close to the disc as possible. The next cyclist will repeat the verbal cue, as will each cyclist down the line, matching their movements and pace to the cyclist in front of them.
- Repeat with a different student in the lead.

Module 4

Letting Go of the Handlebars to Signal Intention

OBJECTIVES

- Take one hand off the handlebars to make a hand signal while maintaining a straight line.
- Use the correct hand signal to indicate a specific intention.

Power up:

Stay balanced even when letting go of one point of support (seat, pedals, handlebars).

LEARNING ACTIVITIES

Required activities::

- 1.1 Quick Check of Bicycle and Accessories (recommended, see p. 11)

One of the following activities:

- 4.1 Touch and Go!
- 4.2 Group Game: Pick-Em-Up
- 4.3 Hot Potato

AND

- 4.4 Hand Signals

Optional activities:

- 4.5 Steamroller
- 4.6 Everybody Limbo
- 4.7 Obstacle Course
- 4.8 Who's the Boss?
- 4.9 Stop, I Said! (2).

Suggested warm-up activity: Follow the Leader. Have students ride around in groups of two or more, with the student in front (the leader) calling out their intentions.

HEALTH CONCEPTS

Competency 3 (Healthy, active lifestyle) — B1 to B3

Describe some of the benefits of cycling for:

- Mental health (fun, relaxation, self-esteem, etc.).
- Physical health (general fitness, energy level, etc.).
- Social well-being (greater independence and mobility, new friends, interpersonal relations).

REFLECTION EXERCISES

Have students assess the skills they worked on during the module. Ask students which hand should ideally be used to indicate a right turn. Remind them that both hands can be used, but a left-hand signal is better so the right hand remains free to control the rear brake, which is a safer choice in the event of a sudden stop.

4.1 Touch and Go!

Objectives

Take the right or left hand off the handlebars while continuing to ride in a straight line.

Materials

- Bicycles (minimum two per course).
- Objects of various sizes and levels of manipulability (chairs, large cones, small cones, bowling pins, laundry detergent bottles, scarves, balls, beanbags, etc.).
- Surfaces where the objects can be placed (stools, tables, hoops on the ground, circles traced out on the ground using sidewalk chalk).
- Discs.

Setup

- Multiple lanes, all running straight and parallel to one another (see p. 38).
- Discs or lines to indicate the start and finish of each lane.
- A bicycle at each end of the lane.
- Objects of different sizes placed to the left and right of each lane to be touched, or picked up and dropped.

Instructions

- In each lane:
 - A student will take off from Point A. Along the way, they will reach out to touch or pick up and then drop objects to the left or right of the lane, removing one of their hands from the handlebars to do so. They will continue until Point B, where the next student will be waiting to do the same, only in the opposite direction.
 - Keep going until all students have completed the lane in both directions.
- Vary the level of difficulty of objects to be touched or picked up:
 - 1) At waist level (easy)
 - 2) At a height that requires the cyclist to lean their upper body over, about 1 m off the ground (moderate)
 - 3) At a height that requires the cyclist to climb out of the seat to lean over, without putting their foot on the ground, about 30 cm off the ground (hard).
- Alternate hands:
 - 1) Remove the non-dominant hand, keeping the dominant hand on the handlebars (easy)
 - 2) Remove the dominant hand, keeping the non-dominant hand on the handlebars (moderate)
 - 3) Switch between the two positions (hard).

Variations

- Set up this activity like an obstacle course. Give each team a set number of objects near the starting line. At the start signal, the first student in each team will pick up an object and carry it to the finish line, dropping it off at the specified point. They will then return to the start line, where the second cyclist in the team will do the same. Keep going with each team member until all the objects have been taken to the finish line.

Course #1:
Touch part of the chair
(varying levels of difficulty).

Point B



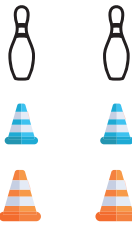
Easy: Back of the chair
Moderate: Seat
Hard: Chair leg



Point A

Course #2:
Touch objects of varying heights,
without knocking them over.

Point B



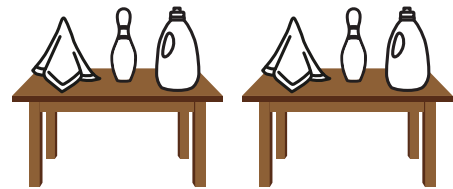
Easy: Large cone
Moderate: Small cone
Hard: Bowling pin



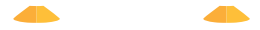
Point A

Course #3:
Pick up objects of varying levels of
manipulability and drop them into a hoop or ring.

Point B



Easy: Scarf
Moderate: Detergent bottle
Hard: Bowling pin



Point A

4.2 Group Game: Pick-Em-Up

Objectives

- Remove right or left hand from the handlebars.
- Stay balanced on the bicycle while picking an object off the ground.

Materials

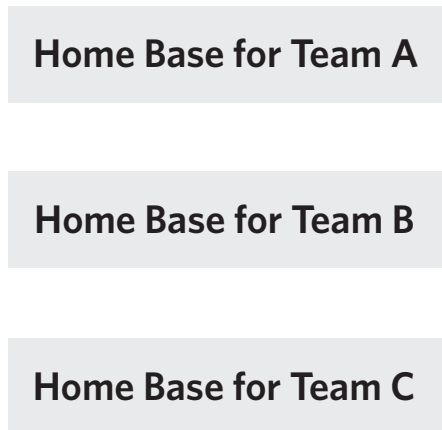
- One bicycle per student.
- A mix of 30 to 40 objects about 20 cm to 30 cm high that can be picked up off the ground and carried (water bottles, bowling pins, detergent bottles, small cones, etc.).
- Discs or sidewalk chalk to indicate a home base for each team.

Setup

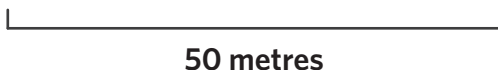
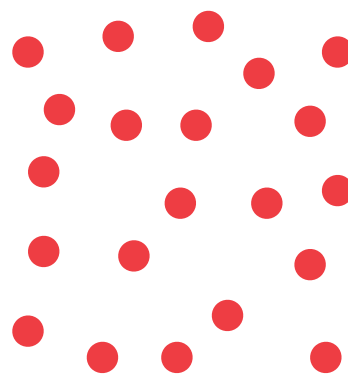
- Divide students into teams of five to eight cyclists.
- Scatter all the objects to be retrieved together at one end of the school yard.
- Designate the requisite number of team home bases, making sure they are all the same distance away from the object zone for all teams (roughly 50 metres).

Instructions

- Have all students mount their bicycle and go to their designated home base.
- At your signal, have them ride over to the object zone and bring back an object, one at a time, to their home base.
- There is no restriction as to the number of students who can be riding at the same time, but they must not come in contact with one another and they are not allowed to steal objects from other home bases.
- The game will continue until there are no more objects left in the object zone. The winning team is the one with the highest number of objects in their home base.



Object Zone



(4.3) Hot Potato

Objectives

Take one hand off the handlebars.

Materials

- One bicycle per student.
- One scarf per group of students.

Setup

On an even surface, have students line up, side by side, in groups of four or five.

Instructions

Riding side by side for a predetermined distance, have the students pass the scarf left to right or right to left without stopping or putting their foot on the ground.

Variations

- Add a little friendly competition by counting the number of scarf passes over a given distance. Highest number wins!
- Use a ball, baton or another object instead of a scarf.

4.4 Hand Signals

Objectives

Use the correct hand signals to indicate intention.

Materials

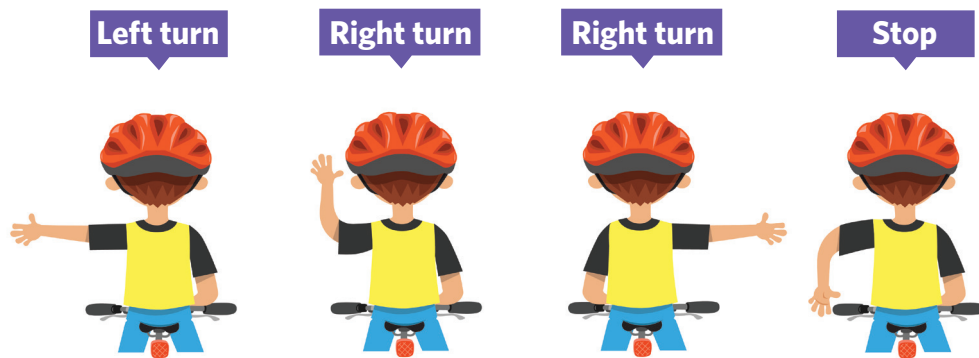
- One bicycle per student.
- Discs to mark out bicycle lanes.
- Cones to act as stop signs.

Setup

- Set up a few practice lanes about 50 metres long. Place a cone at the end of each lane as a "stop sign."

Instructions

Start by reminding students of the various hand signals used to indicate intention. This will normally have been covered in the classroom.



Have students proceed one at a time in a lane. About 10 metres before arriving at the stop sign cone, get them to give the appropriate hand signal for about two to three seconds, then gradually apply the brakes with both hands until they come to a stop. Instruct them to put their right foot on the ground at the cone and, while stopped, make the appropriate signal (left or right) to indicate they will be turning around and going back to the starting line.

Extra

The **BIKE BRAKING** illustrations (**P. 42**) are a useful way to remind students of the steps involved in braking, using the correct hand signals.

Bike Braking



To stop safely:

- Signal your intention with your left arm and hold for two to three seconds.
- Curl your fingers from both hands around the brake levers.
- Apply both brakes gradually and consistently.
- Maintain a straight line.
- Come to a stop, putting your right foot on the ground.

(4.5) Steamroller

Objectives

Take one foot off the pedal while riding.

Materials

- One bicycle per student.
- Three to four cones (bowling pins, plastic bottles, etc.) per lane.

Setup

- Divide students into groups.
- Assign each group a lane and have them go to the starting line. Make sure there are cones alternating left and right to the side of the lane. Mark off a return lane.
- Have another student in the group put the cones back in position at the end of each turn.

Instructions

At your signal, have a student from each group ride along the designated lane, in as straight a line as possible, and knock down objects to the right and left using the respective leg. They will then go back to the start using the return lane.

Variations

- Add more cones and place them closer together.
- Use a timer to see how many objects each team can knock down in a specific amount of time.

4.6 Everybody Limbo

Objectives

Continue in a straight line and maintain balance while lowering the upper body.

Materials

- One bicycle per student.
- Posts and a bungee cord or plastic ribbon.

Setup

- Divide students into groups based on bicycle size and student height. Make sure the activity is being held on an even surface.
- Wrap the cord or ribbon around two posts or trees (40 cm above the handlebars to start).
- Mark off a return lane.

Instructions

Have students ride under the cord or ribbon without touching it, wobbling off course or putting their foot down.

Variations

- Do the activity on a sloped surface (uphill, downhill).
- Alter the course so that the starting line, finish line and obstacle are not in a straight line.
- Add extra cords or ribbons at varying heights.



4.7 Obstacle Course

Objectives

Maintain balance while riding around a series of obstacles.

Materials

- Bicycles.
- Obstacles of varying shapes and heights (boards, seesaws, plastic blocks, etc.) placed along the course.

Setup

- One bicycle per student.
- Obstacles placed safely along the course, with enough room to accelerate for about 10 metres before each obstacle.

Instructions

- Have students ride single file (with enough space between them) along the course.
- Instruct them to steer around each obstacle without putting their foot down. Encourage them to lift themselves out of the seat in order to keep their centre of gravity low and make it easier for them to manoeuvre around each item.

Variations

- Change the terrain: asphalt, grass, gravel, etc.
- Instead of single file, have several students navigating the course at once.



(4.8) Who's the Boss?

Objectives

- Let go of one or more points of support.
- Use visual cues while staying on course.

Materials

- A marked-off area of the school yard.
- One bicycle per student.

Setup

- One student (the “detective”) will be asked to stand in an observation area away from the group (without a bicycle).
- One student on a bicycle will be named the “boss” (without telling the detective).
- The other students will ride freely around the marked-off area.

Instructions

- As soon as the “boss” lets go of one or more points of support, the other students must do exactly the same thing.
- From their observation area, the detective must determine which one of the cyclists is the boss.

Variations

- A “Simon Says” version of the game is easier: have all students let go of whatever points of support you call out. You can also have another student call out the instructions.
- Make the marked-off area smaller or larger to vary the difficulty.
- Have the detective find the boss while riding a bicycle.

(4.9) Stop, I Said! (2)

Objectives

Use hand signals to convey a message from the first cyclist in a line all the way down to the last.

Materials

- One bicycle per student.
- Two or three discs.

Setup

- Create the longest possible track that will fit within the allotted space. Mark off the track with discs, keeping as much space as possible between each of the discs.
- Divide students up into groups of six cyclists, with each group riding along the track in a single file.

Instructions

- Have students in each group ride in a single file, keeping a bicycle length between them and copying the braking patterns of the person in front of them.
- Every time the stopper approaches a disc, they must indicate their intention with the stop hand signal, then gradually brake with both hands until they reach the disc, where they must come to a full stop and place their foot on the ground. The cyclist behind them will do exactly the same and follow the stopper's actions and speeds, as will each successive cyclist behind them, until the end of the line.
- After they have gone around the track once (with two or three stops), make another person in the group the stopper.

Variations

Have students make turn signals along the way as well. Once each group has reached a disc, have the stopper signal a left or a right turn and instruct each cyclist to repeat this signal. Then have the group start pedalling again, with both hands on the handlebars, and make the designated turn.

Module 5

Shoulder Check

OBJECTIVES

- Students will be able to stay on course while looking backward over their shoulder.
- Students will perform a shoulder check and signal their intention before turning, changing lanes or stopping.

Power up:

- Students will be able to change gears to suit the terrain.
- Students will understand and obey right-of-way rules at an intersection with one or more stop signs.

LEARNING ACTIVITIES

Required activities

- 1.1 Quick Check of Bicycle and Accessories (recommended, see p. 11)
- 5.1 What Am I Holding?
- 5.2 Steering Around Obstacles

Optional activities

- 5.3 Copy Cat
- 5.4 Gear Shift
- 5.5 What's Your Speed?
- 5.6 Who Goes First?

REFLECTION EXERCISES

Have students assess their skills as they relate to performing a shoulder check, proceeding after a four-way stop, keeping their balance in the presence of an obstacle, using the appropriate shoulder check techniques and hand signals to swerve around an obstacle without putting themselves in danger.

HEALTH CONCEPTS

Competency 3 (Healthy, Active Lifestyle) — C4

Identify potentially dangerous situations when approaching an intersection without a four-way stop. How cyclists should behave in order to cross the intersection safely (e.g., obey posted signs, stay visible to other road users, heed right-of-way rules).

WAITING ACTIVITY — MODULE 5 (APPENDIX 7)

5A.

Have a closer look at the illustrations. Which of the examples is:

- 1) The easiest sequence of gear shifts?

Answer: c

- 2) The hardest sequence of gear shifts.

Answer: a

- 3) The best sequence of gear shifts when riding on an even surface.

Answer: b

5B.

1) Match up the intersections (1 four-way stop, 2 other intersection) to the best ways to cross them.

a) The users going in the other direction have the right-of-way. I will yield to them and proceed only when the way is clear and I have enough time to cross safely.

b) Whoever gets to the intersection first has the right-of-way. If I'm first, I will be the first to proceed, after making sure that the other road users can see me and understand my intentions.

Answer: Illustration 1: b, Illustration 2: a

2) True or False: When I am stopped at an intersection, I have to yield the right-of-way to crossing pedestrians.

Answer: True.

(5.1) What Am I Holding?

Objectives

Learn how to look back over the shoulder without swerving off course.

Materials

- Bicycles.
- Scarves or other objects of different colours and shapes.

Setup

Have one student (the leader) walk behind a group of cyclists, with a set of objects of different colours and shapes within their grasp.

Instructions

- Get students to ride in parallel lines, with their backs to the leader.
- When the leader says, "What am I holding?" the cyclists will look over their shoulder to see what is in the leader's hand and call it out.
- When looking over their shoulder, students should be able to maintain a straight line.

Variations

- The leader can hold up a number of fingers instead of an object or make a hand signal.
- Have students alternate which shoulder they look over.
- Have students make the same hand signal as the leader.
- Make this a pairs activity, with one student as the leader behind the other student as the cyclist.

(5.2) Steering Around Obstacles

Objectives

Learn how to scan for potential hazards and safely steer around them, using the appropriate hand signals.

Materials

Obstacles of different shapes and heights that can be placed on the ground (boards, hoops, etc.).

Setup

- One bicycle per student.
- A marked-off course with a series of obstacles placed along the path.

Instructions

- Have students ride single file, with a few bicycle lengths between each, along the marked-off course.
- Instruct students to check behind their left shoulder about 10 metres ahead of an obstacle to ensure the way is clear. Get them to signal a left lane change before proceeding. Then have them to return to the right lane after they have passed the obstacle.

(5.3) Copy Cat

Objectives

Adjust speed and direction based on visual cues from sideway sources.

Materials

One bicycle per student.

Setup

- Have students pair up.
- Make sure there's enough room for pairs to ride unhindered.

Instructions

- Have pairs ride side by side.
- One student will be the leader. The other will be the "copy cat."

Variations

- Vary the terrain used for the activity (uphill, downhill, specific facilities).
- Change pairs to groups of three, four or more.
- Mark off a specific course to follow or manoeuvres to perform (make it a dance class on wheels!).

5.4 Gear Shift

Objectives

- Understand the importance of using the right gears to ride efficiently.
- Learn how to shift gears while pedalling.

Materials

One bicycle per student.

Setup

Space students out around the available space. Have them ride in a big circle or in separate lanes, with enough room between them to avoid bumping into one another.

Instructions

- Tell students they can ride wherever they like within the designated space.
- When the instructor calls out a specific gear (e.g., first gear, 1:1), students must shift gears accordingly.
- The instructor should vary the gears so that students can feel the difference between the higher and lower gears. Leave enough time between each shift so that all students can keep up.

Variations

- Vary the terrain used for the activity (uphill, downhill, specific facilities).

(5.5) What's Your Speed?

Objectives

Change gears sensibly to maintain a steady cadence.

Materials

One bicycle per student.

Setup

A practice area with varying types of terrain (flat, inclines, etc.).

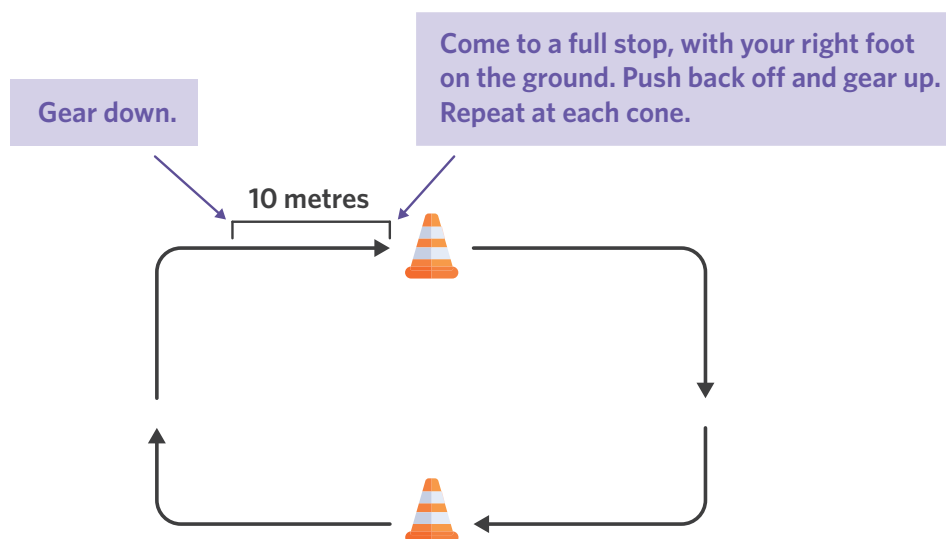
Instructions

- Have students keep a distance of 15 to 20 metres from other cyclists.
- Have them ride on a flat surface, keeping the same cadence without shifting gears.
- Get them to change gears as they ride uphill or downhill so that their overall cadence remains the same as when they're on an even surface.
- If on a flat terrain, place a series of cones and have students shift gears every time they reach a cone (see illustration below).

Variations

- Vary the terrain used for the activity (uphill, downhill, specific facilities).
- Change pairs to groups of three, four or more.

N.B. If you do not have access to a practice area with varying gradients, be sure to adapt the exercise to give students an opportunity to get a real feel for shifting gears. The instructor can call out instructions like “we’re about to climb a hill” or “let’s speed up” to give students a better idea of the situations that call for a shift in gears.



Variations

Instead of stopping, students can be instructed to shift gears every time they reach a new cone.

(5.6) Who Goes First?

Objectives

Understand who has the right of way at a four-way stop and other intersections.

Materials

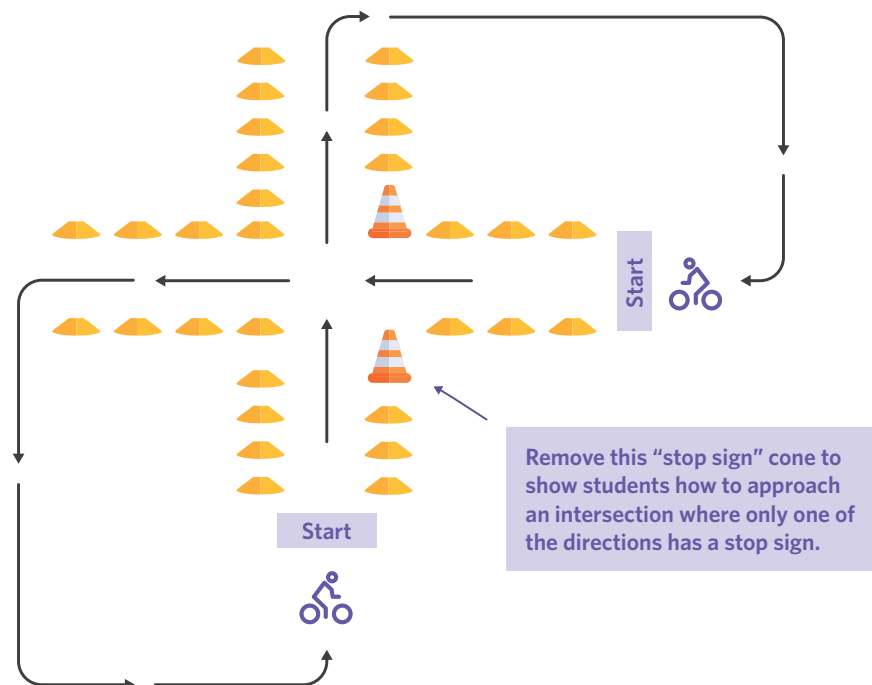
- Discs to mark off lanes.
- Cones to indicate stop signs.

Setup

- One bicycle per student.
- Two lanes crossing perpendicularly to simulate an intersection.
- Students divided into two groups, with each group at the end of a lane.
- One or two cones near the centre of the intersection to stimulate stop signs.

Instructions

- At your signal, have cyclists from both lanes start riding toward the intersection. As they approach the “stop sign” cone, instruct them to signal they are about to brake with their hands and then come to a complete stop.
- Tell students they should then proceed through the intersection, taking care to respect the right-of-way of each cyclist, depending on who gets to the intersection first. Emphasize that, if only one of the lanes has a stop sign, the cyclist in the lane without a stop sign has the right-of-way, even if they get to the intersection after the other cyclist.
- Repeat with the next group of students.
- Once all of the students have had a turn, repeat the exercise in the opposite direction and have everyone go back to where they started.



Module 6

Assessment of Cycling Skills

Objectives

- Gauge students' ability to safely take part in on-road activities (provide the regional coordinator with a list of students considered to be road-ready).
- Assess students' competencies as they relate to the six categories of locomotor skills that are the focus of the program (in the order they are practised):
 - 1) Push off and pedal
 - 2) Ride in a straight line (stay within a lane)
 - 3) Perform a shoulder check
 - 4) Ride through a slalom course
 - 5) Let go of the handlebars with alternate hands
 - 6) Brake smoothly with both hands.
- Compile personal feedback that will be given to students and parents at the end of the program.

Materials

Wooden board, 20 cones, a few hoops, 2 chairs, bungee cord, chalk, 4 sticks, adhesive tape (as needed).

Setup

- 1) Basic course to test the six basic motor skills taught (p. 55)
- 2) Basic course with varying levels of difficulty (p. 56)
- 3) Advanced course incorporating the additional skills taught (p. 57)

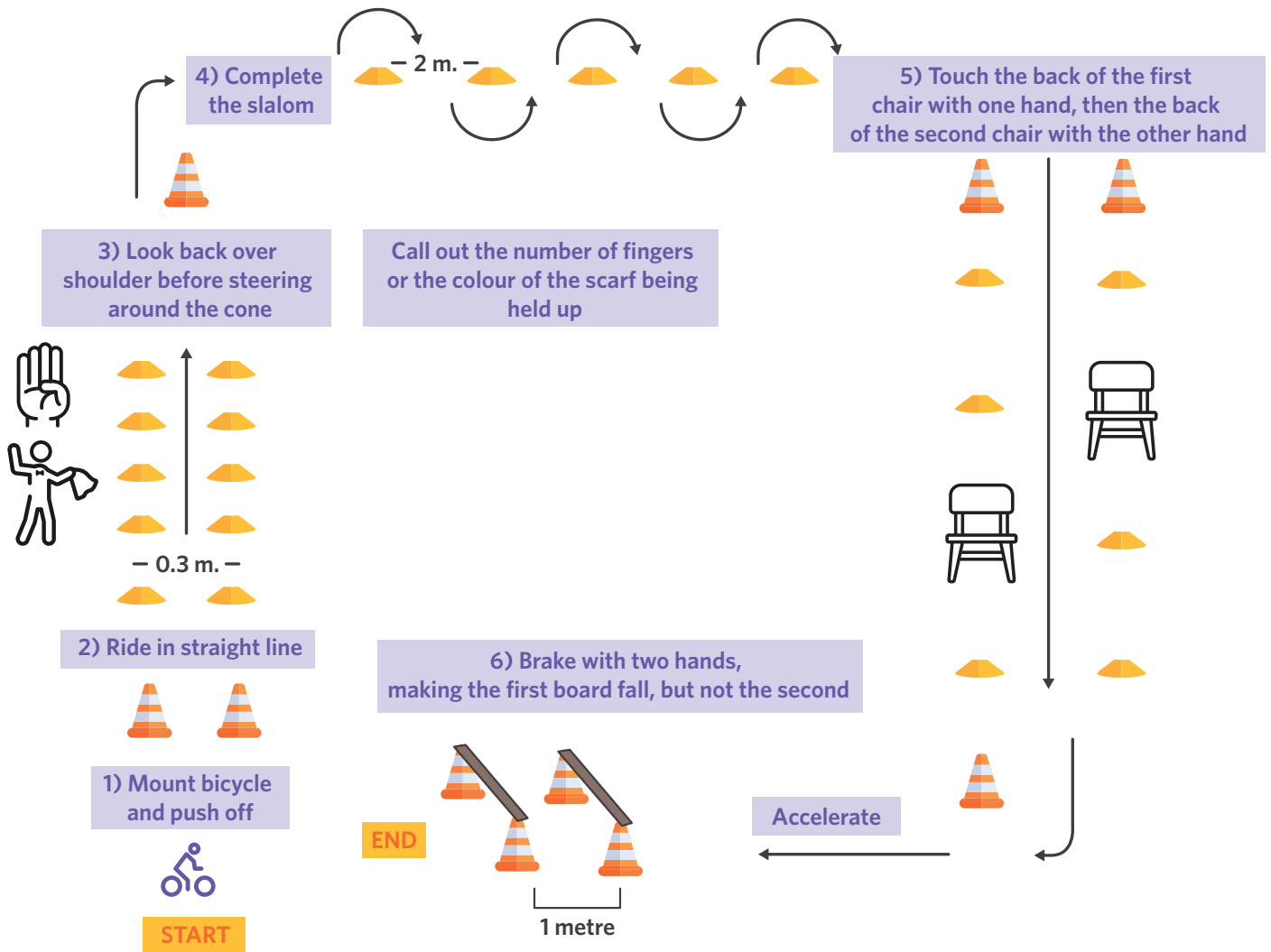
Instructions

- Have students ride through the marked-off course, one by one, and complete each of the challenges.
- Evaluate them on how well they demonstrate each of the skills required to safely take part in on-road activities and use this information to determine which students are road-ready.
- To ensure all students get a maximum of practice time, it is recommended that they all ride the course at the same time, while you watch each student's performance. It may help to have the student being assessed wear a special vest so they can be observed more easily.

Assessment

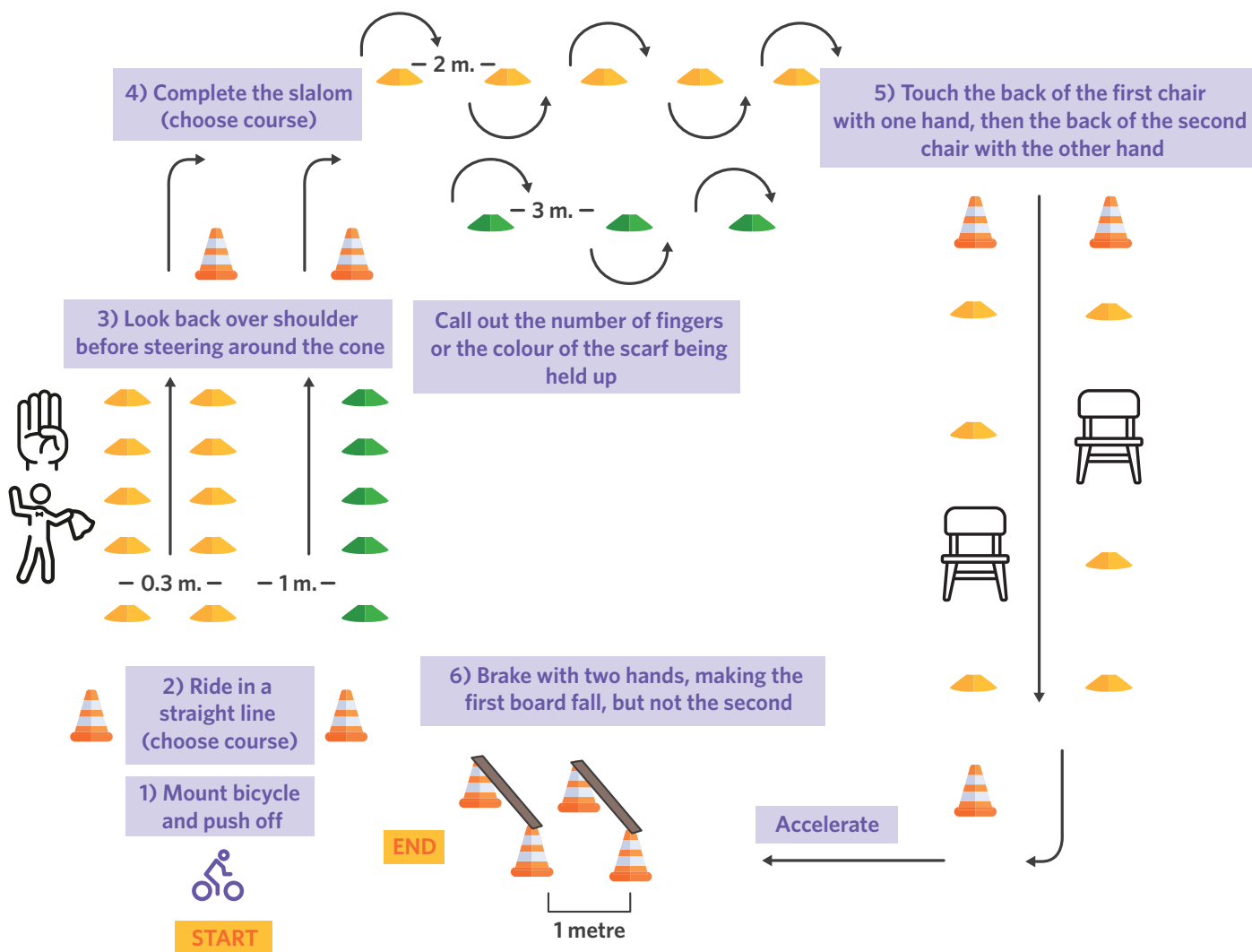
- Evaluate each student using an **EVALUATION CHART (p. 58)**

Course 1: Basic Skills Evaluation



N.B. The course can be arranged differently and the order of the challenges changed as needed, but none may be omitted.

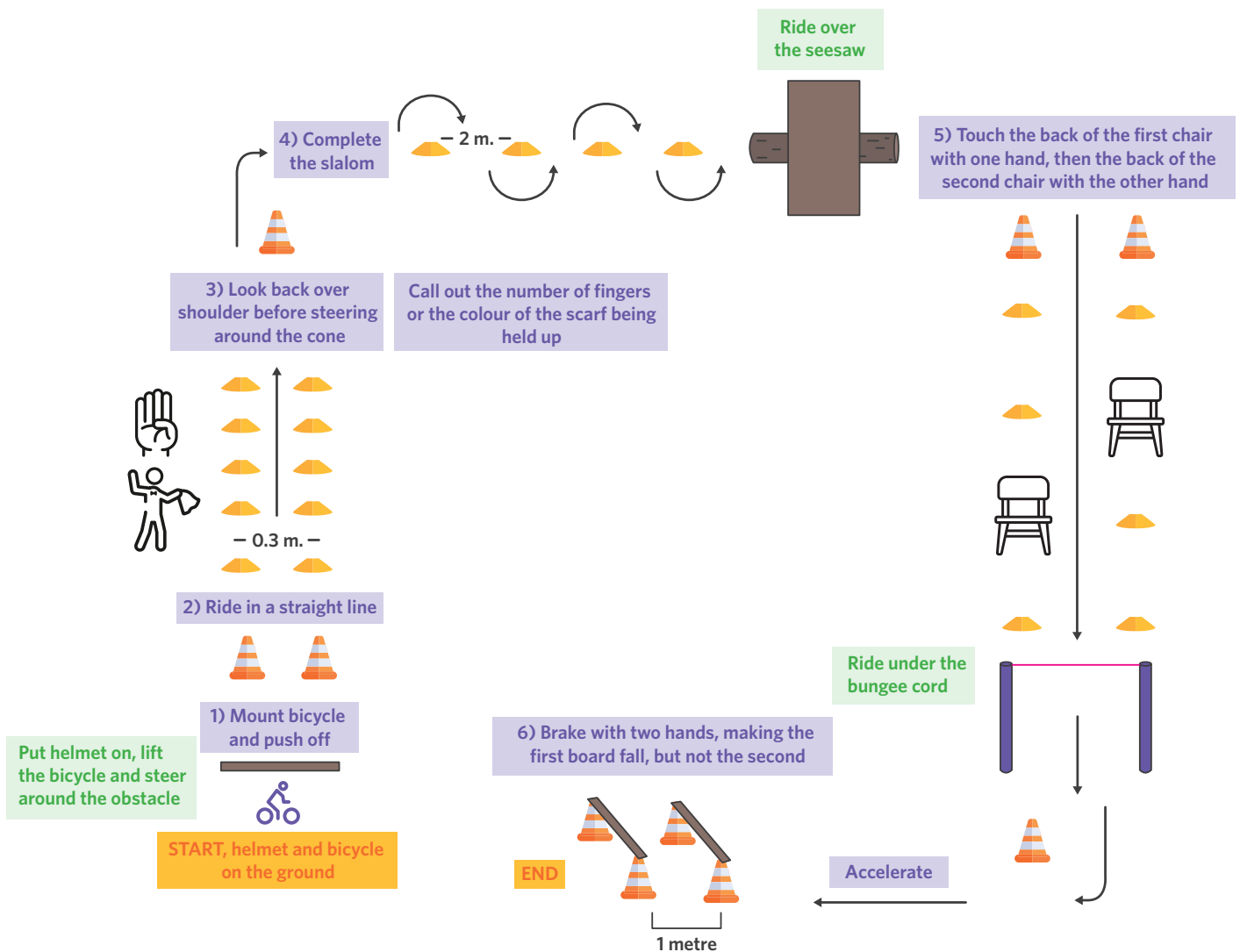
COURSE 2: Basic Skills Evaluation, with Varying Levels of Difficulty



N.B. The moderate level (represented by the yellow discs) is required as a test of the six basic skills.

An easier option (the green cones) or a more difficult one may also be provided, depending on the level of the group.

COURSE 3: Advanced Course Incorporating Additional Skills Taught



N.B. On doit évaluer au minimum les 6 habiletés de base indiquées dans les cases mauves. L'enseignant(e) peut toutefois modifier ou bonifier les habiletés supplémentaires, en fonction de ce qui a été enseigné en classe.

Il est également possible d'inclure une évaluation pour la compétence 'Interagir' avec l'activité du meneur, où deux élèves parcourraient ce circuit en même temps. Le premier élève serait évalué par rapport à son exécution des habiletés mortricées (Agir) et la communication verbale ou manuelle de ses intentions (Interagir). Le deuxième élève serait évalué par rapport à l'adaptation de son allure (Interagir). Puis les rôles seraient inversés.

Evaluation Chart

#	Student	Checks bicycle and adjusts helmet (optional)	Pushes off smoothly	Rides in a straight line (stays within lane)	Steers around slalom	Releases one hand from the handlebars	Performs shoulder check	Brakes gradually with both hands	Road-ready (+) or not road-ready (-)
/	<i>Théo Lemieux</i>	+	±	-	+	±	+	+	-

To pass, students must not knock over any cones, put their foot down at any time during the course or ride outside of the marked-off lane lines. Students must stretch out one arm completely and correctly identify the object behind them without swerving.

To be considered road-ready, students must master all the skills covered in this chart. However, students who have yet to master holding the handlebars with one hand may still go out on the road as long as they do well in every other category. During the on-road activity, students may signal their intentions verbally instead of with their hands.

If you are not sure about whether a student is ready to take part in the on-road activity, be sure to ask the Cycliste averti instructors for their input before heading out.

Appendix 1 – Teaching Tips

Guidelines

- Once you have given the necessary explanations in the first period, ask students to list what has to be checked every time they head out on their bicycle (mechanics, ergonomics, helmet) and perform each check.
- Get students to rate their performance after each challenge in the workshops and activities.
- Have students recognize and take note of their strengths and difficulties during each of the activities.
- Watch students, ask them questions, provide them with feedback and give them tips on how to improve.
- At the beginning of each class or each activity, remind students of the importance of safety and courtesy.
- It is your responsibility as an educator to provide the necessary theoretical information and demonstrations, repeating key concepts as often as necessary, to help students retain what they learn and progress at their own pace.
- A digital still or video camera, especially one that is synched with a larger screen or projector, can be very useful in helping students learn. The pictures or videos you take while students are practising can help them see where they need to make adjustments.

Fostering knowledge acquisition and retention

- If you feel it is helpful, set aside some time for a reflection exercise at the end of the class to talk about the motor skills students have learned.
- After each new concept or principle learned, divide students into smaller groups to reflect on their strengths and any difficulties they may have encountered.
- You may wish to write the results down on a board or flipchart.

Here are some examples of the questions you may wish to ask:

- What did you notice?
- When you have a challenge to overcome, how do you plan for it? Which elements need to be in the plan?
- What are the principles involved in riding a bicycle?
- What are the technical actions you have to control to overcome the challenges you face?
- Is there anything you've learned through other sports that you can apply to cycling?
- What do you need to do to become a better cyclist?

Lesson recap

Reviewing what students have learned:

- Ask students to write down in their workbook what they have achieved and the challenges they have faced. Get them to comment on what they've learned, what they're particularly good at and what was difficult for them.
- Encourage students to talk about their strengths and challenges in class and take stock of what they can do now that they couldn't do before.
- Have them think about the importance of being a good sport, following the rules and obeying safety precautions, on and off the road, as well as the parallels between these kinds of activities and everyday life in society.

Assessment

- Refrain from helping students while they are being assessed. If there's no choice but to step in, note this in the evaluation chart.
- Base your evaluation on students' performance during the assessment and the information in their self-evaluations.
- Use the evaluation chart and the tool in Appendix 3 to assess students' progress.
- At the end of the module, talk to the students as a group about their observations, their strengths and the difficulties they experienced in the challenges they faced.

Note

You may want to set aside some time to ask students questions and comment on the learning and evaluation process, the steps involved, any perceptions that may have changed and elements that can be incorporated into other aspects of their lives.

Evaluation criteria and observable elements

The evaluation criteria and observable elements are the same throughout Elementary Cycle Three. Use your discretion as a teacher to increase the level of complexity of the tasks, introduce constraints or adjust the difficulty of the movement skills required based on students' current level of achievement and their grade.

What students learn will go toward enhancing their knowledge, skills and behaviours, as set out in the Progression of Learning determined when planning your instruction. The learning achieved may be complete in one area and incomplete in another.

Appendix 2 – Evaluation Chart (Program Criteria)

+ Successful **±** Somewhat Successful **-** Unsuccessful **O** With Help **NE** Not evaluated

	Name of Student	Coherent Planning	Effective Implementation				Relevant Reflection
			Performs movement skills and sequences using the techniques as taught	Performs movement skills and simultaneous actions continuously	Applies the safety rules	Evaluates the process, plan of action and results	
1		Selects movement skills and sequences based on personal ability and the constraints of the activity					
2							
3							
4							
5							
6							
7							
8							
9							
10							

Appendix 3 – Tool of Interpreting Evaluation Criteria Based on Success Level

Elementary Cycles Two and Three: Perform movement skills in in different physical activity settings

Evaluation Criteria	Observable Elements	Successful (+)	Somewhat Successful (±)	Unsuccessful (-)
Coherent Planning	Selects movement skills and sequences based on personal ability and the constraints of the activity	<p>Uses various appropriate resources</p> <p>Correctly selects and organizes movement skills and sequences taking into account own physical abilities and the requirements and constraints of the activity, according to an established order and plan</p>	<p>Uses few of the resources suggested by the teacher</p> <p>Selects and organizes movement skills and sequences without necessarily taking into account own physical abilities and the requirements and constraints of the activity, according to an established order and plan</p>	<p>Does not use any of the resources</p> <p>Does not use a procedure in planning tasks</p>
Effective Implementation	<p>Executes movement skills and sequences as taught using the techniques taught</p> <p>Executes movement skills and concurrent actions continuously</p> <p>Follows safety rules</p>	<p>Uses techniques taught (positions themselves, moves and handles objects and tools effectively and appropriately to the context) (blind spots, two-hand braking, handlebar release, etc.)</p> <p>Continuously (without pause or interruption) and regularly executes movement skills and concurrent actions in a controlled manner (in terms of cadence, direction and continuity)</p> <p>Heeds all safety rules specified by the teacher (helmet and bicycle check, surroundings, speed, etc.)</p>	<p>Uses only a few of the techniques taught (blind spots, two-hand braking, handlebar release, etc.)</p> <p>Executes movement skills and concurrent actions with some difficulty in terms of continuity, control and/or regularity</p> <p>Heeds some of safety rules specified by the teacher (helmet and bicycle check, surroundings, speed, etc.)</p>	<p>Reproduces patterns of movements and imitates others' actions</p> <p>Loses balance and control while executing movement skills and concurrent actions and makes frequent stops</p> <p>Does not heed safety rules specified by the teacher (helmet and bicycle check, surroundings, speed, etc.)</p>
Relevant Reflection	Evaluates the process, plans and results	<p>Keeps numerous relevant and varied notes.</p> <p>Appreciates the successes and difficulties related to the sequence of movement skills and the approach used (planning, execution and evaluation)</p>	<p>Keeps few relevant and varied notes</p> <p>Has little appreciation for the successes and difficulties related to the sequence of movement skills and the approach used (planning, execution and evaluation)</p>	<p>Does not keep any notes</p> <p>Does not engage in reflection</p>

Appendix 4 – Help for Students

Help may be provided to students in two contexts: help with learning tasks and help with a complex task for evaluation purposes. This table concerns the second context. Students must complete the planned complex task at the end of the Learning and Evaluation Situation so that the teacher can measure how well the competency is met. However, should the teacher have to provide assistance in order for students to complete the task, this must be noted in the assessment and taken into account when grading. The more help students need with a complex task, the less developed the competency is.

Characteristics of the Types of Help Provided to Students When Carrying Out a Complex Task for Evaluation Purposes					
Definition of Help	Planning	Source of Help	Category of Help	Examples of Difficulties	Types of Help
<p>Help:</p> <p>Action of intervening with a student by joining own efforts with theirs to assist them in completing a given task</p>	<p>Help not planned for as part of the task</p>	<ul style="list-style-type: none"> ▪ Teacher ▪ Peer ▪ Other resources 	Cognitive	Comprehension of instructions, the question or the task	<ul style="list-style-type: none"> ▪ Explaining ▪ Practising ▪ Reminding ▪ Clarifying ▪ Describing ▪ Advising ▪ Suggesting ▪ Activating prior knowledge ▪ Reassuring ▪ Encouraging ▪ Motivating ▪ Providing resources
				Application of the process or procedures	
				Use of resources for the subject-specific task	
				Use of resources for the task related to other subjects	
			Use of resources for the task related to one or more cross-curricular competencies		
			Sociorelational	Relationship with others while working on a task that requires cooperation	
				Respect for others	
			Motor	Acceptance of the position to be played, of other people's suggestions, etc.	
				Application of principles (coordination, balance)	
			Metacognitive	Failure to assess their work	
No planning or control and regulation strategies					

Appendix 5 – Student Notebook Example

SELF-EVALUATION

Did you choose the right course?

Yes No

Explain why... _____



Which of these are you best at?

Technique Consistency Safety

Why... _____



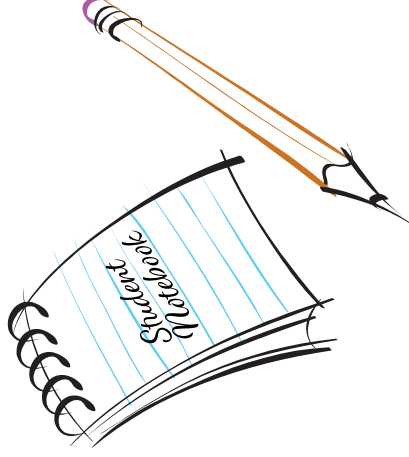
Which of these do you most need to improve?

Technique Stamina Safety

Why... _____



ACTION PLAN CYCLING – CYCLE 3



CYCLISTE AVERTI PROGRAM

_____ Last Name _____ First Name _____
_____ Group _____ Age _____



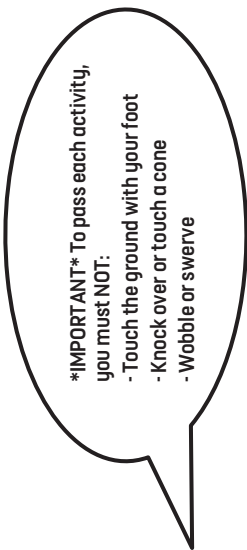
Developed by: Anabelle Larocque

Riding in a straight line	Green lane			Yellow lane			Red lane		
	1st try	2nd try	3rd try	1st try	2nd try	3rd try	1st try	2nd try	3rd try
Slalom course	Green slalom			Yellow slalom			Red slalom		
	1st try	2nd try	3rd try	1st try	2nd try	3rd try	1st try	2nd try	3rd try
Braking	Braking as a group			Braking suddenly			Braking with hand signals		
	1st try	2nd try	3rd try	1st try	2nd try	3rd try	1st try	2nd try	3rd try
Letting go of the handlebar	Left hand			Right hand			Both hands		
	1st try	2nd try	3rd try	1st try	2nd try	3rd try	1st try	2nd try	3rd try
Shoulder check	Scarves			Fingers			Right/left fingers		
	1st try	2nd try	3rd try	1st try	2nd try	3rd try	1st try	2nd try	3rd try

Legend
✓ = Successful
X = Not successful

You are required to try both courses and choose which one you prefer. Make your choice based on what you do best and what still needs improvement.

	1st try	2 nd try	3 rd try	Choice
Course 1				
Course 2				



IMPORTANT To pass each activity, you must NOT:
 - Touch the ground with your foot
 - Knock over or touch a cone
 - Wobble or swerve

Plan	Execution	Consistency	Safety	Reflection
++ + +- -	++ + +- -	++ + +- -	++ + +- -	++ + +- -

Appendix 6 – Connections with the Québec Education Program's Physical Education and Health Competencies

This is an abridged version of the document entitled *Progression of Learning — Physical Education and Health*. It summarizes the target competencies addressed in this program. The examples from the overnment document have been replaced with examples relevant to this program. Please refer to the link below for the complete document:

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PDA_PFEQ_education-physique-primaire_2009_EN.pdf

Competency 1: To perform movement skills in different physical activity settings

→	Student constructs knowledge with teacher guidance	Elementary					
		Cycle 1		Cycle 2		Cycle 3	
★	Student applies knowledge by the end of the school year						
	Student reinvests knowledge						
Knowledge							
C. Principles of balance		1	2	3	4	5	6
	2. Finds a few ways of maintaining his/her balance (number of body parts in contact with floor or surface, position of body parts used for support, surface used for support, etc.) (e.g., mounts and dismounts bicycle, applies brakes)	→	→	→	★		
D. Principles of coordination		1	2	3	4	5	6
	1. Explains a few different ways of coordinating movements (dissociation, linking of movements, flow, etc.) (e.g., pushes off from the ground with the right foot and starts pedalling with the left foot)	→	→	→	★		
E. Types of support		1	2	3	4	5	6
	1. Names different types of support (e.g., hands, feet, buttocks)	→	★				
G. Vocabulary related to the equipment used							
	3. Names the main parts of objects used for locomotion (e.g., parts of the bicycle)	→	→	→	★		
Motor Skills							
A. Locomotor skills		1	2	3	4	5	6
	3. Moving about using objects						
	a. Moves about using different objects (e.g., on a bicycle, rides in a straight line, steers around an obstacle, carries out other manoeuvres)	→	→	→	→	→	★

Competency 2: To interact with others in different physical activity settings

→	Student constructs knowledge with teacher guidance	Elementary					
		Cycle 1	Cycle 2	Cycle 3			
★	Student applies knowledge by the end of the school year						
	Student reinvests knowledge						
Knowledge							
A. Principles of communication		1	2	3	4	5	6
1.	Names a few ways of being understood by others (e.g., eye contact, hand signals)	→	→	→	★		
2.	Names a few ways of being receptive to others' messages (e.g., listening without interrupting, looking at the person who is speaking)	→	→	→	★		
B. Methods of communication		1	2	3	4	5	6
1.	Names different ways of communicating (e.g., hand signals)			→	★		
C. Principles of synchronization		1	2	3	4	5	6
1.	Indicates a few ways of synchronizing his/her movements (i.e., performing movements or actions in the right place at the right time (e.g., matching actions of the cyclist in front of him/her)						
2.	Recognizes different synchronization modes						
a.	simultaneous (e.g., following the path of the cyclist in front of him/her, "Follow the Leader" activity in pairs); b. successive (e.g., performing the steps involved in coming to a stop or turning left)					→	★
Motor Skills							
A. Cooperation movements or actions		1	2	3	4	5	6
1.	Cooperates with partner(s) while performing movements or actions in the right place at the right time (e.g., ride with a group)						
b.	Receives an object while moving (e.g., "Hot Potato" activity)	→	→	→	→	→	★
2.	Synchronizes his/her movements or actions with partner(s)						
a.	Adapts his/her actions to those of a partner according to different synchronization modes (e.g., adjusts speed to match the bicycle in front of him/her when paired with another cyclist)	→	→	→	★		
b.	Adapts his/her actions to those of several partners according to different synchronization modes (e.g., adjusts speed to match the bicycles in front of him/her when riding with a group)			→	→	→	★

Competency 3: To adopt a healthy, active lifestyle

→	Student constructs knowledge with teacher guidance	Elementary					
★	Student applies knowledge by the end of the school year	Cycle 1	Cycle 2	Cycle 3			
	Student reinvests knowledge						
Knowledge (Lifestyle habits)							
B. Regular physical activity		1	2	3	4	5	6
1.	Describes a few psychological benefits of his/her physical activity experience (e.g., enjoyment, relaxation, feeling of competence)			→	→	→	★
2.	Describes a few physiological benefits of his/her physical activity experience (e.g., improved fitness, more energy)			→	→	→	★
3.	Describes a few social benefits of his/her physical activity experience (e.g., new friends, harmonious interpersonal relations)			→	→	→	★
C. Safe participation in physical activity		1	2	3	4	5	6
1.	Explains in his/her own words the proper use of physical education equipment (light and heavy)						
a.	Explains the importance of using equipment safely in accordance with the type of (e.g., to prevent injury to oneself and to others)	→	→	→	★		
2.	Explains in his/her own words the importance of wearing appropriate clothing for a given physical activity or context	→	→	→	★		
3.	Identifies a few exercises with a risk of injury (e.g., sore knees if the seat is not properly adjusted)	→	→	→	→	→	★
4.	Recognizes potentially dangerous situations associated with a physical activity practised alone or with others						
a.	Identifies potentially dangerous situations (e.g., crossing an intersection, collision with another road user, untied shoelaces)	→	→	→	★		
b.	Identifies behaviours to adopt (e.g., avoiding blind spots)	→	→	→	★		
5.	Names safety rules to observe in different physical activity settings (e.g., the rules for bicycles in the Highway Safety Code)	→	→	→	★		
7.	Explains in his/her own words the importance of pacing oneself, depending on the activity (e.g., using the right gears based on the type of terrain in order to control breathing)					→	★

Appendix 7 - Waiting Activities

Waiting Activities — Module 1

1. Is this cyclist mounting his bicycle from the proper side?



2. When braking, which hand(s) should be your main focus?



- a) Left hand
- b) Right hand
- c) Both hands

Waiting Activities — Module 3

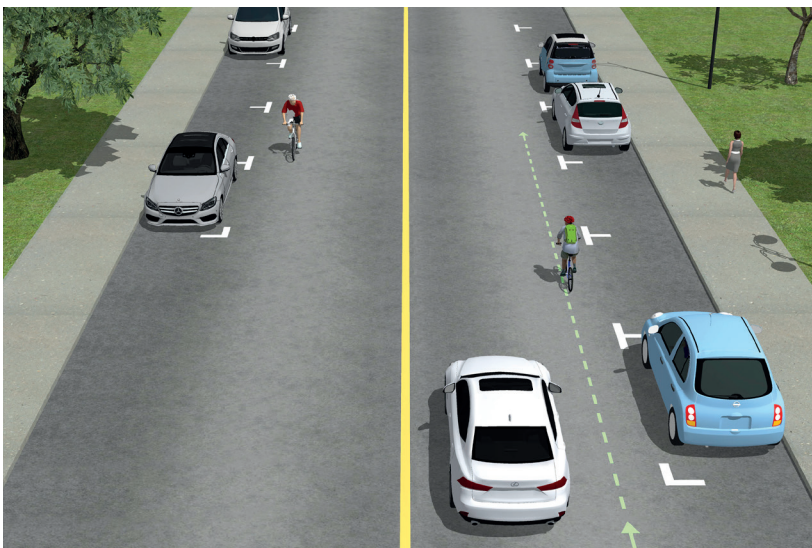
How much space should you keep between you and...

1) The bicycle in front of you?



- a) A few centimetres (inches)
- b) One bicycle length
- c) Two bicycle lengths

2) The curb or the cars in the parking lane?



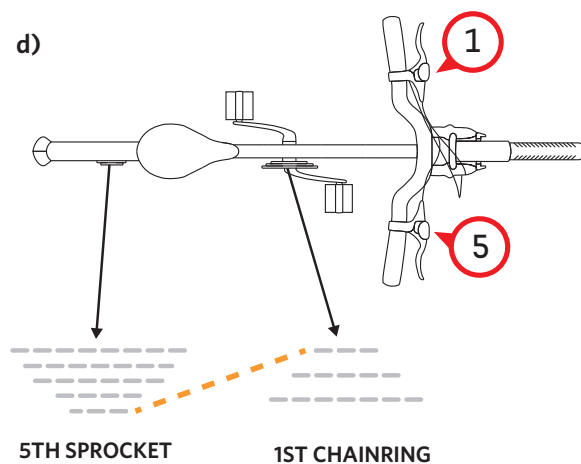
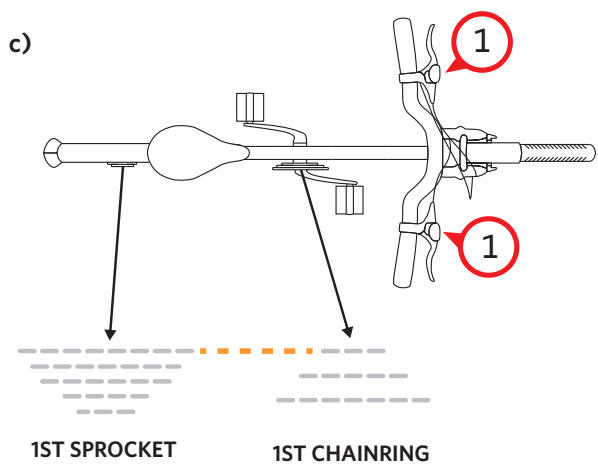
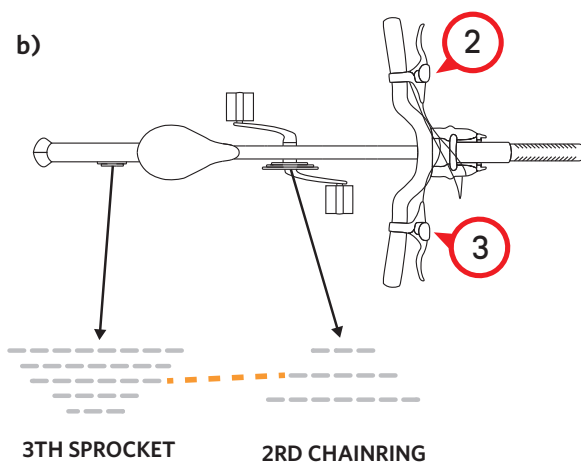
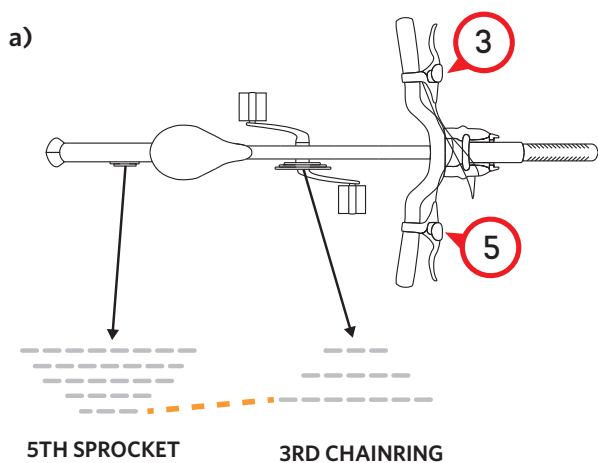
- a) A few centimetres (inches)
- b) One metre
- c) Two metres

Waiting Activities – Module 5

5A

Look at the sequences of gear shifts illustrated below. Which one is...

- 1) The easiest?
- 2) The hardest?
- 3) The best when riding on an even surface?



5B

ILLUSTRATION 1

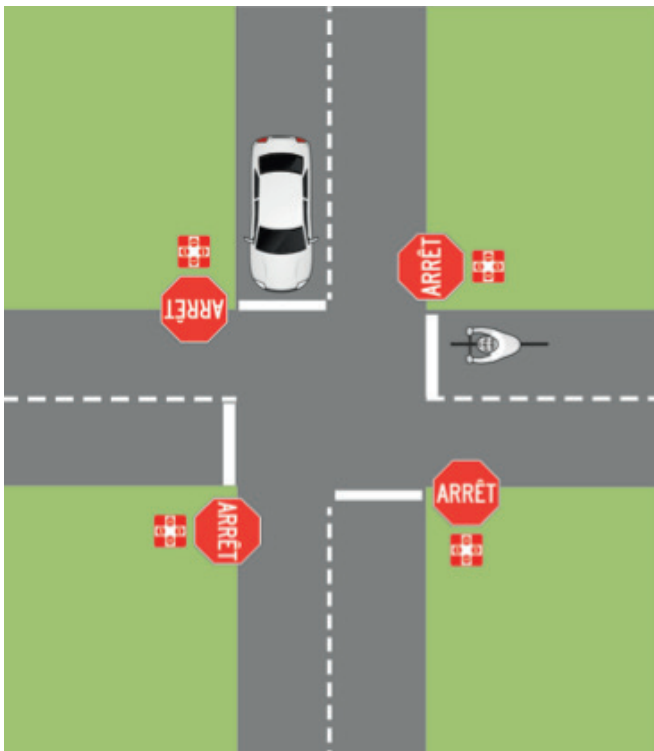
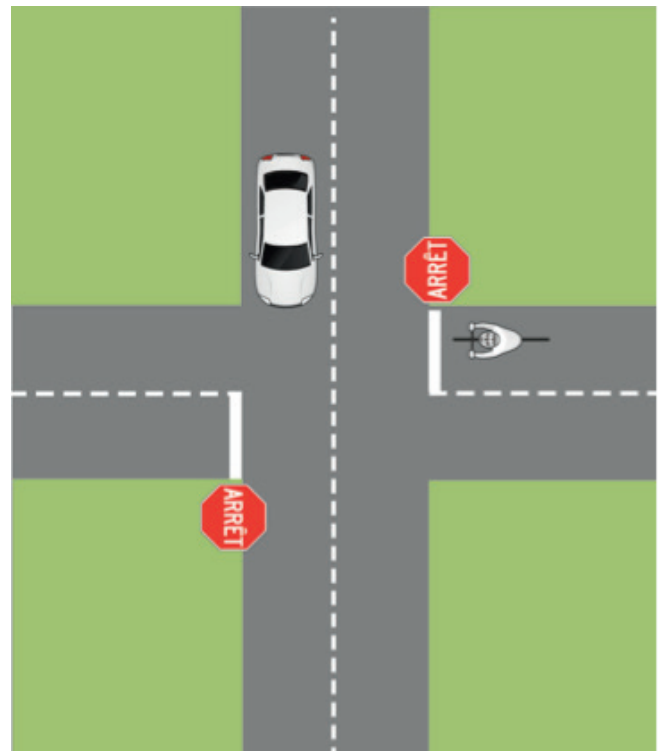


ILLUSTRATION 2



- 1) What if...?:** You are riding on the street and you encounter these two situations (see illustrations above). Match up each image with the desired sequence of behaviours.
- a) The users going in the other direction have the right-of-way. I will yield to them and proceed only when the way is clear and I have enough time to cross safely.
 - b) Whoever gets to the intersection first has the right-of-way. If I'm first, I will be the first to proceed, after making sure that the other road users can see me and understand my intentions.
- 2) True or False:** When I am stopped at an intersection, I have to yield the right-of-way to crossing pedestrians.

The Cycliste averti school education program has been developed by Vélo Québec for students in grades 5 and 6. It features theoretical and practical exercises and on-road activities designed to help children learn how to become better - and safer - cyclists.

