



National
Coaching
Certification
Program

Ready to Race!

Introduction to competition

Basic Cycling Skills Workbook and Reference Material





Cycling**CANADA**Cyclisme

Canada's Cycling Associations



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National
Coaching
Certification
Program



PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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The programs of this organization are
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Ready to Race! Cycling Introduction to Competition

Program Objectives

The Introduction to Competition Context

Introduction to Competition is the context for coaches who will primarily work with new competitive cyclists at the community and club level. These athletes will likely be in the Learn to Train to Train to Train stages of LTAD, although the context could apply to any new racer of any age. We expect these athletes to have basic but developed cycling skills and the desire to begin competing within a structured training and competition program. They should have passed through an entry-level Community Initiation or non-competitive Instruction program to help them develop the basic skills.

The key objectives for an Introduction to Competition Cycling Coach are therefore:

- Ensure participants have fun, safe, stage-appropriate experiences that make them want to continue in competitive cycling;
- Introduce participants to regular training 3 to 6 times per week;
- Introduce participants to competition in multiple cycling disciplines, within club, school or basic provincial-level competition programs;
- Assist the development of cyclists passing through their growth spurt, and be ready to modify training and competition accordingly, consistent with the LTAD Model;
- Create a foundation to prepare participants to advance to a more specialized development level of training and competition as they develop.

Introduction to Competition cyclists will usually participate 3 to 6 times per week for an entire season. The focus of the program will be on having participants develop skills and abilities needed for successful club-level competition. The theme of the course is “Ready to Race: Preparing for Competitive Success”.

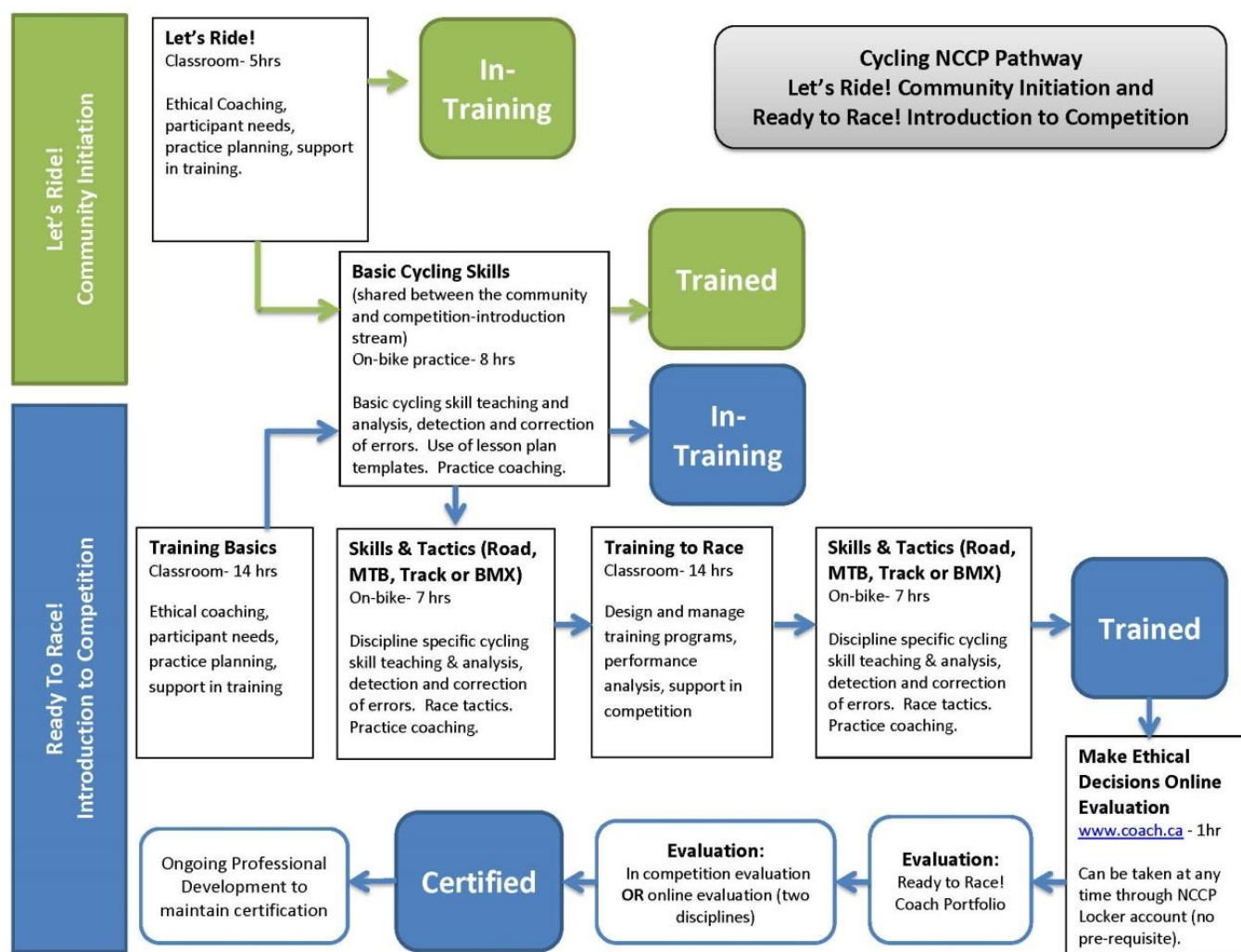
Coaches will typically be volunteers who are operating within a club program as specialist youth/introduction coaches. Some coaches may be professional, paid coaches operating in a club or providing coaching from their business.

The Introduction to Competition coach development program emphasizes multi-sport and multi-discipline development of cyclists. Consequently, coaches in this program will participate in a Basic Cycling Skills Workshop which will focus on teaching, analyzing and correcting performance skills, and then take two discipline-specific skills Workshops, which will introduce discipline-specific skills as well as basics of race tactics. Coaches may select any two of MTB, BMX or Road skills Workshops. In addition, coaches will take two “classroom” learning sessions to develop their skills in areas including ethical decision-making, practice planning, sport program design, and supporting athletes in training and competition. (There is the possibility of delivering parts of these learning sessions through alternate means such as mentorship, on-line education, etc so the term “classroom” is used only to differentiate them from the Skills Workshops.) The learning sessions may be taken before or after the skills Workshops,

adding flexibility to the program. After each block of learning, coaches will complete evaluation activities to attain certification.

After certification, there will be opportunities to extend coach knowledge and competence through participation in advanced gradations of the program. Options will include coach participation in the third skills Workshop (Road, MTB or BMX) with Track, Downhill and Cyclo-cross skills Workshops planned for the future. Participation in professional development and learning activities, including but not limited to the advanced gradations, will be required for the coach to maintain certification.

This pathway shows the requirements for both Cycling's Community Initiation and Introduction to Competition contexts. Note that the Basic Cycling Skills module is shared between the two contexts.



Outcomes for the Cycling Introduction to Competition Program

The Introduction to Competition program consists of five independent sessions. The following are the learning outcomes and criteria for each Workshop session.

Ready to Race (Cycling Introduction to Competition) Training Basics – 14 hours

Ethical coaching:

- *Reflect on the importance of behaving respectfully toward participants, officials, parents, and spectators;*
- *Identify key ethical issues in common situations that can be encountered in the context of competitive cycling, including doping;*
- *Describe a course of action for dealing with the situation that is consistent with the values and philosophy of the NCCP;*
- *Clearly describe doping control procedures, rules, consequences and risks associated with doping.*

Practice planning:

- *Set an appropriate structure for the practice, including warm-up, skill development, physical preparation, cool-down, etc;*
- *Be able to modify training sessions appropriately based on developmental, physical and environmental factors;*
- *Identify risk factors that may be encountered in training and competition;*
- *Develop an Emergency Action Plan (EAP).*

Providing support to athletes in training:

- *Know the basic equipment needed for cycling and how to use it safely;*
- *Verify that facilities and equipment pose no safety risks;*
- *Coach an appropriately structured and organized training session using a practice plan listing clear goals, activities, and elements (eg cool-down, hydration);*
- *Explain activities, and provide feedback, in a way that is consistent with the guidelines set for the age group within the cycling LTAD model;*
- *Select activities and deliver feedback in a way that promotes self-esteem;*
- *Understand and demonstrate basics of working with cyclists with a disability (AWAD).*

Providing support to athletes in competition:

- *Explain the fundamental rules that govern the activity;*
- *Provide advice on eating and drinking before, in and after competition and training;*
- *Prepare athletes for competition by assisting them to follow a pre-race plan including preparation of equipment, nutrition, tactical and mental preparation and warm-up activities;*

- *Provide advice and feedback at the competition venue in a way that is consistent with the guidelines set for the age group within the cycling LTAD model and in a way that promotes self-esteem;*
- *Behave respectfully toward the participants, officials, parents, and spectators.*

Manage a Sport Program

- *Manage club/team logistics including basic finances, competition selection and athlete selection;*
- *Communicate effectively with participants, parents, and organizations;*
- *Use metrics and assessments to report on athlete progress.*

Ready to Race (Cycling Introduction to Competition) Training to Race – 14 hours

Design a Sport Program/Practice Planning:

- *Understand and apply key concepts in physical training for cyclists, including physical performance factors (i.e. flexibility, energy systems), training principles, etc;*
- *Understand and apply key concepts in mental training for cyclists, including ideal performance state, and basic techniques, such as relaxation, self-talk, etc;*
- *Design a training session that demonstrates understanding of cycling LTAD stage-appropriate activities and balances physical, mental, tactical and other needs;*
- *Design effective microcycles (weekly programs) that promote cyclist development, consistent with the cycling LTAD model;*
- *Modify daily and microcycle plans based on athlete ability and environmental factors (weather, etc);*
- *Design and deliver a periodized seasonal training and competition program based on the cycling LTAD model;*
- *Use a multi-discipline and multi-sport approach consistent with the cycling LTAD model in design of the program;*
- *Use basic metrics (eg training:competition ratio, indices of training intensity, etc) to monitor and promote athlete development and modify program as needed;*
- *Use basic physical performance tests including use of heart rate monitor to obtain data;*
- *Use Awareness and First Contact stages in design of programs for AWAD.*

Basic Cycling Skills Workshop – 7 hours

Analyze Performance

- *Analyze stages in performance of basic cycling skills, using a template;*
- *Use an observation plan and appropriate observation strategies to detect skill performance;*
- *Explain activities, and provide feedback, in a way that is consistent with the guidelines set for the age group within the cycling LTAD model;*

- *Teach basic riding skills and know how to identify and correct errors in skill performance.*

Skills and Tactics Module: BMX – 7 hours

Providing support to athletes in competition:

- *Explain the fundamental rules that govern BMX racing;*
- *Provide advice on eating and drinking before, in and after competition and training;*
- *Provide advice on basic BMX racing tactics;*
- *Prepare athletes for competition by assisting them to follow pre-race and post-race plans including preparation of equipment, nutrition, tactical and mental preparation, warm-up and cool-down and evaluation activities;*

Analyze Performance:

- *Identify and correct errors in BMX positioning if they exist;*
- *Analyze stages in performance of BMX cycling skills, using a template;*
- *Use an observation plan and appropriate observation strategies to detect skill performance;*
- *Explain activities, and provide feedback, in a way that is consistent with the guidelines set for the age group within the cycling LTAD model;*
- *Teach BMX riding skills and know how to identify and correct errors in skill performance;*
- *Identify and correct errors in tactical performance.*

Skills and Tactics Workshop: MTB – 7 hours

Skills and Tactics Workshop: Road – 7 hours

These modules have similar objectives to the BMX module. Coaches are required to take 2 of the 3 discipline-specific Skills and Tactics module Workshops to complete training as a “Race Coach”. Coaches must successfully complete an evaluation after training to be eligible for certification.

Evaluation of the Cycling Introduction to Competition Program

Evaluation of coach competence against a set of pre-determined standards is a key component of the new NCCP. All coaches must successfully complete evaluation in order to become Certified. Generally, workshops and modules are delivered by a Learning Facilitator while evaluation is conducted by a trained Evaluator, who is a different person. However, in the case of the Skills Modules the Learning Facilitator will deliver assessment and feedback (see below).

The evaluation criteria, standards and methods are outlined in the “Outcomes, Criteria and Standards” document. In general, to achieve a learning Outcome, coaches must meet specific Criteria. Standards are used in the evaluation to determine the level to which the coach met displays competence in meeting the Criteria.

There are several types of evaluation activities in the Cycling Introduction to Competition program. These are:

Make Ethical Decisions On-line Evaluation: This component is managed by the Coaching Association of Canada as an on-line evaluation. It is required. The coach should complete this evaluation after the Ready to Race! Training Basics workshop.

Formative Assessment: Before, during and after completing the Ready to Race! Training Basics workshop, the coach will complete a variety of tasks including preparation of a portfolio of work. This will primarily include written work, such as preparation of plans or answers to scenario questions. After the Training Basics workshop an Evaluator will assess this work and provide constructive feedback. This is an assessment, not an evaluation, and is intended to support the coaches’ learning.

Basic Cycling Skills and Skills and Tactics Modules: The performance of the coach in observing, analyzing and teaching skills and detecting and correcting errors in skills and tactics will be assessed by the Learning Facilitators of these modules, and the coach will receive constructive feedback at or following the Module.

Summative Evaluation: Upon completion of all five Ready to Race! workshop modules the coach participates in evaluation. Successful evaluation is required for NCCP certification as an Introduction to Competition Race Coach. The final evaluation of the coach will involve seeing the coach “in action” and measuring his/her performance against the standards. This will occur at an event scheduled by the Provincial/Territorial Cycling Association.

For more information on evaluation of the program, contact your Provincial/Territorial Cycling Association.

The NCCP vision for children in sport

Introduction to Competition-level cyclists may be as young as 5 years old and as old as 50 or more. However, it is expected that the majority will be children, adolescents or young adults. A few comments on coaching children are appropriate here- and these comments apply to older participants as well!

Children play a sport in order to have fun and to be with friends. Every child involved in sport should have a positive experience, which is only possible when the sport environment is both physically and emotionally safe.

The children depend on you, the coach, to build and maintain the sport environment. Children will be able to develop a love for sport when your leadership is directed at valuing each and every one of them. You have an important opportunity to have an impact on the lives of the children involved in your program.

This workshop is intended to support your efforts by providing you the opportunity to learn and improve as a coach. Congratulations on taking the step to participate in this workshop, and thank you for the time that you are giving to develop sport in Canada.

Using this Workbook and Reference Materials

This Ready to Race! Cycling Introduction to Competition Workshop is designed to give coaches opportunities to work with fellow coaches, learn about a variety of situations common in cycling, and practice their skills. This practice will occur in several settings: in a “classroom” environment, and at a cycling venue, or on a parking lot or other surface where cycling skills can be learned and practiced.

As you advance through the Workshop, the Workbook will be used to capture your ideas and answers to a number of questions. The Workbook will also guide you to the *Reference Materials* where you can find a variety of information which you will need to prepare for and deliver a program. You will also complete work in a *Portfolio*, which will be used for all workshops in the Ready to Race! Program and will be assessed by an evaluator at different times. Finally, you can record some of the great ideas you find in the Workshop on an *Action Card*, which you should keep in front of you as the Workshop progresses.

The following symbols appear in the *Coach Workbook* and the *Reference Materials*, to help you find resources. These are also colour-coded to assist you:

Coach
Workbook



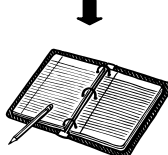
Reference
Material



Action
Card



Portfolio



Evaluation
Form



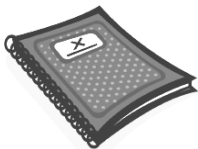
Enjoy the Workshop!

Step 1 Practice Planning and Cycling Safety

The structure of a practice

1. Have a look at all the lesson plans provided in the *Toolbox*. What key parts do all the practice plans have, and what do you think are the goals for each part?

Key practice plan part	The goals for this part
a. <i>Welcome, introduction, safety scan</i>	<i>Attendance check Introduce lesson Be sure equipment is safe</i>
b.	
c.	
d.	
e.	



p. 37-38
blue

1. Have a look at the *Reference Material* sections entitled *Key Parts of a Complete Practice in Community Sport* and *Practice Planning Checklist*. Make any necessary changes to your notes in question 1. This information can be used to help you put together a practice from the games/activities that are provided in the *Toolbox* as well.

Tip:

Remember that children have difficulty sitting still and listening, especially when they are excited to be at practice with friends. Allow for some meet-and-greet time when they can chat. It is also a good idea to do your talking while they are doing their stretching, both during warm-up and cool-down.

Make sure you include frequent water breaks during your practice. Children need to drink about one full 1L water bottle (250 mL/15 min) during a 60-minute practice in warm weather or in a dry environment.

Emphasizing safety in your practice

Knowing the risks and being prepared

1. Using the lesson plan that you chose from the *Toolbox*, identify all the possible risks to the participants and what you would do to control for them. Feel free to pair up and work with another coach.

Risk factor

What I do to control for this risk

Responding to an emergency

2. What, in your opinion, constitutes an emergency situation? In other words, when would you call for emergency medical services?

4. What would you do if an emergency occurs (what is your Emergency Action Plan, or EAP)? Use the blank *EAP Worksheet* and create your own EAP for the facility that you practise/play at most often. Feel free to use the *Reference Material* sections entitled *Emergency Action Plan (EAP)*, *Emergency Action Plan Checklist*, and *Sample Emergency Action Plan* to help you.

Liability

No matter what their certification, experience, employment or volunteer status, sport discipline, or location of residence, coaches at all times have a legal obligation to provide a safe environment for participants. Information on your liability as a coach can be found in the *Reference Material* section entitled *Coach Liability* as well as in the appendix to the *Reference Material* entitled *Legal Questions and Answers (FAQ)*.

Safety Check

1. Pull out a copy of the *Facility Safety Checklist*. Use the checklist to do a five-minute safety check of the facility.
2. Compare what you found to what other coaches found.

Spend a few minutes on your own and note on your Action Card what you learned about practice planning and safety.



Tip:

A great idea is to take a first aid course offered in your community so that you are aware of what to do in the event of an injury during one of your practices or competitions. Find out if parents of participants on your team have training in the area of injury prevention/treatment. Perhaps they can help you by sharing this responsibility at practices or competitions.

Step 2 Practice Coaching Session #1

Cycling Skills: The ABCs

1. Review the Cycling Skills Model and familiarize yourself with the ABCs. Then watch a demonstration by a cyclist riding the basic Assessment Course #1. Which of the ABCs can you observe in action? Which ABCs are not performed?
2. Now you'll have a chance to ride the Assessment Course #1 yourself, and to observe other coaches riding the course. Do you see the ABCs as they ride?
3. Next, watch a demonstration of the transition from Balanced Position to Ready Position. Can you identify all the ABCs of the Ready Position?

Analyzing Skills

1. Review the three-phase and five-phase analysis model in the *Toolbox*. You'll have a chance to see a demonstration of a skill. Can you spot the different phases? Which ABCs occur in each phase? Is the skill three-phase or five-phase? Why?
2. To be able to spot the phases and ABCs as participants attempt to learn new skills, you'll need an Observation Strategy. Think about the best place to watch the skill from (Front? Beside? Behind? High or low?) Will this be the same for every skill?
3. Use the *Skill Analysis and Error Correction Sheet*. You will only be using the Observation Strategy and Key Movements boxes at this time. Fill out these areas for the skill you have selected. Then, watch a demonstration of this skill, and put tick-marks on your sheet when you see the ABCs. Did your observation strategy work?

Practicing the Basic Skills

Now you will have an opportunity to try and practice the basic cycling skills yourself. The nine basic skills and three optional skills which you will instruct are:

- Braking (front, rear, and combined front and rear)
- Straight-line riding (wide to narrow surfaces)
- Tight turns
- Gearing and cadence
- Cornering (medium-speed)
- Front wheel lift
- Limbo (duck) and pick up and drop and object
- Hill climb (optional in Lesson Plans)
- Hill descending (optional in Lesson Plans)
- Mounts and dismounts
- Bumping and buzzing
- Riding a drop-off (optional in Lesson Plans)

Due to Workshop time limits, you may not be able to practice every skill.

As you watch the demonstrations of the activities and try them yourself, think about the following questions. You may want to use your *Skill Analysis Sheet* to make notes:

1. What are the phases of each skill? How does the demonstration help make the phases clear?
2. What are the ABCs that go into each skill? How does the explanation by the demonstrator or learning facilitator help make this clearer?
3. When you tried the skill yourself, what were the key cue words or phrases that helped you perform the skill correctly?

Model coaching by the facilitator

The facilitator will demonstrate how to coach an activity with a group of participants. Look at *Self-assessment Sheet #1* and watch how the facilitator follows the guidelines for:

- selection of the activity
- safety before the activity
- explanation
- demonstration
- organization
- safety during the activity.

Planning to lead an activity: Using the Lesson Plans

1. Choose one of the skills from the Lesson Plans that you think would be suitable for your participants. Review the purpose of this skill and its key characteristics.
2. Pull out one copy of *Self-assessment Sheet #1* and have a look at all the points on the sheet. Have a look also at the *Reference Material* sections entitled *Teaching and Learning* and *The Steps of Coaching an Activity*.
3. Later, you will be asked to coach your chosen activity using the other coaches as your participants. Think about how you will coach your activity using the *Self-assessment Sheet* as a guide. Use the *Community Cycling Skill Planner* in this Workbook to create your plan.

4. Think about *Modifying Your Practice Plan* from Practice Planning (Step 5). What are some reasons you might have to modify your lesson plan? List them and the modification you would make:

Reason to Modify

Modification I Would Make



Spend a few minutes on your own and note on your Action Card what you learned about delivering a practice session. Review and modify your *Community Cycling Skill Planner* as needed.

Tip:

How you organize activities and how you arrange for the transition from one activity to the next will be important in maintaining the attention and the interest of the participants. Participants are happiest when they are busy, when they have lots of chances to try an activity, when they succeed more than they fail at the activity, and when they have some choice in what they are doing. Choose challenging activities that participants can do successfully at least seven out of every 10 tries. Maximize the time that they are active, with very little time spent waiting in line or in transition between activities. Use the services of any available parents who can help you arrange your activities in stations. Allow participants some say in what stations you set up and the ways they move between them.

Step 3 Practice Coaching Session #2

Note: This step may be broken into several sessions depending on Workshop schedule.

Skill Progressions

1. Return to and review the skill development lesson you have been preparing. The facilitator will present some information about creating skill progressions: breaking down skills into steps and practising them from the easiest to more complex levels. Create a skill progression list for your activity on your *Skill Planner* sheet.
2. Think about presenting your lesson to a group of young participants (age 8-9, for example). What skill progression would be appropriate? How could you keep the interest of the participants as they practiced?

Model coaching by the facilitator

The facilitator will demonstrate how to coach an activity with a group of guest participants. Look at *Self-assessment Sheet #2* and watch how the facilitator follows the guidelines for:

- skill progression
- intervention
- general communication.

Communicating and interacting with participants

3. The facilitator will now present some information on effective communication and intervention (feedback) techniques. You can also take a moment to review the information on *Teaching and Learning*, and *The Steps of Coaching an Activity* in the *Reference Material*. Record any ideas on your Action Card.
4. Pull out the copy of *Self-assessment Sheet #2*. Have a look at the *Reference Material* sections entitled *Self-esteem* and *Creating a Participant-centered Environment*. Will this information affect the way you present your lesson? Make additions to your Skill Planning Sheet.



Practice coaching session

Now you will have an opportunity to present your lesson to fellow coaches. You will be asked to:

- coach your activity
- listen to some feedback from the facilitator and other coaches
- take five minutes to complete *Self-assessment Sheet #1 and Sheet #2*
- jump back in and be a participant while another coach practises.

Debriefing your practice coaching session

Discuss your self-assessment with another coach. Practise being an active and effective listener when another coach is commenting on his/her performance.



5. Take a few minutes on your own and note on your Action Card anything that you learned from the first practice coaching session. Be sure to note things you did well, things you need to improve, and ideas from watching others practice coach.
6. Compare your completed Skill Planner sheet for the skill you selected with the Sample Skill Planner. How does your version compare? Did you miss any points?

Participant Coaching Session #2

You will now have an opportunity to coach a practice session with guest participants. You may already have taken some time to set up skill development courses in preparation for their arrival.

7. You will be asked to:
 - coach your activity to the guest participants
 - listen to some feedback from the facilitator and other coaches
 - take five minutes to complete *Self-assessment Sheet #2*
 - rejoin the group while another coach practises.

Debriefing your participant coaching session #2

8. Discuss your self-assessment with another coach. Practise being an active and effective listener when another coach is commenting on his/her performance.



9. Take a few minutes on your own and note on your Action Card anything that you learned from this practice coaching session. Be sure to note things you did well, things you need to improve, and ideas from watching others practice coach.

Tip:

The words you choose and your non-verbal communication are key indicators to children of what you think of them. Aim to speak positively and to be mindful of their feelings and self-esteem. Children will care a lot about what you think.

Be sure to always point out what they are doing well. Instead of leaving a lasting impression in their minds of what not to do, you will leave them with a lasting impression of what to do.

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: _____

Describe the skill:	Set-up and Equipment:
Teaching Points:	Demonstration Plan:
Progressions:	Activity Plan for Group:
Errors and Corrections:	Observation Plan:
Summary/Wrap-up:	

Bike Safety Checklist

Participant _____

This checklist should be taken into your local bike shop. The bike shop should perform a safety check on the bike to ensure it is safe and in proper working order. This check should minimize time spent on repairs, and optimize riding time. There will be charges for necessary repairs.

Pass Fail Repaired

☐☐☐

Handlebar, stem, seat, seat post, pedals, cranks and important bolts are all tight.

☐☐☐

Gears shift smoothly, derailleurs, cables and housing in sound working condition, levers tight, limit screws properly adjusted.

☐☐☐

Brakes work properly, levers, cables and housing, pads in good working order and condition.

☐☐☐

Wheels are reasonably true with no broken or loose spokes.

☐☐☐

Frame and fork are not bent, cracked, or otherwise seriously misaligned.

☐☐☐

Bearings in headset, bottom bracket, cones in hubs, are not excessively loose or in need of urgent repair.

☐☐☐

Tires are not seriously worn, torn, cracked, cut, or in need of replacement.

☐☐☐

Wheel nuts and/or quick releases are properly installed and tight.

☐☐☐

Bell, rear and front reflector/lights are in working order.

Mechanic Recommendations: _____

Mechanic Name: _____ Date: _____ Shop: _____

This Bike check is meant to only be a preventative inspection. Neither the bike shop nor the clinic organizers are responsible for the state of each participant's bicycle. It is the full responsibility of each participant to ensure that their bicycle is properly maintained and safe. Please take your bicycle into the bike shop as soon as possible, as you may need to leave it there for a few days (bike shops tend to be busiest during nice weather). This form must be returned completed at the first session.



Mountain Bike (MTB)

MTB position is between BMX and road. The seat is high for long-distance pedaling efficiency, but can be lowered for skill events. The trunk is high, head up, elbows flexed.

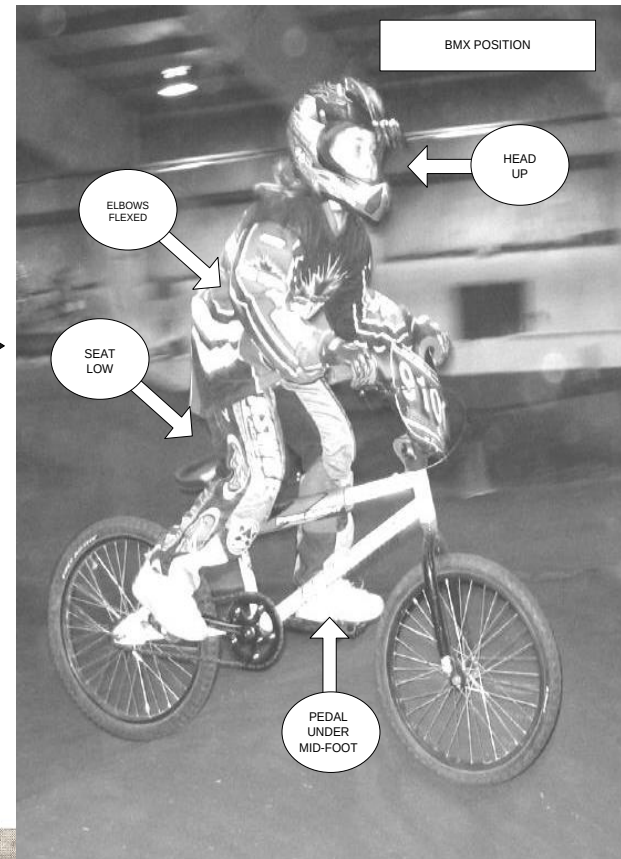
Priorities: Comfort and efficiency over distance, agility and absorbing shock.

BASIC CYCLING POSITIONS

BMX

BMX position is designed for maximum agility. The seat is low, the trunk is high, the head up, and elbows flexed. The mid-foot is over the pedal axle.

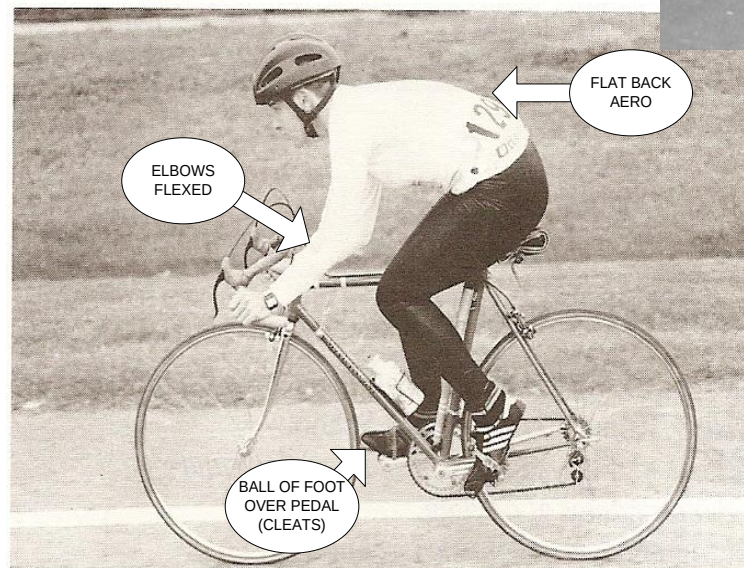
Priorities: Short term speed, agility and absorbing shock.



ROAD

The seat is high for long-distance pedaling efficiency, and the trunk is low for aerodynamics. The head is up and elbows flexed. The ball of foot is over the pedal axle.

Priorities: Comfort and efficiency over distance.



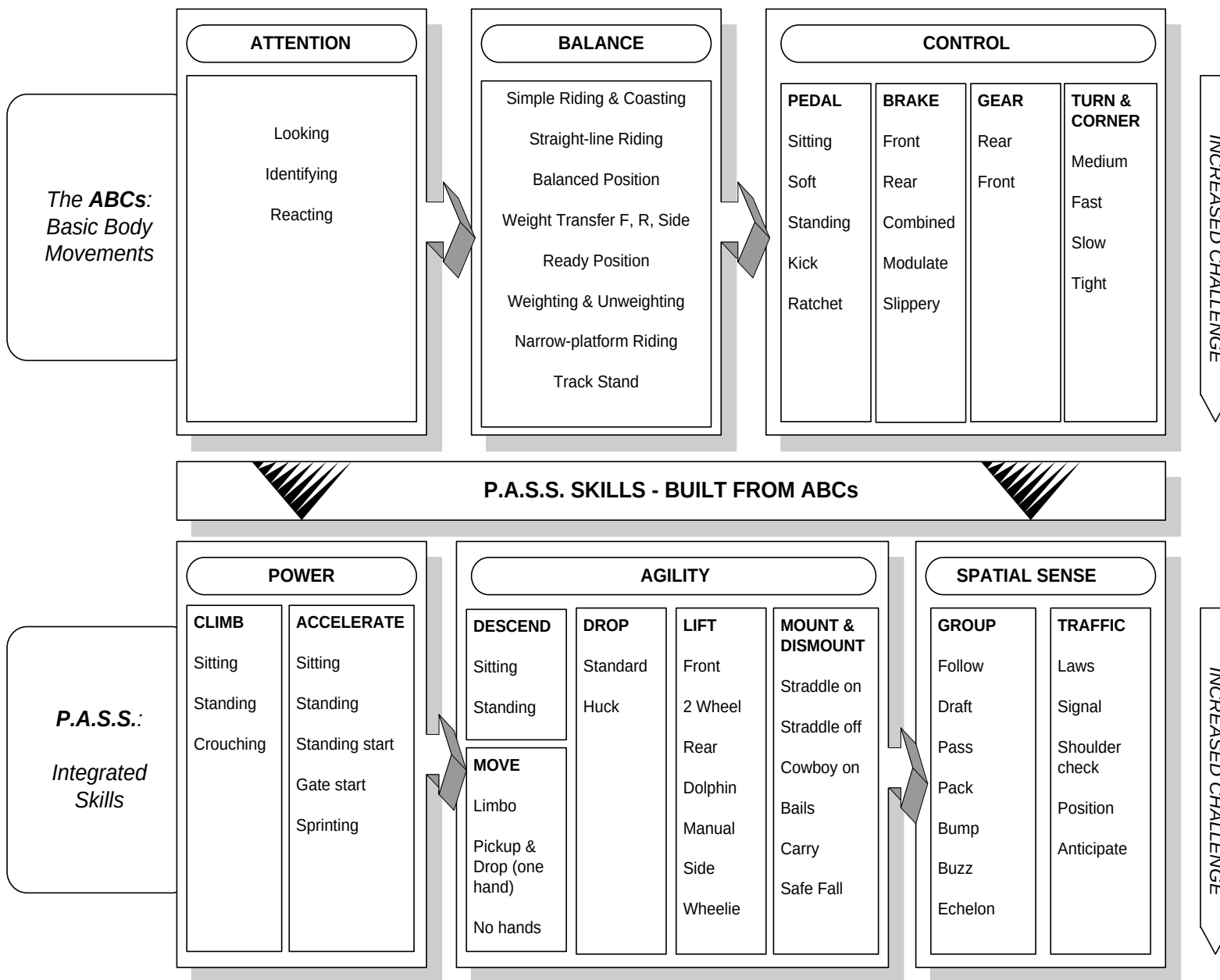
Cycling Skill Development Model

The model on the next page shows an approach to building basic cycling skills. This brief explanation will help you use the model in your coaching. See *glossary for terms*.

- The first step in developing cycling skills are the ABCs: Attention, Balance and Control. These form a foundation for more advanced skills. Each of the ABCs can be broken down into various parts. Understanding the ABCs allows the coach to instruct skills from the building blocks on up, to analyze movements and detect and correct fundamental errors, and to plan effective skill progressions.
- When analyzing a cycling skill, always look for the ABCs first. Every skill is based on some combination of A, B and C in the set-up and initiation of the skill. If there are problems with these basics, the cyclist will not be able to build more advanced skills.
- The ABCs can be put together, or integrated, into more complex skills: Power, Agility, and Spatial Sense skills (P.A.S.S.). For example, an Agility skill like Limbo (ducking under an obstacle) requires the cyclist to pay Attention and adjust his/her speed and path; to use Balance by shifting weight; and to Control by braking, steering, and pedaling in preparation for the obstacle.
- Ready position has special importance. In ready position, the cyclist has knees and elbows slightly flexed, fingers on the brake levers, and is attentive to upcoming conditions. He or she is ready to react. One objective of building good ABCs is to prepare the rider for Ready Position which in turn is a starting point for many P.A.S.S. skills.
- In general, skills are integrated into new more complex skills, from left to right on the model diagram. Within each box, there is also a progression from top to bottom, with more challenging skills at the bottom (for example, Control – Brake goes from one front brake at top to combined, modulated braking in slippery conditions at the bottom).

The nine basic skills and three optional skills which you will instruct in Basic Cycling Skills are:

- Braking (front, rear, and combined front and rear)
- Straight-line riding (wide to narrow surfaces)
- Tight turns
- Gearing and cadence
- Cornering (medium-speed)
- Front wheel lift
- Limbo (duck) and pick up and drop an object
- Hill climb (optional in Lesson Plans)
- Hill descending (optional in Lesson Plans)
- Mounts and dismounts
- Bumping and buzzing
- Riding a drop-off (optional in Lesson Plans).



A CYCLING SKILLS MODEL

Skill Analysis: Cycling Skills

The following chart shows key movements to accomplish the cycling skills covered in Community Cycling- Initiation. The skills are grouped according to the Skills Model into ABCs and P.A.S.S., and broken down using either a three- or five phase analysis: Set-up, Preliminary Movement, Force-producing Movements, Critical Instant and Follow-through, or in three-phase analysis, Set-up, Movement, Follow-through. This method of analysis is used in many sports.

- Set-up: Decision and preparation for executing the skill, usually a combination of Attention, Balance and Control (ABC) movements.
- Preliminary Movements: The first movements of the skill itself, often a narrowing of Attention along with a new combination of Balance and Control movements.
- Force-producing Movements: Typically this is a combination of Balance movements such as weighting, unweighting, and weight transfer needed to execute the skill. These movements are often rapid, powerful and coordinated and therefore can be difficult to observe or separate.
- Critical Instant: The force-producing movements combine to achieve the objective of the skill. The moment when the success of the skill can be seen.
- Follow-through: The final movements, usually a combination of Attention, Balance and Control, needed to complete the skill and transition to a new skill. This may overlap the Set-up phase of a new skill.

In a three-phase skill, Preliminary Movements, Force-producing Movement and Critical Instant merge together into a Movement Phase. This is true for continuous skills.

For example, here are the five phases of a Standing Acceleration:

Set-up	Preliminary	Force-producing	Critical Instant	Follow-through
• Identify/react A • Change gearing if needed C	• Weight transfer forward & unweighting (stand up) B	• Pedaling C • Rhythmic weight transfer to counter-balance aggressive pedaling B	• Acceleration to desired speed	• Continue pedaling C at new speed

A= Attention B= Balance C= Control

Sometimes, especially for the basic ABC movements themselves, there are fewer phases or the Preliminary and Force-producing phases merge.

Use an observation plan to spot these phases during skill execution. This allows you to identify errors and suggest corrections. It is also the basis of building skill progressions- the development of increasingly challenging variations on the basic skills.

Cycling Skill Analysis Chart

Note: Not all basic ABC movements are included

Skill Group	Skill	Set-up	Preliminary	Force- producing	Critical Instant	Follow-through
			Movement Phase (execution)			
Note: A= Attention B= Balance C- Control	Ready Position	- Look/Identify A - Balanced position B	- Flex elbows and knees slightly from balanced position (move to ready position) - Weight centered - Fingers on brakes			Maintain or initiate new skill from ready position
<i>Balance</i>	Balance Narrow-platform riding	- Look/Identify A - Balanced position B - Brake or pedal to adjust speed C	- Move to ready position - Weight transfer side to side as needed - Balance maintained			- Ride off platform in ready position - Maintain or initiate new skill from ready position
<i>Control</i>	Brake Combined	- Look/Identify/ React A - Move to ready position	- Apply front and rear brakes together and simultaneously, - Weight transfer to rear - Slows to desired speed or stop by target point			- Move to balanced position; resume pedaling - If stop, straddle
<i>Control</i>	Turn Medium Speed	- Look/Identify/ React-choose appropriate line A - Balanced position B - Inside pedal is up C	- Initiate turn with slight handlebar turn and bike lean B+C - Body upright, balanced over outside (low) pedal “Push outside pedal down” cue - Hits correct line, speed maintained			- Move to balanced position; resume normal pedaling - Maintain or initiate new skill
<i>Control</i>	Turn Slow or Tight	- Look/Identify/ React- choose line, spot obstacles A - Move to ready position B - Brake as needed to modulate speed C	- Look across turn (line)- turn head as needed A - Weight transfer side to side as needed to maintain balance B - Light rear brake and move pedals as needed to regulate speed (pedal, coast or ratchet) C - Balance maintained - Hits correct line			- Move to balanced position; resume normal pedaling - Maintain or initiate new skill
<i>Power</i>	Climb Sitting	- Look/Identify/ React- choose appropriate line A - Change gear as needed C	- Weight transfer forward to maintain balanced position B - Continue pedaling C	Pedal while maintaining forward weight distribution C	Climb completed with minimal loss of speed	- Resume normal pedaling - Maintain or initiate new skill

<i>Power</i>	Climb Standing	- Look/Identify/ React- choose appropriate line, gear A - Change gear as needed C	- Move to ready position (standing) as climb begins - Weight transfer slightly forward B	Pedal and weight transfer side to side in rhythm with pedal stroke (push/pull on bars) B+C	Climb completed with minimal loss of speed	- Move to balanced position; resume normal pedaling - Maintain or initiate new skill
<i>Power</i>	Climb Crouching	- Look/Identify/ React- choose appropriate line, gear A - Change gear as needed C	- Move to ready position (standing) as climb begins - Weight transfer forward; weight front wheel B - Continue pedaling C	- Pedal with upper body low over handlebars - Weight transfer side to side in rhythm with pedal stroke (push/pull on bars) B+C	Climb completed with minimal loss of speed	- Resume normal pedaling - Maintain or initiate new skill
<i>Power</i>	Accelerate Standing	- Identify/react A - Balanced position B - Change gearing if needed C	Weight transfer forward & stand B	- Pedal C - Rhythmic weight transfer to counter-balance aggressive pedaling (push/pull on bars) B+C	Acceleration to desired speed	Continue pedaling at new speed
<i>Agility</i>	Descend	- Look/Identify/ React- choose appropriate line, speed A - Brake if needed C - Move to ready position	- Look at path (line)- turn head as needed A - Weight transfer back (more for steeper descent) B - Pedals in level position C - Steer, weight transfer side to side as needed B+C - Descent completed speed maintained			- Change gear as needed - Continue pedaling - Return to balanced position at new speed
<i>Agility</i>	Move Limbo	- Look/Identify/ React- choose appropriate line, speed A - Brake if needed C	- Coast, pedals in neutral position B - Lower trunk over handlebars; push butt back off seat to further lower trunk if needed for very low clearance B - Duck head just at critical instant - Pass under obstacle; speed maintained			- Continue pedaling - Return to sitting neutral position at new speed

<i>Agility</i>	Move Pickup & Drop	- Look/Identify/React- choose appropriate line, speed A - Brake if needed C	- Take one hand off handlebars; - Maintain balanced weight/balance B	Grasp, lift object (bottle)	Lower object & weight transfer to side to counter-balance	- Return hand to handlebars - Continue pedaling - Return to balanced position
<i>Agility</i>	Drop-off	- Look/Identify/React- choose appropriate line, speed A - Brake if needed to walking speed C - Move to ready position	Brake and look over edge of drop, pedals level; decide to drop B+C.	- Transfer weight back and extend arms, trunk low to bike ("push") - Coast over drop-off B+C	Ride drop-off; balance maintained	- Front wheel "hits" bottom; absorb shock with knees and elbows (weight transfers forward) - Extend elbows to return to ready position - Resume pedaling
<i>Agility</i>	Lift Front	- Look/Identify/React- choose appropriate line, speed A - Brake if needed to walking speed C - Move to ready position	Quickly weight the front wheel as obstacle is reached; compress F suspension B	- Instantly unweight the front wheel as obstacle is reached; lift head & shoulders; weight transfer up and back B, and simultaneously. - Pull handlebars toward chest B+C	Pass over obstacle; speed maintained	- Rear wheel rolls over obstacle; absorb shock with knees and elbows - Continue pedaling, return to sitting balanced position
<i>Agility</i>	Mount/Dismount Straddle mount	- Stand on left side of bike - Hands on handlebars - Left pedal up	- Swing right leg over bike, straddle B - Left foot on left pedal (up)	- Push (pedal with left foot C - Move right foot onto right pedal	- Pedal - Maintain balance	Pedal away

<i>Agility</i>	Mount/Dismount Bail	• Look/Identify/ React- choose appropriate line, speed, pick a landing spot A • Move to ready position	• Unclip shoes from pedals if using cleats C	• Lean toward safe landing spot and move foot down • Brake while continuing to lean B+C • Put foot ahead if descending, behind if climbing • If bike is still rolling (emergency bail), as foot reaches ground, lift other leg over saddle and push bicycle away (goal is two feet on ground and bicycle falling to other side)	• Slow bail: bike stops as one foot hits ground, rider balanced and stable • If emergency bail: goal is two feet on ground and bicycle falling to other side	• Restart, ride away
<i>Spatial Sense</i>	Group Bump	• Look/Identify/ React- choose appropriate line, speed, distance A • Brake if needed C	• Align shoulder with shoulder of other rider – match speed	• Small weight transfer to side (lean upper body while keeping bicycle vertical)	• Bump elbows; maintain balance	• Resume normal pedaling • Maintain or initiate new skill
<i>Spatial Sense</i>	Group Buzz	• Look/Identify/ React- choose appropriate line, speed, distance A • Brake if needed C	• Align F wheel with R wheel of other rider – match speed	• Modulate speed until wheels touch; maintain ready position	• Touch wheels; maintain balance	• Resume normal pedaling • Maintain or initiate new skill

Skill Analysis & Error Correction Sheet

Skill: _____

Observation Strategy: (Where to look, where to stand, what to watch for)

5 phase	3 phase	Key Movements (ABCs + others)	Errors Observed	Recommended Correction
Set-up	Set-up			
Preliminary	Movement			
Force-producing				
Critical Instant				
Follow-through	Follow-through			

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: _____

Describe the skill:	Set-up and Equipment:
Teaching Points:	Observation Plan:
Progressions:	Demonstration Plan:
Errors and Corrections:	Activity Plan for Group:
Summary/Wrap-up:	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Braking (combined front and rear)**

Describe the skill: <i>Use both front and rear brakes together to slow or come to a complete stop.</i>	Set-up and Equipment: <i>Four cones each 10 m apart. The 2 middle cones mark beginning and end of braking area (about 10 m long).</i>
Teaching Points: • <i>Look/Identify/React (spot stop point)</i> • <i>Move to ready position</i> • <i>Apply front and rear brakes together evenly (squeeze- don't grab) and simultaneously transfer weight rear</i> • <i>Slow to desired speed or stop by target point</i> • <i>Return to balanced position; resume pedaling</i>	Observation Plan: <i>Stand beside braking area, close to stop point, and about 2 m to the side to allow room for the rider to pass.</i>
Progressions: 1. <i>Rear brake alone, front brake alone</i> 2. <i>Combined braking</i> 3. <i>Brake from higher speed</i> 4. <i>Brake in shorter distance</i> 5. <i>Brake on command from coach</i> 6. <i>Brake on slippery surface (grass, wet grass)</i>	Demonstration Plan: <i>Group stands beside braking area, facing it, about 2 m to the side. Coach enters braking area and brakes, while providing comments. If using a second demonstrator, coach stands on other side of braking area facing the group while providing comments.</i>
Errors and Corrections: <i>Skid: don't grab, apply slowly/evenly</i> <i>Partial endo: shift weight back, reduce front brake</i> <i>Stops too slowly: check condition of brakes; apply brakes harder</i>	Activity Plan for Group: <i>Group rides a loop 30 m long, passing through braking area in single file, spaced about 5 m apart. As each enters braking area, they stop and accelerate away, Coach provides feedback as they stop. Riders turn around at 1st and 4th cones and continue loop. Keep the riders well-separated.</i>
Summary/Wrap-up: <i>Remember, look ahead, squeeze both brakes and shift your weight back!</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Straight-line riding (wide to narrow surfaces)**

Describe the skill: <i>Ride in a smooth straight line with no wobbles.</i>	Set-up and Equipment: <i>Painted straight line; wooden plank; low ramp and low teeter-totter.</i>
Teaching Points: • Look/Identify line • Balanced position • Brake or pedal to adjust speed- not too slow • Move to ready position • Relax upper body, hands • Weight transfer side to side as needed • Balance maintained • Ride off in ready position	Observation Plan: <i>Front ¾ view. It's easier to see control movements from the front.</i>
Progressions: 1. Ride on painted line 2. Ride on plank flat on ground 3. Ride up/down ramp 4. Ride on teeter (note: teach bail/ride off first)	Demonstration Plan: <i>Group stands along line of travel, 2 m back, watching front ¾ view of demo rider. Demo rider shows importance of correct speed (fast enough not to wobble, slow enough to stay in control).</i>
Errors and Corrections: <i>Wobble- too slow: Speed up slightly</i> <i>Wobble- too tense: Relax hands, upper body.</i> <i>Fall off teeter: Usually too tense or too slow, or stops part way on teeter (fear)- practice riding off teeter first.</i>	Activity Plan for Group: <i>Group rides 30 m loop, single file, spaced 5 m apart. Coach provides feedback as they enter observation zone. Remind riders to maintain space between themselves.</i>
Summary/Wrap-up: <i>Pick the right speed and relax your hands and arms.</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Tight turns**

Describe the skill: <i>Ride a 180 degree turn in a narrow space (eg switchback).</i>	Set-up and Equipment: <i>Cones or chalk-line path requiring rider to turn with less than 0.5 m clearance. Set up several stations (1 for every 2 riders is ideal).</i> <i>Use Bullseye Circle course first.</i>
Teaching Points: • Look/Identify/ React- choose line, spot obstacles • Move to ready position • Brake as needed to modulate speed • Look across turn (line)- turn head as needed • Weight transfer side to side as needed to maintain balance- standing on level pedals • Light rear brake and move pedals as needed to regulate speed (pedal, coast or ratchet) • Steer front wheel as wide as possible in space available	Observation Plan: <i>Watch from side, 2 m away. Look for balance and front and rear wheel paths (the front turns in wider space).</i>
Progressions: 1. Wider to narrower space (cones, lines) 2. Series of L and R tight turns (snake) 3. Turn while climbing or descending	Demonstration Plan: <i>Group watches from side, 2 m back. Best to have a separate demo rider, coach provides comments facing group.</i>
Errors and Corrections: <i>Front wheel hits cone: slow down, focus</i> <i>Rear wheel hits cone: steer front wheel wider around cone (rear follow tighter path)</i> <i>Rider dabs: speed too fast/slow, modulate rear brake, ratchet</i>	Activity Plan for Group: <i>Riders take turns riding the tight turn at their stations.</i> <i>Follow with Survivor Game if desired (similar control skill).</i>
Summary/Wrap-up: <i>Practice using your rear brake and ratcheting to keep you at the right speed while you turn.</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Gearing and cadence**

Describe the skill: <i>Choose the appropriate gear to maintain cadence (usually 60-90 revs per minute) in different conditions (climbing, flat riding, downhill)</i>	Set-up and Equipment: <i>4 cones spaced 10 m apart to create a 30 m demonstration loop with 10 m observation zone in middle.</i>
Teaching Points: <i>Look/react to terrain</i> <i>Shift gear to maintain same cadence</i> <i>If shifting on hill, soft-peddalling can ease gear change</i>	Observation Plan: <i>Front ¾ view. It's easier to see control movements from the front.</i>
Progressions: <i>Changing gear on flat ground</i> <i>Changing gear while climbing a hill</i>	Demonstration Plan: <i>Coach demonstrates gear action by shifting stationary bike (held by another, or inverted, or on stand).</i> <i>Then, group stands along line of travel, 2 m back, watching front ¾ view of demo rider. Demo rider changes gears on command.</i>
Errors and Corrections: <i>Selects wrong gear for terrain: try again (maintain cadence)</i>	Activity Plan for Group: <i>Riders practice gearing up and down, front and rear, independently.</i>
Summary/Wrap-up: <i>Remember to look ahead and choose a gear to match the terrain. Practice makes perfect!</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Cornering (medium-speed)**

Describe the skill: <i>Travel around a medium-speed corner, following the fastest line while maintaining speed and balance.</i>	Set-up and Equipment: <i>Set up a series of cones or chalk line corner path.</i>
Teaching Points: • <i>Look/Identify/React-choose appropriate line</i> • <i>Ready position</i> • <i>Inside pedal is up</i> • <i>Initiate turn with slight bike lean with arms</i> • <i>Body stays upright, balanced over outside (low) pedal, bike leans through turn</i> • <i>"Put weight on outside (down) pedal" cue</i> • <i>Hit correct line, speed maintained</i> • <i>On exit, move back to balanced position; resume normal pedaling</i>	Observation Plan: <i>Coach stands inside corner path 2 m back. Look for space between the rider and saddle, allowing the bike to lean while trunk stays upright.</i>
Progressions: <i>1. Increase speed</i> <i>2. Series of corners right, left</i>	Demonstration Plan: <i>Riders stand in a line inside the corner 2 m back. Coach stands outside the corner giving commentary while a demo rider performs the skill.</i>
Errors and Corrections: <i>Inside pedal down: correct</i> <i>Misses line- speed too high: slow before corner</i> <i>Not standing on pedals therefore body leans with bike: this is acceptable on the road but in loose conditions preferable to lean bike and hold body erect.</i>	Activity Plan for Group: <i>Riders ride single file 5 m apart in a loop, passing through the observation zone one at a time.</i>
Summary/Wrap-up: <i>Look, ready position, lean the bike and keep your head and body up.</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Front wheel lift**

Describe the skill: <i>Lift the front wheel to clear an obstacle (eg log).</i>	Set-up and Equipment: <i>Pool noodle on ground to simulate log.</i>
Teaching Points: • <i>Look/Identify/ React- choose appropriate line, speed</i> • <i>Brake if needed to walking speed</i> • <i>Move to ready position, pedals level</i> • <i>At obstacle, weight (preload) front wheel and instantly unweight the front wheel as obstacle is reached; lift head & shoulders; weight transfer up and back; simultaneously pull handlebars toward chest</i> • <i>Rear wheel rolls over obstacle; absorb shock with knees and elbows</i> • <i>Continue pedaling, return to sitting balanced position</i>	Observation Plan: <i>Coach stands at obstacle observing from side. Look for strong pre-load and immediate lift of the trunk (coordinated movement).</i>
Progressions: 1. <i>Basic skill- pool noodle</i> 2. <i>Larger obstacle- up to 10 cm</i>	Demonstration Plan: <i>Group lines up along path of travel at obstacle. Coach either demonstrates and comments, or has an assistant demonstrate and comments while facing group.</i>
Errors and Corrections: <i>Not enough wheel lift- bring handlebars to chest</i> <i>Not enough wheel lift- lift torso up</i> <i>Not enough wheel lift- heavy bike and small (young rider)</i>	Activity Plan for Group: <i>Group rides 30 m long loop single file spaced 5 m apart. As they enter/exit observation zone (obstacle) coach provides feedback. Remind riders to remain spaced apart.</i>
Summary/Wrap-up: <i>Correct speed, preload and spring up while pulling the bars.</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Pick up and drop an object**

Describe the skill: <i>While riding, pick up an object (eg water bottle) with one hand from a low platform/ground and replace it on a similar platform/ground after a few pedal strokes.</i>	Set-up and Equipment: <i>Two low tables/platforms about 30 cm high, spaced about 10 m apart. Set up two stations if possible.</i>
Teaching Points: • <i>Look/Identify/React- choose appropriate line, speed</i> • <i>Brake if needed</i> • <i>Lean trunk toward object- bike leans opposite to maintain balance</i> • <i>Grasp, lift object (bottle)</i> • <i>Lower object & weight transfer to side to counter-balance</i> • <i>Return hand to handlebars</i>	Observation Plan: <i>Coach stands 2 m away from tables to one side. Look for lean of body while bike leans the opposite way to maintain balance..</i>
Progressions: <i>1. Lower platforms</i> <i>2. No platform- bottle on ground</i>	Demonstration Plan: <i>Group stands in a line parallel to direction of travel, at pick-up point. Coach demonstrates while providing comments.</i>
Errors and Corrections: <i>Can't pick up: too fast- reduce speed</i> <i>Can't pick up: not enough lean- practice touching shoe, other activities to get used to leaning to side.</i>	Activity Plan for Group: <i>Group rides in single file 10 m apart. Each rider picks up and drops off. Coach shuttles bottles back to pick-up table for next riders. More stations are preferable as riders may drop or knock over bottles.</i>
Summary/Wrap-up: <i>Slow down, lean to the side while letting the bike lean the other way...that's it!</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Hill climbing (sitting)**

Describe the skill: <i>Climb a hill while sitting in the saddle.</i>	Set-up and Equipment: <i>None (small hill 10-20 m long)</i>
Teaching Points: • <i>Look/Identify/React- choose appropriate line</i> • <i>Change gear as needed at bottom</i> • <i>Weight transfer forward, lower trunk</i> • <i>Continue pedaling while maintaining forward weight distribution</i>	Observation Plan: <i>Coach stands at top of hill facing climbing rider. Look for selection of correct gear at bottom, weight transfer forward and low trunk over handlebars.</i>
Progressions: 1. <i>Basic seated climb</i> 2. <i>Standing climb (see skills)</i> 3. <i>Crouching climb (see skills)</i>	Demonstration Plan: <i>Group stands at top of hill. Coach explains skill at top, descends, demonstrates, and re-caps skill. Alternately coach stands with group and comments while a separate demonstrator climbs the hill.</i>
Errors and Corrections: <i>Stops on hill: gear down at bottom</i> <i>Front wheel lifts: shift weight forward on saddle, lower trunk over handlebars.</i> <i>Front wheel wanders: shift weight forward on saddle, lower trunk over handlebars, relax hands and let the bike follow its path.</i>	Activity Plan for Group: <i>Ideally this skill is paired with descending so riders can practice both as they climb, turn and descend. Space riders about 10 m apart and have them climb in single file, either stopping 10 m after top, or descending in a continuous loop. Note: more space is needed as some riders may stop on hill.</i>
Summary/Wrap-up: <i>Pick a low gear at the bottom, shift forward, look up, and pedal!</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Descending**

Describe the skill: <i>Descend a hill in control.</i>	Set-up and Equipment: <i>None (small hill 10-20 m long)</i>
Teaching Points: • <i>Look/Identify/React- choose appropriate line, speed</i> • <i>Brake if needed</i> • <i>Move to ready position</i> • <i>Look at path (line)- turn head as needed</i> • <i>Weight transfer back (more for steeper descent)</i> • <i>Pedals in level position</i> • <i>Steer, weight transfer side to side as needed</i> • <i>Descent completed speed maintained</i> • <i>Change gear as needed</i> • <i>Resume pedaling</i>	Observation Plan: <i>Coach stands at bottom of hill facing descending rider. Look for head up/eyes ahead, weight transfer back, level pedals and hands on brakes.</i>
Progressions: 1. <i>Steeper hill</i> 2. <i>Turns on hill</i> 3. <i>Loose surface on hill</i>	Demonstration Plan: <i>Group stands at bottom of hill. Coach explains skill at bottom, climbs, demonstrates, stops and re-caps skill. Alternately coach stands with group and comments while a separate demonstrator descends the hill.</i>
Errors and Corrections: <i>Too fast- not in control: remind to modulate brakes and use more rear brake on way down.</i> <i>Too slow: recommend no front brake, less rear.</i> <i>Unstable: transfer weight more to rear.</i>	Activity Plan for Group: <i>Ideally this skill is paired with climbing so riders can practice both as they climb, turn and descend. Space riders about 10 m apart and have them descend in single file, either stopping 20 m after bottom, or descending in a continuous loop. Note: more space is needed as riders will descend at different speeds. Ensure safe run-out area at bottom.</i>
Summary/Wrap-up: <i>Look up, push back, and use your brakes to stay in control.</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Drop-off**

Describe the skill: <i>Ride a “drop-off” (small, steep descent) in control.</i>	Set-up and Equipment: <i>None (small drop-off, such as a curb. Do not use a drop-off more than approximately 1 m deep).</i>
Teaching Points: • Look/Identify/ React- choose appropriate line, speed • Brake if needed to walking speed • Move to ready position • Brake and look over edge of drop, pedals level; decide to drop • Transfer weight back and extend arms, trunk low to bike (“push bike ahead”) • Coast over drop-off, pedals level • Front wheel “hits” bottom; absorb shock with knees and elbows (weight transfers forward) • Extend elbows to return to ready position	Observation Plan: <i>Stand at bottom of drop-off, 2 m to side. Watch for slowing/scan at top, weight shift back, level pedals and no brakes.</i>
Progressions: 1. Larger drop-off (to 1 m)	Demonstration Plan: <i>Group stands at bottom of drop-off. Coach explains from top, demonstrates, and re-caps at bottom.</i>
Errors and Corrections: <i>Endo- front brake: do not use brakes. Slow at top.</i> <i>Endo- weight not back: push weight back or even off back of saddle.</i> <i>(These should not occur on a small drop-off such as a curb.)</i>	Activity Plan for Group: <i>Group waits 5 m from top of drop-off. Riders attempt individually on signal from coach (when path is clear.)</i> <i>Note: if front wheel lift has already been taught and a curb is used for drop-off, make a circuit down the curb, around a loop, then lifting front wheel up the curb in a different location.</i>
Summary/Wrap-up: <i>Make sure it’s safe, then push the bike over the edge with your weight well back. No brakes!</i>	

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Bumping**

Describe the skill: <i>Ride next to another rider and bump elbows.</i>	Set-up and Equipment: <i>Flat surface, preferably smooth grass field.</i>
Teaching Points: • <i>Look/Identify/React- choose appropriate line, speed, distance</i> • <i>Brake if needed</i> • <i>Align shoulder with shoulder of other rider – match speed</i> • <i>Small weight transfer to side (lean upper body while keeping bicycle vertical)</i> • <i>Bump elbows; maintain balance</i>	Observation Plan: <i>Coach stands in center of area scanning pairs of riders.</i>
Progressions: 1. <i>Bump elbows.</i> 2. <i>Bump shoulders.</i> 3. <i>Ride while maintaining contact between shoulders.</i>	Demonstration Plan: <i>The coach needs a partner to demonstrate with. Group lines up and coach and partner practice bumping in front of group.</i>
Errors and Corrections: <i>Fall: too aggressive- warn to slow down and not bump too hard.</i>	Activity Plan for Group: <i>Split group into pairs. Space pairs well apart and have them try it. Warn them not to bump too hard!</i>
Summary/Wrap-up: <i>This is great practice for keeping your balance when bumped. Take it easy!</i>	

Community Cycling Lesson Plans & Equipment

To help you organize a fun and effective learning experience for cyclists, we've provided you with a set of Community Cycling Lesson Plans. Using these plans you can run a turnkey, 8-session series of clinics that will:

- Ensure participants have a fun, safe, stage-appropriate experience that makes them want to come back;
- Help to develop basic cycling skills which are transferable to all cycling disciplines, and which can be done on any kind of bicycle;
- Introduce participants to the idea of competition and show them the competition pathway if they want to become more involved.

The eight Lesson Plans follow on the next pages. Please read them carefully. Each Lesson Plan:

- Shows all the planned activities, and in some cases optional activities, for you to offer;
- Lists estimated time required for each activity, and running times for a 90 minute session;
- Provides one or more diagrams of the skills development courses, games, etc to help you set up and organize the activities.

To set up the skill development courses and games you need some equipment. You should obtain and bring the following equipment:

- Approximately 12 - 15 plastic pylons or cones, not be taller than 30 cm.
- Two or three foam pool noodles.
- Contractor's chalk or washable marking paint, to mark lines on the ground.
- One wooden plank, 8 feet long x 10 inches wide x 1 inch thick (optional- you may mark out the "plank" on the ground instead).
- One ramp, with sides 4' L x 10" W x 1" thick, and a height at centre of between 10 and 12 inches.
- One teeter, made from a plank 8' L x 10" W x 1" thick, with a pivot 4" to 6" high.
- Two small platforms (eg recycling boxes, plastic milk crates) approximately 30 cm x 30 cm x 30 cm, to use for the pick up and drop off skill.
- Water bottles or other similar objects to use for pick up and drop off.

Community Cycling Initiation: Lesson Plan #1

<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan	20:00	20 min
- <i>Parents should stay for first 20 min</i> - Attendance - Welcome and course intro - Ground Rules for course - Safety Scan: Helmet, bike check demo, checklist		
2. Initial Assessment	10:00	30 min
- Initial demo - “Simon Says” format- use assessment checklist and assessment circuit (Circuit #1).		
3. New Skill	20:00	50 min
- Braking - Initial demo - Participant practice - Use F, then R, then both together - Braking in zones, to a line, increasing speed - Progress to threshold/skid, in low traction (wet)		
4. Break (set up for Game)	10:00	60 min
5. Game	20:00	80 min
- Bike soccer - Kick ball with foot only (don’t use wheels) - Warn not to kick pedal (pedal position) and emphasize non-contact		
6. Wrap up	10:00	90 min
- Review - Feedback and Questions - Next session overview - “Don’t forget to bring...next time”		

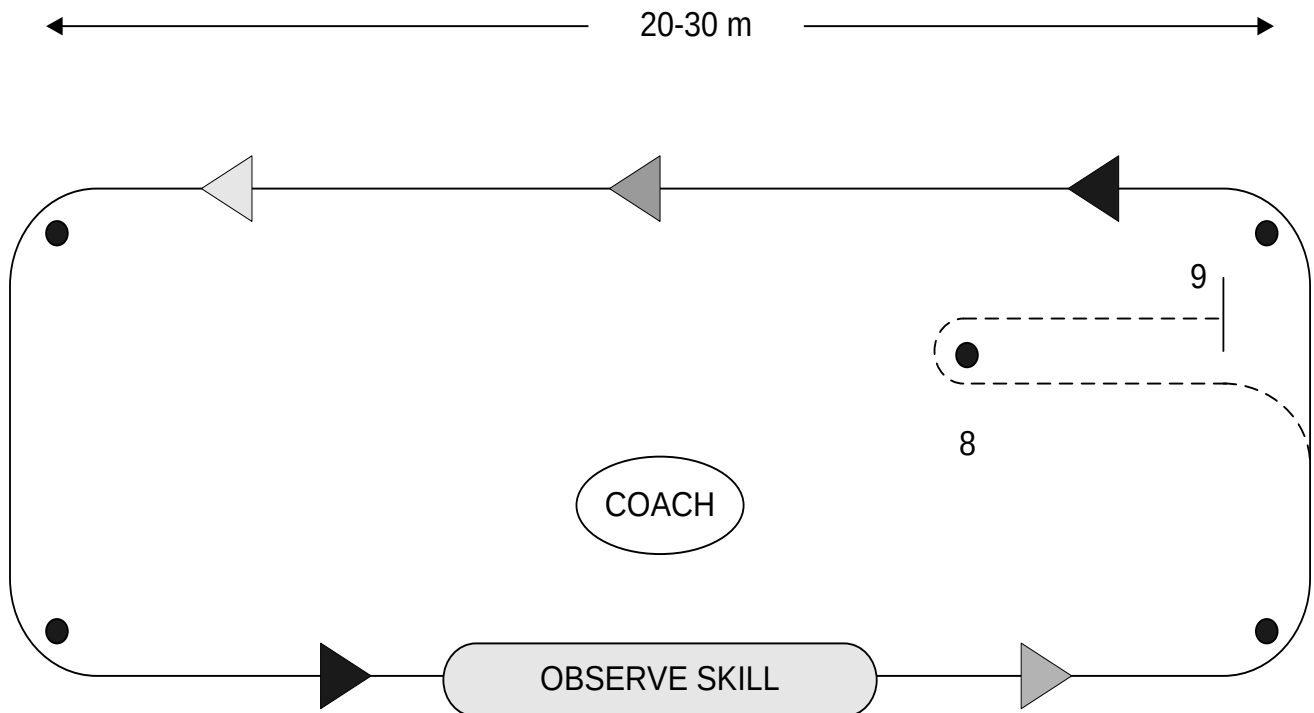
SKILL ASSESSMENT (Circuit #1)

The skill assessment circuit is used at the beginning of the workshop to determine the skill of the participants. The riders do multiple laps of an approximate 10 m x 30 m loop on flat ground, keeping adequate space between themselves. The coach calls out the skill “Simon Says” style as each rider enters the observation zone. The coach should demo the skills to the group first, telling them the command for each.

On the last lap, riders come in off the circuit to complete skills 8 and 9.

The skills are done in this order, with the following cue words:

1. Coast in balanced position “Stand up and coast! Feet level!”
2. Pedal out of saddle “Stand up and pedal!”
3. Coast in balanced position, shift body position “Stand and coast! Move your body around!”
4. Rear brake, no skid “No skidding! Rear brake!”
5. Front brake, no lock-up “Easy front brake!”
6. Combined braking, no dab “Both brakes! Don’t put a foot down!”
7. Accelerate “Speed up! Pedal hard!”
8. Tight turn “Turn around the pylon!”
9. Brake to a stop “And stop!”



Community Cycling Initiation: Lesson Plan #2

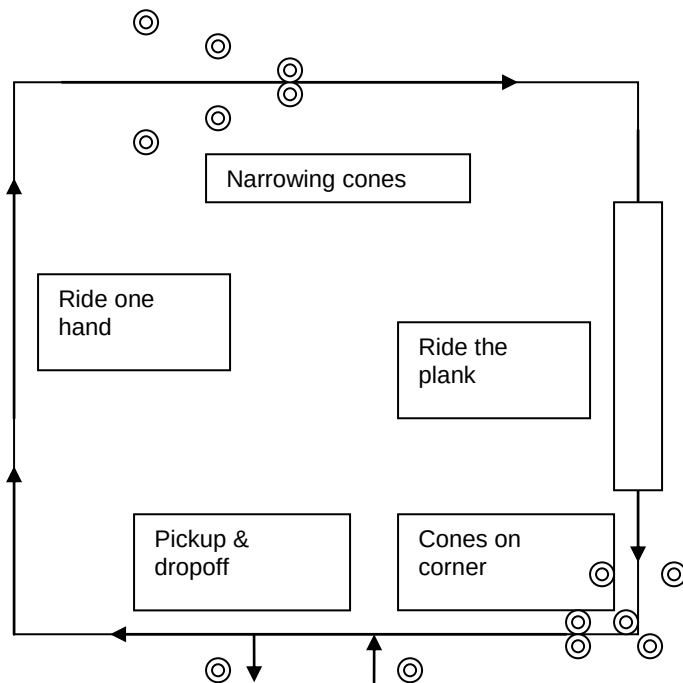
<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan	10:00	10 min
- Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)		
2. Review Session	20:00	30 min
- Braking: "Stall Circuit" (diagram: Circuit #2) - Initial demo - Participant practice - Use F, then R, then both together - Braking in zones, to a line, increasing speed - Progress to threshold/skid, in low traction (wet)		
3. New Skills	20:00	50 min
- Straight line riding: - Initial explanation and demo - Participant practice- Ride the plank - Teaching points: - look ahead - even weight distribution - stability improves with speed - Tight turns: - Initial explanation and demo - Participant practice- Bullseye circle - Teaching points: - look across circle - turn the front wheel (handlebars) - shift weight slightly outward - use rear brake and ratchet as needed		
4. Break (set up for Game)	10:00	60 min
5. Off-bike Lesson	10:00	70 min
- Traffic safety and signaling - Key teaching points: - Be visible - Be predictable - Be alert for unexpected (eg side traffic) - Signals: L turn, R turn, stop		

6. Game

15:00

85 min

- Square Game (Circuit #3)
- Initial explanation and demo
- Use one lap for familiarization (participants alternate) then one timed lap.



Object:

The object is to ride the obstacles on the square non-stop. A point may be given for completing each task without dabbing or stopping or going off course.

7. Wrap up

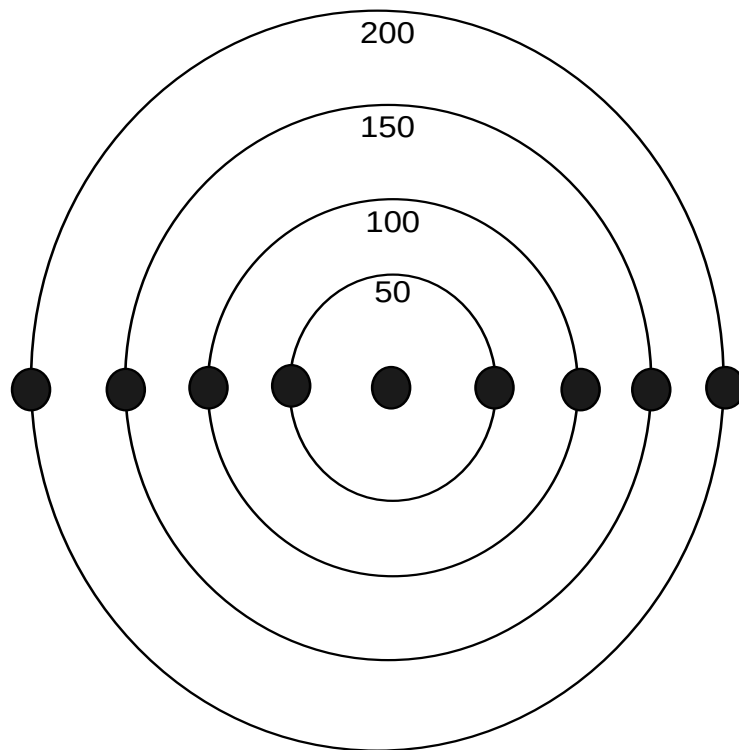
5:00

90 min

- Review
- Feedback and Questions
- Next session overview
- "Don't forget to bring...next time"

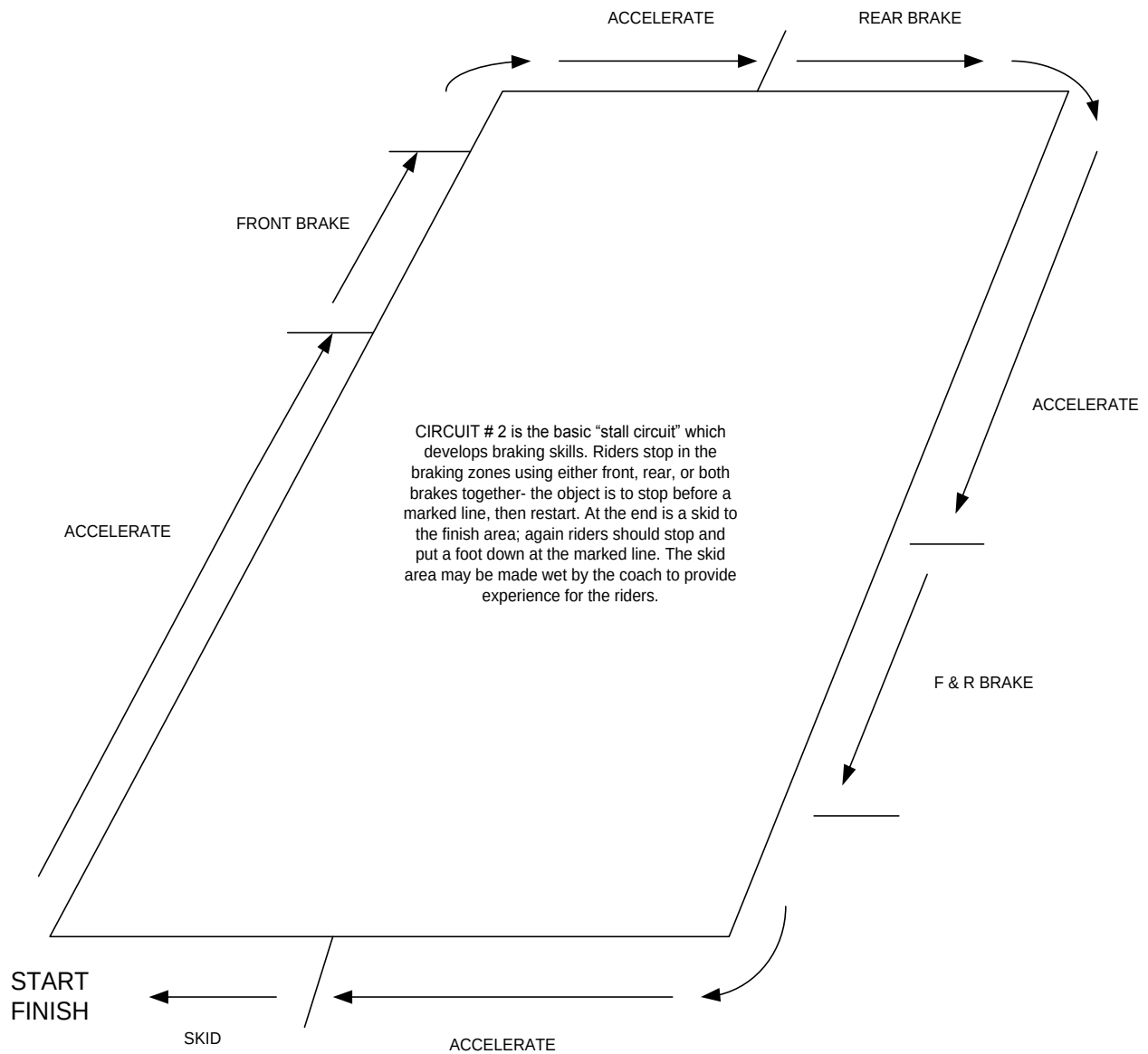
COMMUNITY CYCLING- INITIATION

Bullseye Circle (Lesson 2)



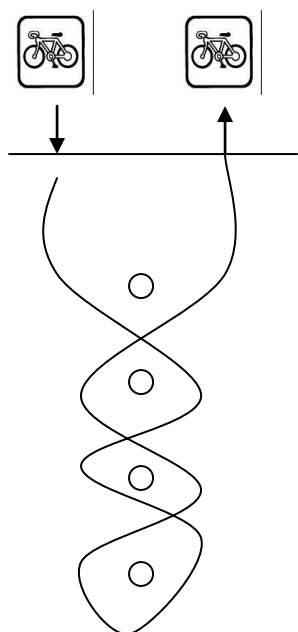
Use this course for slow-speed turn practice. Set up a series of circles using cones. Each cone is 50 cm apart. Riders begin in the outermost circle, and if they can ride it without dabbing a foot, move to the next circle inward without stopping. The object is to move to the innermost circle and ride it without stopping.

COMMUNITY CYCLING- INITIATION CIRCUIT # 2



Community Cycling Initiation: Lesson Plan #3

<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan	10:00	10 min
- Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)		
2. Review Session	20:00	30 min
- Straight line riding: "Square plus ramps" (Circuit #3) - Initial demo - Demo "bail" (simple ride off) for ramps - Participant practice - One lap familiarization (riders alternate) - One timed lap (riders alternate)		
3. New Skills	20:00	50 min
- Gearing and Cadence; Cornering - Initial explanation and demo - Participant practice - Teaching points: Gearing and Cadence - Goal is constant cadence 70-90 rpm - Gear up and down to maintain cadence - Anticipate use of F and R derailleur- judge terrain - Gear only changes while pedaling - Teaching progression: High Speed Cornering - High speed turns: weight transfer and small movements - Look ahead, judge speed, brake and gear down if needed - Find best "line" through single, multiple corners		
4. Break (set up for Game)	10:00	60 min
5. Off-bike Lesson	10:00	70 min
- Introduction to Racing - Key teaching points:		
6. Game	15:00	85 min
- Slalom relay race - Initial explanation and demo - Use one lap for familiarization (participants alternate) then one timed lap (two teams of 4 riders)		



Object:

Riders start in single file in two teams (second course not shown). Riders slalom through the course and on crossing the finish line they hand-tag the next rider in line. The first team to complete the course for all riders wins.

The course is made more difficult by moving the cones closer together.

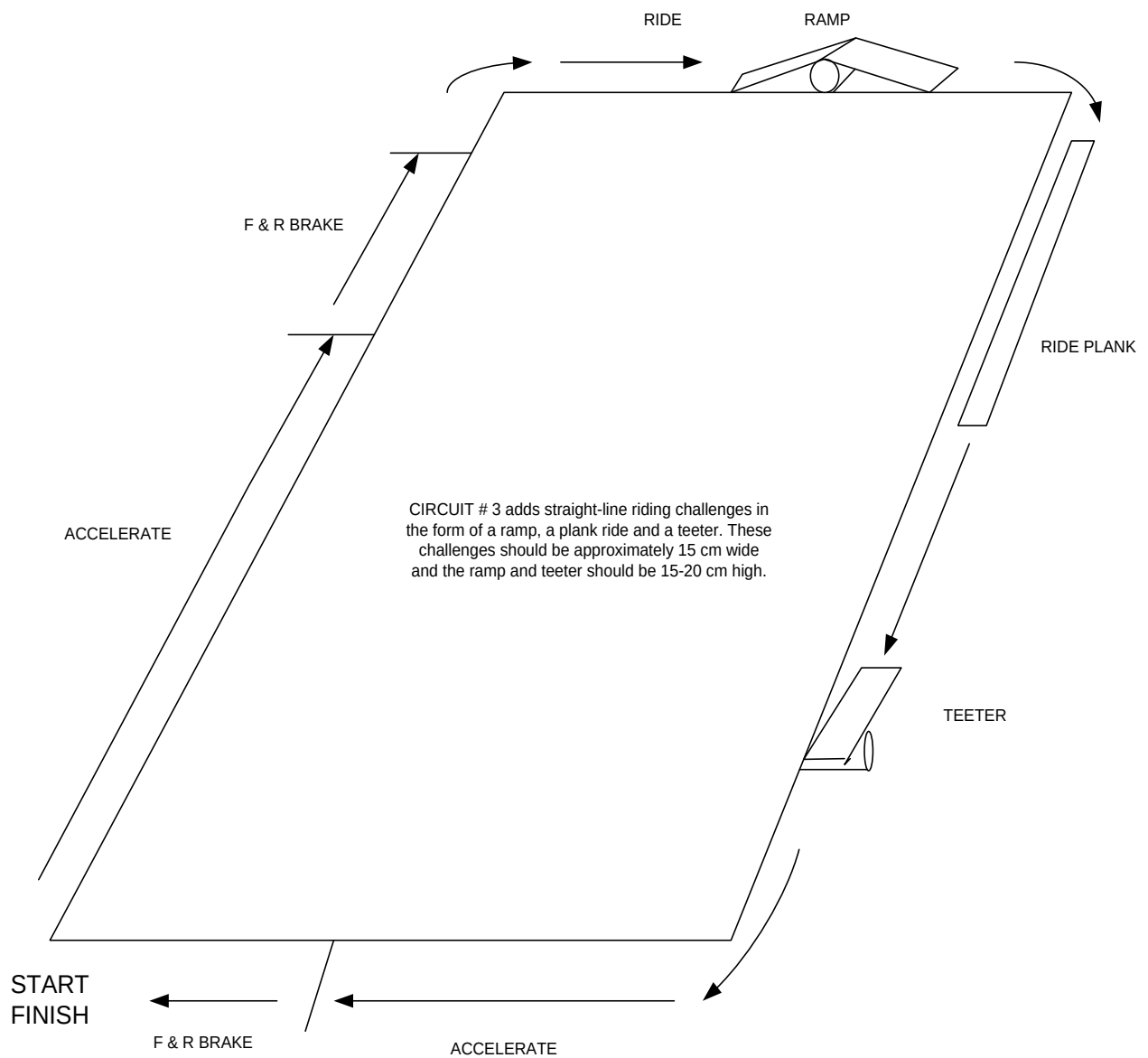
7. Wrap up

- Review
- Feedback and Questions
- Next session overview
- "Don't forget to bring...next time"

5:00

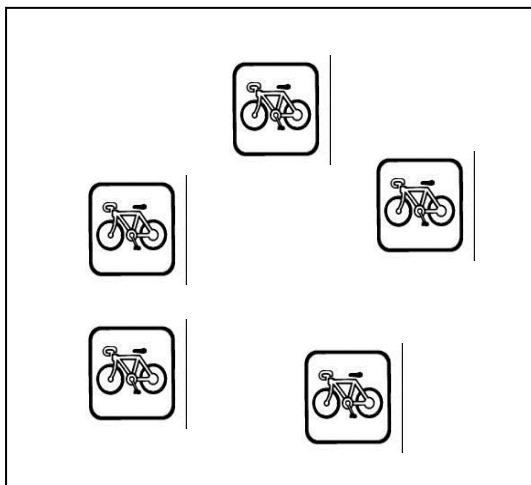
90 min

COMMUNITY CYCLING- INITIATION CIRCUIT # 3



Community Cycling Initiation: Lesson Plan #4

<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan - Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)	10:00	10 min
2. Review Session - Integrated skills: Circuit #4 - Initial demo - Participant practice - Circuit adds gearing, cornering	20:00	30 min
3. New Skill - Front wheel lift - Initial explanation and demo - Participant practice - Teaching points: - Goal: lift front wheel over obstacle - Judge obstacle: ride or dismount? - Speed of approach - Ready position - Weight and un-weight front wheel, transfer body weight up and lift front wheel - Return to ready position	20:00	50 min
4. Break (set up for Game)	10:00	60 min
5. Off-bike Lesson - Eating and drinking on the ride - Key teaching points: - Drinking: how much, how often - What to drink- water, sport drinks - Eating: how much, how often - What to eat- fruit, sport bars	10:00	70 min
6. Game - Survivor - Initial explanation and demo	15:00	85 min



Survivor Object:

Riders remain in a 20 m x 20 m square marked zone (may expand or contract). The object is to ride without stopping in the zone and to cut off (so they “dab” or put their foot down) or force out others without being tagged. Riders are allowed 3 dabs (can vary) then must leave the square, until only one rider is left. Hands must remain on handlebars and feet on pedals; no contact of any kind is allowed.

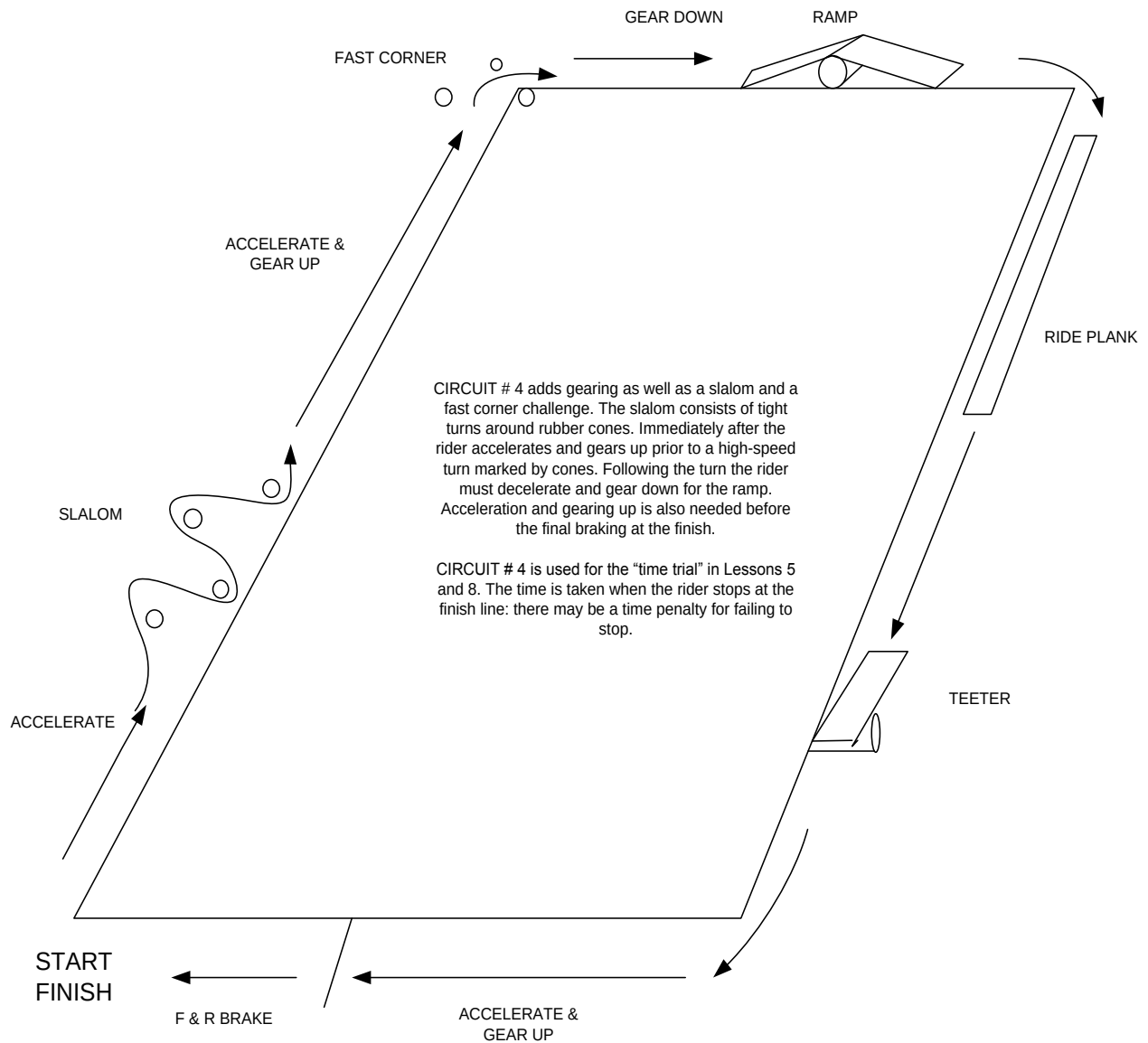
7. Wrap up

- Review
- Feedback and Questions
- Next session overview
- “Don’t forget to bring...next time”

5:00

90 min

COMMUNITY CYCLING- INITIATION CIRCUIT # 4

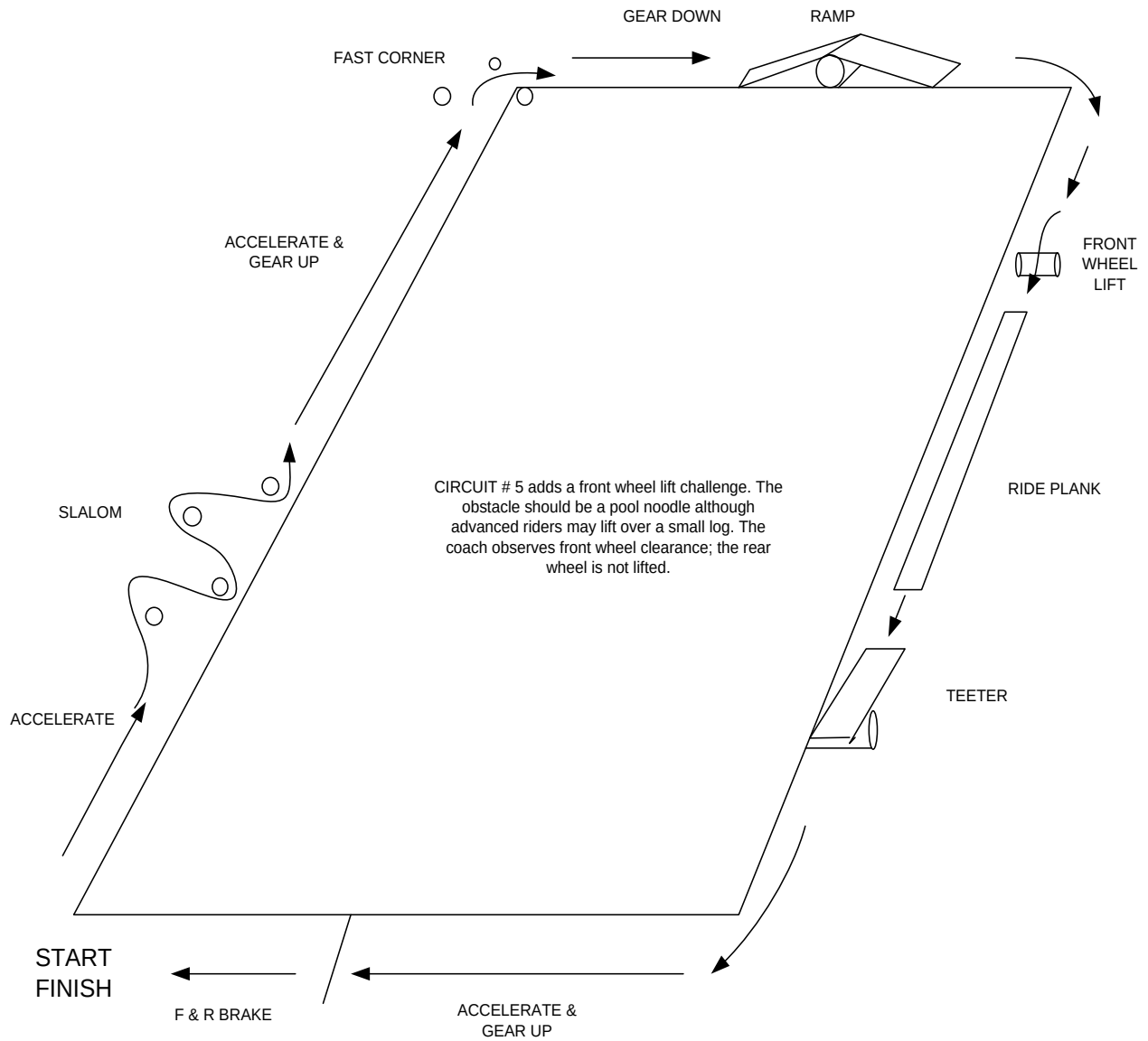


Community Cycling Initiation: Lesson Plan #5

<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan - Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)	10:00	10 min
2. Review Session - Integrated skills: Circuit #5 - Initial demo - Participant practice - Circuit adds front wheel lift	20:00	30 min
3. New Skill - Limbo (duck and pick-up) - Initial explanation and demo - Participant practice - Teaching points: - Seated ready position - Ride straight line; appropriate speed - Limbo: lower chest to bike, flex elbows - Pick-up: maintain speed, slight weight shift to offset taking hand from bars, pick up object - Pick-up option: Take a bottle from coach (feed) and put down on table. - Optional: Hill climbing and descending - Initial explanation and demo - Participant practice - Teaching points: - (Climb) Judge hill, select correct gear - Decide seated or standing climbing - Seated: shift weight forward, lower chest, flex elbows - Standing: maintain centered body weight, bike movement - (Descend) Judge line, gearing - Ready position or seated ready position, fingers on brakes - Look ahead	20:00	50 min
4. Break (set up for Game)	10:00	60 min

5. Off-bike Lesson	10:00	70 min
- Getting Better: Practice and Training for Cycling - Key teaching points: - Regular riding builds fitness and skills - Minimum 3x per week, 30-60 mins/session to improve fitness- judge effort by breathing, heart rate - Ride with others to learn skills, improve form - Examples of appropriate training for age/stages- use LTAD guide as reference.		
6. Game	15:00	85 min
- Circuit Time Trial (Circuit #4) - Initial explanation and demo - Riders alternate, one at a time, attempt fastest time.		
7. Wrap up	5:00	90 min
- Review - Feedback and Questions - Next session overview - “Don’t forget to bring...next time”		

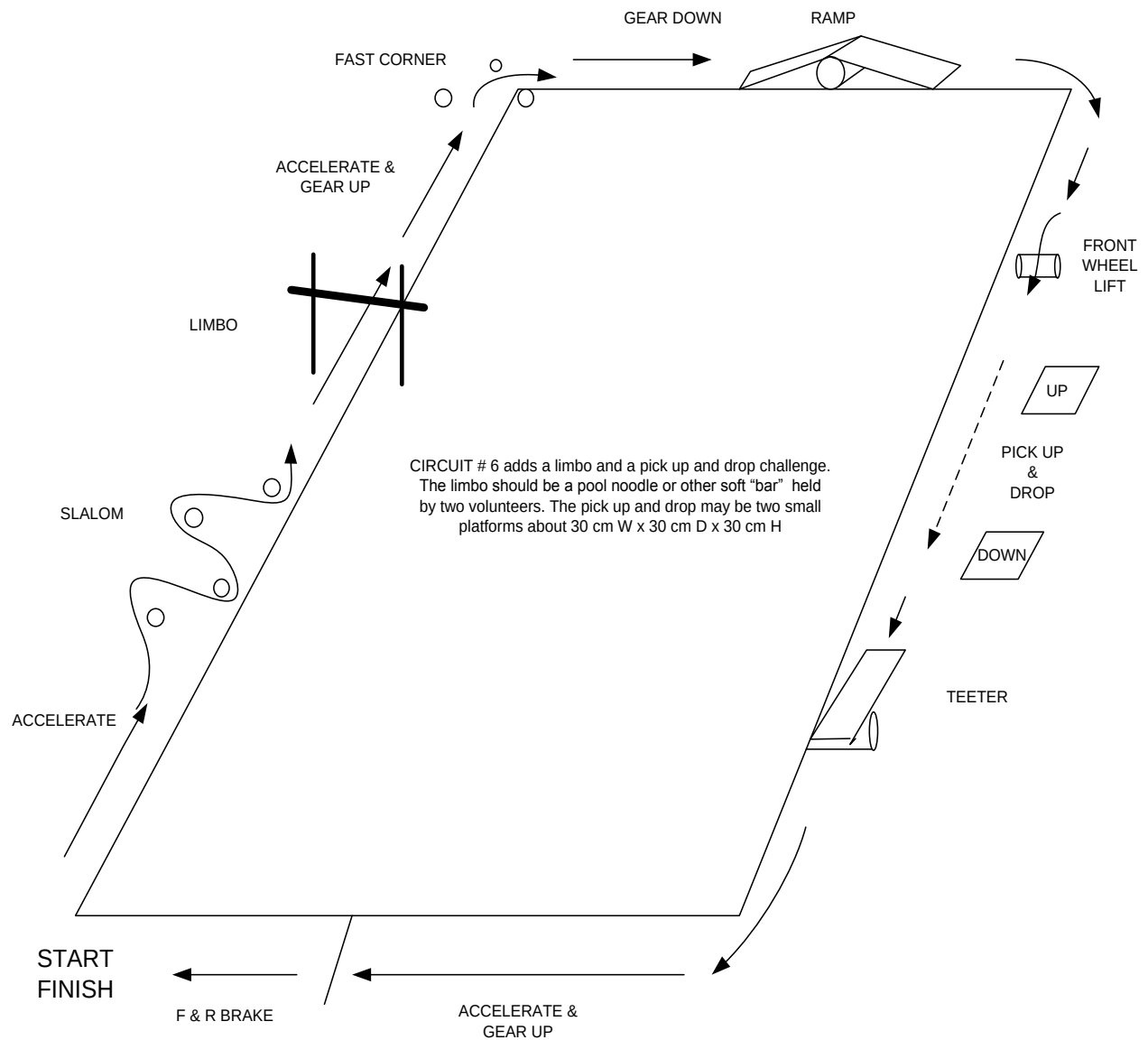
COMMUNITY CYCLING- INITIATION CIRCUIT # 5



Community Cycling Initiation: Lesson Plan #6

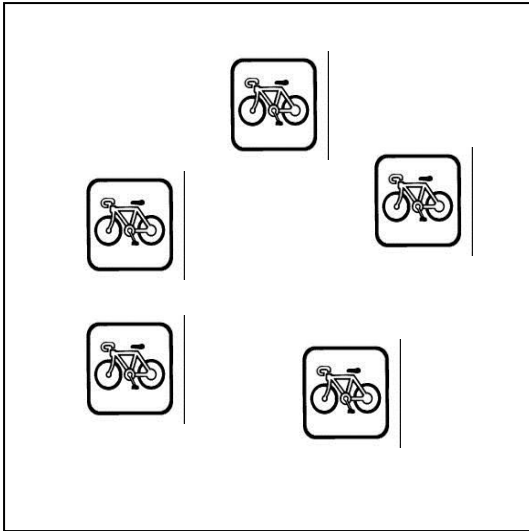
<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan - Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)	10:00	10 min
2. Review Session - Integrated skills: Circuit #6 - Initial demo - Participant practice - Circuit adds limbo, pick up and drop off - Circuit may add climb and descend	20:00	30 min
3. New Skill - Mounts and dismounts - Initial explanation and demo - Participant practice - Teaching points: - (Dismount) Judge need to dismount; select lower gear - Smooth braking, ready one foot (unclip) - Lean then brake - Dismount types, Remount types	20:00	50 min
4. Break (set up for Game)	10:00	60 min
5. Off-bike Lesson - First aid basics - Key teaching points: - Emergency action plan for a ride - Call person: access to cell phone/pay phone - Charge person: what to do at scene- ABCs - Minor injuries: first aid kit, sun care, insect care	10:00	70 min
6. Game - Cyclo-cross - Initial explanation and demo - Use one lap for familiarization (participants alternate) then one race lap (mass start).	15:00	85 min
7. Wrap up - Review - Feedback and Questions - Next session overview - "Don't forget to bring...next time"	5:00	90 min

COMMUNITY CYCLING- INITIATION CIRCUIT # 6



Community Cycling Initiation: Lesson Plan #7

<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan - Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)	10:00	10 min
2. Review Session - Integrated skills: Circuit #7 - Initial demo - Participant practice - Circuit adds dismount, remount	20:00	30 min
3. New Skill - Bumping and buzzing (Caution: on soft ground) - Initial explanation and demo - Participant practice - Teaching points: - Side bumping: progression from touching with hand (similar to pick up/drop skill) to shoulder touching - Buzzing: rear rider touches front wheel to rear of leader - Both riders maintain constant speed (pedal) - Option: Rolling drop-off - Initial explanation and demo - Participant practice - Teaching points: - Judge size of drop off - Ready position, transfer weight over rear wheel, look up - Absorb drop with knees and elbows - Progress to manual drop (using front wheel lift/manual skill)	20:00	50 min
4. Break (set up for Game)	10:00	60 min
5. Off-bike Lesson - Basic rules and etiquette of bike racing - Key teaching points:	10:00	70 min
6. Game - Flag Survivor - Initial explanation and demo	15:00	85 min



Flag Survivor Object:

Riders remain in a 20 m x 20 m square marked zone (may expand or contract). The object is to ride without stopping in the zone and to catch other riders, removing a velcro flag from the other rider's body (similar to flag football). Tagged riders leave the square until only one rider is left. Feet must remain on pedals; no contact other than taking the flag is allowed.

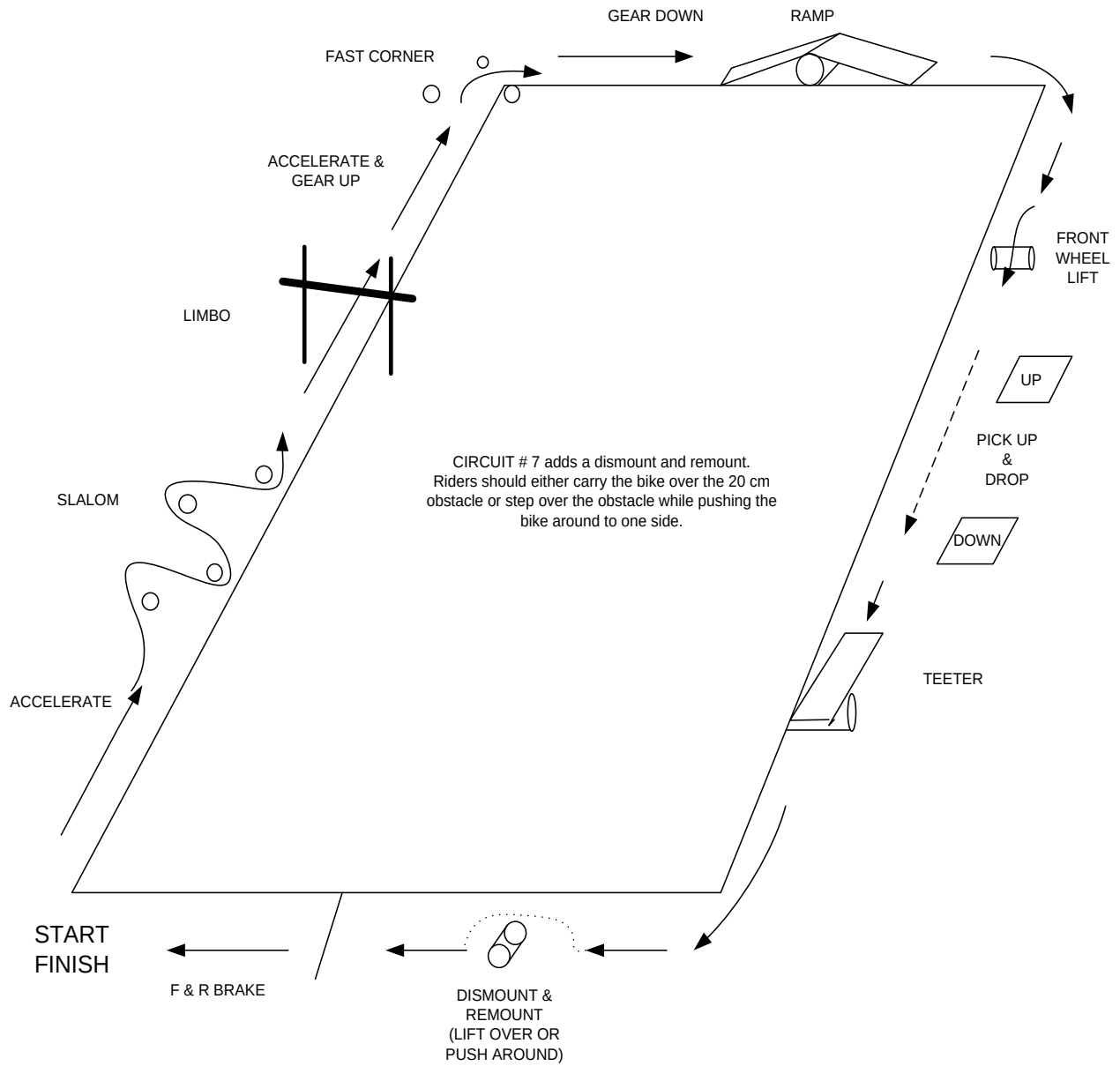
7. Wrap up

- Review
- Feedback and Questions
- Next session overview
- "Don't forget to bring...next time"

5:00

90 min

COMMUNITY CYCLING- INITIATION CIRCUIT # 7



Community Cycling Initiation: Lesson Plan #8

<i>Activity</i>	<i>Time</i>	<i>Running Time</i>
1. Welcome, introduction and safety scan	10:00	10 min
- Attendance - Welcome and lesson intro - Review Ground Rules - Safety Scan: Helmet, peer bike check (assisted)		
2. Review Session	20:00	30 min
- Touch Relay - Initial demo - Participant practice - Riders form 2 teams of 2 pairs each (4 riders/team) and ride a lap of the circuit (no obstacles) holding hands, holding a short rope, or (most difficult) holding a sponge between their elbows. When the first pair finishes they tag the second pair which then starts. First team to finish wins.		
3. Skill	20:00	50 min
- Circuit #4 Time Trial - Initial explanation and demo - Use one lap for familiarization (participants alternate) then one race lap (alternate- time trial). - Compare today's time to Lesson 5 time		
4. Break (set up for Game)	10:00	60 min
5. Off-bike Lesson	10:00	70 min
- Next Steps: Getting Ready to Race and Ride - Key teaching points: - Review of basic training/fitness tips (Lesson 5) - Contact information for Prov/Terr Cycling Assoc - Contact info for local club(s) & events - Directions to local facilities, trails, etc - Invitation to local beginner events/series		
6. Awards and Graduation	15:00	85 min
- Present certificates, small prizes if available - Distribute other materials (cycling club info, etc)		
7. Wrap up	5:00	90 min
- Review - Feedback and Questions		

Glossary of Cycling Terms

A

ABCs: Attention, Balance, Control- the basic movements which make up cycling skills.

ATB: (all-terrain bike) a mountain bike.

Apex: the sharpest point of a corner.

Attack Position: the alert and well-balanced position you ride in when you approach, or ride on, rough terrain. It is characterized by bent knees, rear above the saddle, elbows slightly bent, and a raised head.

Axle: the shaft on which the wheel or pedal rotates.

B

BB: bottom bracket.

BMX: Bicycle Moto Cross, short dirt-track racing usually with turns and jumps.

Bail: (as in “bail out”) - to suddenly stop to avoid falling, usually by putting one foot down, or sometimes by springing off a falling bike to land on both feet.

Balanced Position: coasting with pedals and cranks level (parallel to ground), arms and knees straight and nearly locked, and head up. An energy-saving way to coast on bumpy ground.

Berm: an embankment on a trail.

Bonk: when you run out of energy due to depletion of carbohydrates.

Bump: a skill which involves riders bumping elbows or shoulders. Used to improve confidence before riding in close quarters with others.

Buzz: a skill which involves a following rider touching their front tire to the rear tire of a moving leading rider. Named after the noise knobby tires make when they touch at speed. Used to improve confidence before riding in close quarters with others.

C

CC: Cycling Canada

Chainring: a toothed sprocket attached to the crankarm.

Clipless Pedal: a pedal that has spring-loaded cleats that clip to a riders shoe.

Crankarm: the levers of a crankset that your pedals attach to.

Crankset: the bottom bracket, crankarms, and chainrings go together to make up the crankset.

Criterium: a race (usually road, sometimes MTB) with a number of laps around a short course.

Cross-country: a traditional MTB race that mixes many types of riding conditions into one course.

Cyclocross: an off-road race that involves riders having to dismount and run over obstacles, carrying their bikes. Usually modified road bikes are used.

D

Dab: to put your foot down while riding so you don't fall over.

Derailleur: the mechanical device that moves the chain over the cogs or chainrings, changing gears.

Doubletrack: two trails that run parallel to each other (sometimes used interchangeably with "fire road").

Downhill: a type of racing held on steep slopes - fastest rider to the bottom wins.

Downshift: shifting to a lower gear.

Drivetrain: the parts of a bike that includes the crankarms, chainrings, bottom bracket, front derailleur, chain, rear derailleur, and freewheel.

E

Endo: a crash that involves you flying over your handlebars.

F

Flat pedal: A pedal without a means to lock the shoe, ie no clip or cleat-engagement mechanism. Used for BMX, MTB tricks and skills, and general cycling.

Front Wheel Lift: To lift the front wheel over an obstacle by quickly weighting and unweighting the front wheel then pulling the handlebars to the chest, in a continuous movement.

Freewheel: the cluster of cogs on the rear wheelset that allows you to stop pedalling while the bike is still moving forwards.

G

Granny Gear: the lowest gear ratio you can ride with (smallest chainring with the largest cassette cog).

Granny Ring: The smallest of your chainrings.

I

IMBA: International Mountain Bicycling Association: an organization dedicated to the building and protection of mountain bike trails.

K

Kick: a short power-stroke to the pedals, less than one full revolution.

L

Limbo: To duck under an obstacle while riding.

M

Mass-start: when a large group starts a race or ride together.

Manual: A lift which raises the front wheel so the rider can jump the bicycle, thus landing on the rear wheel (or both together), and not endo.

MTB: Mountain bike.

N

NCCP: National Coaching Certification Program. Canada's coach development and education program.

O

Off-Camber: sloped ground that makes handling difficult.

P

P.A.S.S.: Power, Agility, Spatial Skills- groups of integrated cycling skills built upon the ABCs.

Preload: to weight part of the bike by body weight transfer, usually the front fork.

R

Ratchet: a riding technique in which you pedal in partial strokes in order to clear obstacles.

Reach: the distance from the end of the stem to the other end of the top tube.

Ready Position: Coasting with pedals and cranks level (parallel to ground), knees and elbows flexed to absorb shock, fingers on brakes, and head up. The position to be in when you want to be alert and ready to move quickly. Also called “attack position” or “cat position” ie ready to spring.

S

Saddle: the seat that the rider sits on.

Singletrack: a narrow mountain bike trail that must be ridden single file.

Shoulder check: To look over one’s shoulder to make sure you are not being overtaken by other traffic (bicycle or car).

Soft pedal: To reduce force on the pedals while continuing to pedal- useful in helping gear shifting in high-load situations (eg climbing).

Standover Clearance: the distance between the top tube and the rider's crotch.

Switchback: a turn on a hill that is too steep to be climbed without zig-zagging.

T

Time trial: a race against the clock. Riders start one at a time.

Trackstand: a riding technique that involves the rider stopping completely without putting a foot down.

U

Upshift: to shift into a higher gear.

W

Wash Out: when you lose traction on one or both wheels and slide.

Wheelie: a riding technique in which the rider lifts the front tire and rides on the rear wheel.

Self-assessment Sheet #1

Practice Coaching #1: Explanation, demonstration, organization, and safety

Criteria	Yes	No
Selection of the activity		
The activity selected is appropriate for the age of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
Explanation		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:		
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comments/suggestions:		
Organization		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:		
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		

Self-assessment Sheet #2

Practice Coaching #2: Skill progression, intervention, and communication

Criteria	Yes	No
Skill progression		
The progression for skill development is appropriate for the age/ability of the participant		
Coach focuses on the appropriate key points for the skill to be developed		
Coach adjusts the activity for more advanced and less advanced abilities within the group		
Comments/suggestions:		
Intervention		
Coach scans the entire group constantly and intervenes with a variety of participants		
Coach looks for input/feedback from the participant		
Correction or reinforcement is clear and a visual is provided		
Correction or reinforcement is brief and participant returns quickly to activity		
Coach focuses on communicating what to do (not what NOT to do)		
Comments/suggestions:		
Communication		
Coach speaks in a calm tone of voice (i.e. does not yell at the participants)		
Coach uses language that the children can easily understand		
Coach refrains from the use of foul language		
Words and body language used in the correction or reinforcement are positive *		
When praise is given, it is specific, not general (e.g. "you are doing ___ well", not "nice one!")		
Coach acts and speaks with enthusiasm *		
Comments/suggestions :		

*This looks like: Smiles; nods in the affirmative

*This sounds like: Cheers; "Sally, you did ___ very well. Way to go!"; "Johnny, I see that you are improving at ___. Great job!"

* This feels like: High fives; safe pats on the back; a hand shake of congratulations (use these only if the child/youth is clearly comfortable with physical contact from you)

Counting interventions during the activity	Number
Duration of the activity in minutes (when participants are practicing, excluding explanation & demo)	
Total number of interventions with the entire group	
Total number of interventions with individual participants	
Total number of different participants with whom the coach intervened	

Remember, more is not necessarily better. The total numbers are only to give you an indication of how often you are intervening and whether you are moving among the group or focusing only on certain participants.