

Making Tracks

TEACHING MANUAL

Cycling



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Preface

About Making Tracks

Established in 1971, the Ecology Action Centre is the oldest environmental organization in Nova Scotia. Its aim is to encourage a society in Nova Scotia that respects and protects nature and also provides environmentally and economically sustainable jobs for its citizens. The Ecology Action Centre works to find solutions to issues in several areas: Coastal; Marine; Environment; Wilderness; Food; Energy; Transportation. It is in the area of Transportation that Making Tracks originates.

The Making Tracks program encourages children, youth, and their families to safely use active transportation to better preserve the environment, to increase people's physical activity, and to improve traffic safety. The Making Tracks program includes modules for:

- Walking Safety
- Cycling

- In-line Skating
- Scootering
- Skateboarding (Skate Pass®)

The central goal of the Making Tracks program is to create and coordinate a broad and accessible active transportation skill-based safety education program for children and youth through experiential learning. A secondary goal of Making Tracks is to encourage and develop community-based leadership. As such, teachers and community youth and adults facilitate the learning in the Making Tracks program. We envision a Nova Scotia where all children and youth in schools and their broader communities have the knowledge and skills for traveling safely on streets and sidewalks, regardless of their choice in mode of active transportation.

Some of the Making Tracks program aims are to the following:

- Reduce greenhouse gas emis-

sions and air pollution from motorized vehicles

- Increase the physical activity levels of children and youth
- Improve the traffic safety knowledge of children and youth
- Increase community cohesion
- Improve the mental wellbeing of children and youth

For more information on Making Tracks please contact the Making Tracks Coordinator at the Ecology Action Centre:

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Partnerships in the Development of Making Tracks

Making Tracks and other Ecology Action Centre Child and Youth Active Transportation programs are coordinated in Nova Scotia in partnership with the Nova Scotia Department of Health and Wellness as part of its Active Kids Healthy Kids initiative. It was developed in part by the collaborative commitment and guidance from representatives on the former Active Transportation Safety Education Working Group consisting of: Halifax Regional Municipality (Planning, Traffic and Recreation departments); Halifax Regional School Board; Halifax Regional Police; RCMP; Nova Scotia Department of Health and Wellness (Injury Prevention and Physical Activity, Sport and Recreation program areas); Nova Scotia Department of Education; Ecology Action Centre; Nova Scotia Safety Council; Nova Scotia Department of Transportation and Infrastructure Renewal; HRM Safe Communities Coalition; ThinkFirst; Child Safety Link; Boys and Girls Clubs of Nova Scotia; and Bicycle Nova Scotia.



Ecology Action Centre

Acknowledgements

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Introduction

Welcome to the Making Tracks: Cycling Teaching Manual. This manual is intended to be used by the Making Tracks Leader (MTL) and/or Crew Leaders (CL). It is designed to assist you (the MTL and/or CLs) to encourage children and youth, who live in the local community, to be more active and safe as cyclists. As a leader you will use a range of activities to allow participants to experience learning firsthand. Participants will learn by “doing” and will use new skills in a real neighbourhood setting – their own schools and communities. As such, the majority of the participants’ learning experiences will occur outside. You will lead participants safely through the activities contained within each educational session and guide them towards personal growth, increased use of active transportation, and safety awareness. One of your roles is to demonstrate responsible involvement and model expected behaviours as a cyclist. Remember, you are a role model and children and youth will look to you for guidance.

The group of children and youth under your guidance will be your crew. When the whole group of participants works together they will be referred to as a large crew. If CLs are involved in delivering Making Tracks, then the participants can be broken up into smaller groups to work together and they will be referred to as a small crew. Optimally a small crew will consist of no more than eight participants. Ideally each MTL will have the assistance of CLs to help deliver the program. However, as noted in the Making Tracks User Guide, the program can be effectively run without CLs.

MTL Responsibilities:

- To guide children and youth through enjoyable hands-on learning activities
- To supervise CLs (if they are helping to deliver the program) and/or crews and ensure that they are safe and having fun
- To create a positive learning environment
- To provide positive feedback to the children and youth participants and to the CLs (if they are delivering the program) to help them learn and grow
- To complete and/or ensure CLs (if they are delivering the program) complete Passports after every session for all participants in order to inform them what they know (K), what they can do (D), and what they value (V)
- To provide support to CLs (if they are helping to deliver the program) which may include: giving them suggestions on how they can better deliver Making Tracks: Cycling, obtaining materials for them, providing them with the use of the Making Tracks: Cycling Teaching Manual to ensure that pre-program information and permission forms are distributed and signed by parents/guardians (if required by your delivery setting)
- To ensure that all Making Tracks evaluations are completed by participants, parents, MTLs and CLs and returned to the Ecology Action Centre (Attention: Making Tracks Coordinator, 2705 Fern Lane, Halifax, NS, B3K 4L3). Returning evaluations helps us track program impact and participant, parent and leader feedback, helping us continually refine the program and share results to our funders, insuring the sustainability of the program. Incentive programs for returning evaluations are available! More details on required evaluations can be found at the end of this manual.

CL Responsibilities:

- To guide children and youth participants through enjoyable hands-on learning activities
- To supervise a small crew and ensure that the participants are safe and having fun
- To create a positive learning environment
- To provide positive feedback to the participants to help them learn and grow
- To complete Passports after every session for all participants (in their small crew) in order to inform them what they know (K), what they can do (D), and what they value (V)

Overview of Road Safety

It is everyone's responsibility to be safe but as an MTL or a CL safety must be your highest priority.

General Cycling and Road Safety:

- Wear a properly fitting helmet as it is the law for people of all ages in Nova Scotia when cycling, skateboarding, scootering or in-line skating. Ensure the chin strap is buckled.
- Wear clothing that will keep you visible, comfortable, and safe when travelling.
- Do not wear headphones.
- Do not use any handheld electronic device.
- Ensure that your bicycle is equipped with front and rear lights, reflectors, and a bell.
- Do not try stunts on your bicycle on the street.
- Obey the signs posted.
- Obey the rules of the road when cycling (Appendix H).
- Stop at all stop signs regardless of what is happening with traffic (stopping means putting your foot on the ground).
- Assess each traffic situation for yourself – do not simply follow the person in front of you.
- Use hand signals to communicate your intentions to other road users.
- Cycle on the road and not on the sidewalk (only small children are allowed on the sidewalk).
- Cycle in a straight line and do not weave, especially in and out between parked cars.
- Give pedestrians the right of way.
- Use caution when leaving a driveway or cycling past a driveway.
- Cycle on the right hand side of the road with the flow of traffic.
- Stay to the right of the centre line on multi-use trails or greenways.

Street Crossing Safety:

- Before crossing the street always stop, look left, then right, then left again before proceeding.
- If there is a pedestrian crossing push button, push the button to activate the pedestrian crossing light and wait for the walk signal to come on before crossing the street.
- If the "Don't Walk" hand is flashing, do not begin to cross the street. If you are already in the process of crossing, be sure to finish quickly and safely.
- When at a crosswalk without signals or a crossing beacon, indicate your desire to cross by holding your arm out straight in front of you. Ensure that cars have stopped before beginning to cross.
- Before you cross make eye contact with drivers as they are stopping.
- As you cross, continue to look for cars in other lanes, and then proceed with caution.
- As you cross also watch for turning vehicles.
- Thank the driver or drivers for stopping and give them a smile, nod, or a wave.

Overview of Road Safety

Railway Crossing Safety:

- When you are cycling and approach railway tracks you must always stop before you cross.
- Just as with crossing the street, stop, look both ways, and listen for a train coming before crossing. When you
- are sure that no train is coming, cross the tracks.
- If a train is approaching or does go by, be sure to stand at least 5 metres (10 giant steps) away from the tracks.

Note: According to the Motor Vehicle Act in Nova Scotia, there are crosswalks at every intersection, whether lines are painted or not, and therefore walkers always have the right of way at every intersection. However, many drivers do not obey this law and so it is important to make eye contact with drivers and not cross the road until they come to a full stop. For further road safety resources visit www.novascotia.ca.

Assessment

Assessment

Assessment is an essential practice for identifying participants' learning and growth. It is vital that you regularly observe and report on the progress of the participants. It should be done throughout each session and not only at the end of the program; constant feedback is essential for the participants' learning. Participants will be assessed in these three areas:

- Knowing (K): What the participant knows
- Doing (D): What the participant can do
- Valuing (V): What the participant values or appreciates

“Doing” may be the most obvious area to assess but all three areas are equally important. When you assess participant learning, you must take into account each participant's skill ability (what is learned in skill application from the experience), what the participant knows, and what the participant values based on participation within each of the activities. You will guide, encourage, and motivate participants through each activity by asking them questions. You will also help participants make learning connections and aim to have all participants meet the learning outcomes in each session.

Delivery of Assessment

Within the Making Tracks program, two methods of assessment will be employed: verbal and written.

Verbal Feedback

Verbal feedback will be provided to the participants as they work through different activities. As this program often takes place outside, verbal feedback is particularly effective. It is immediate and allows the participants to recognize what they know, do, and value. In order to provide effective feedback it is important to use language that the participants easily understand. This means that you will need to teach the participants the words that you will use so that they know how well they are doing in their learning. Use the words:

- “Getting there”: Participant is starting to learn the outcome (and needs lots of help)
- “Almost there”: Participant has almost learned the outcome (and can do it with some help)
- “There”: Participant has learned the outcome (and can do it with minimal or no help)

Feedback is important but remember that too much will not help them learn. Keep it simple and you will keep it fun.

Written Feedback

At the end of each session you will provide written feedback to all of the participants. This will be recorded in a booklet called a Passport. Instead of providing feedback to the participants by saying, “getting there,” “almost there,” and “there,” you will write symbols in their Passports that represent each of these phrases. The symbols you will use will be parts of or full happy faces. Use these symbols:

- A circle: “Getting there”
- A circle with two eyes: “Almost there”
- A full happy face: “There”

Assessment

Sample Page from the Passport

OUTCOMES			GETTING THERE / ALMOST THERE / THERE
(K) I know that my bicycle has to fit me properly			
(K) I know the parts of my bicycle and their names			
(D) I can show my parents/caregivers the various parts of my bicycle			
(V) I understand that a properly fitting bicycle will keep me safe			
(V) I value time cycling with my friends and family			
GETTING THERE	ALMOST THERE	THERE	
			K: What the participant knows D: What the participant does V: What the participant values

The Passport allows you (the MTL and/or CLs) to track participants' progress and it provides the participants with learning that extends beyond the sessions. It is expected that the participants will bring the Passport home to their parents/caregivers and then return with it when they attend the next session. The Passport is a way for participants to teach their parents/caregivers what they have learned and to practise their new skills at home under adult supervision.

By having participants receive feedback verbally during each session and in writing on their Passports after each session, you will understand what participants know, can do, and value. Participants (or crews) can demonstrate these things in a variety of ways.

- Give a presentation
- Demonstrate their new skills in action during the activities
- Perform a skit
- Role-play various scenarios
- Create a piece of art work
- Share their ideas aloud during debriefing
- Ask questions throughout each session
- Answer questions throughout each session
- Share with MTL and /or CLs their parents'/caregivers' written feedback on their Passports on their progress from at-home activities

Overview of Session Activities

Session A: Introduction, Community Building, and Safety

Building a sense of community and trust between the MTL, CLs, and participants is an important aspect of Making Tracks. Session A focuses on creating a sense of community within the large crew and includes activities to introduce safety equipment, bicycle parts and procedures for proper bicycle fit.

Activity 1: Getting to Know You Bingo

Activity 2: Head Armour

Activity 3: The Right Fit

Activity 4: Name that Bicycle Part

Session B: Before You Cycle

Ensuring your bicycle is safe enough to ride is an essential skill for all cyclists. Knowing what to wear when cycling is also very important. Session B allows children and youth to learn how to properly inspect their bicycles for safety before heading out onto the road or trails. It teaches them how to dress appropriately when cycling and ensures that they know the importance of wearing a properly fitting, CSA approved helmet. This session will act as a safety inspection that participants must pass before cycling in future sessions.

Activity 5: The ABC Bicycle Safety Check

Activity 6: What Should My Bicycle Be Wearing?

Activity 7: What Should I Be Wearing?

Activity 8: Protect Your Melon

Session C: Bicycle Maintenance (Optional)

Caring for and properly maintaining your bicycle is important to ensure safety. Session F teaches participants some basic bicycle maintenance skills for repairing tire, chain, and cable problems.

Activity 9: Around the Wheel

Activity 10: Brakes and Gears

Session D: Basic Cycling

Having proper control of a bicycle and developing skills for cycling on roads or trails is important to ensuring that participants have a safe and comfortable ride. Session C gives participants an opportunity to demonstrate bicycle control, to use proper signaling, and to respond to different types of hazards that may appear on roads and trails.

Activity 11: Bicycle Basics

Overview of Session Activities

Session E: Safe Routes and Sharing the Road

Sharing the road with motorists and other commuters is vital and will help keep cyclists safe. Session D teaches the participants the rules for sharing the road, the different types of signs they will encounter, how to select safe routes for cycling, and also includes a section on trail riding etiquette. Properly using community trails provides cyclists with a great way to enjoy their environment.

Activity 12: Sign on the Dotted Line

Activity 13: I Spy

Activity 14: My Safe Route

Activity 15: Trail Blazing

Session F: Putting the Pieces Together

After spending the last few sessions going over cycling skills in isolation, it is now time for participants to see the whole picture. Session E allows participants to use all of the skills and rules they have learned throughout the program to take part in a bicycle game show and a bicycle rodeo event. This session also invites participants to recruit Pace Car drivers, individuals who will help reduce speeding on our streets, to make walking, cycling, in-line skating, scootering and skateboarding safer for everyone. Finally, participants and program leaders will have an opportunity to complete a program evaluation.

Activity 16: Bicycle Game Show

Activity 17: The Bicycle Rodeo

Activity 18: The Pace Car Program

Activity 19: Post-Program Evaluation for Participants and Leaders

Materials List

*Materials marked with an asterisk are optional.

Materials for Every Session

- Pencils, one per participant
- Clipboards*
- First Aid Kit including cold/ice pack*
- Access to a phone in case of emergency
- Water and snack for yourself*
- Copies of manuals and passports, one per participant, including MTL and CLs
- Skills Assessment Checklists (Appendix A)

Session A: Introduction, Community Building, and Safety

- Bingo Card (Appendix B)
- Name tags, at least one per participant*
- Helmets used for activities other than cycling, two or more
- Table*
- Name That Bicycle Part (Appendix C.1), one per participant
- Laminated bicycle part labels (Appendix C.2), one set per small crew (MTL to make these)
- Masking tape

Session B: Before You Cycle

- ABC's of Cycling Safety Checklist (Appendix D), one per participant
- Air pump, preferably with a pressure gauge
- Bells
- Baskets or bags
- Lights
- Reflectors
- Pom-poms
- Helmets, old and new ones that are CSA and non-CSA approved, two or more
- Wide range of clothing worn for safety when cycling (reflective & bright clothing, shorts, reflective leg bands, etc.)
- Wide range of clothing not to be worn when cycling (dark clothing, long pants, long jacket, etc.)
- Cycling Safety Checklist* (Appendix E)
- Melons that can fit inside a helmet, two
- Milk crate or foot stool
- Tape measure
- Why It's Important to Wear a Helmet* (Appendix F)

Session C: Bicycle Maintenance (Optional)

- Tire levers, one set per large or small crew
- 14 mm and 15 mm wrenches, one set per large or small crew
- 4/5/6mm Allen key, one per large or small crew
- 8/9/10mm socket star, one per large or small crew
- Spoke keys, one per large or small crew
- Small Phillips screwdrivers, one per large or small crew
- Chain breakers, one per large or small crew
- Tube patch kit, one per large or small crew
- Tubes with holes for patching, one per participant (can be obtained from local bicycle shops)
- Large bowl of water, one per large or small crew

Materials List

- Air pump, preferably with a pressure gauge
- Old bicycle chains, one per large or small crew
- Environmentally-friendly hand cleaner such as WORX

Session D: Basic Cycling

- Poly spots, tennis balls cut in half or small, flexible cones (40-50)
- White tape or white road chalk
- Show Your Parents/Caregivers What You've Learned* (Appendix G)

Session E: Safe Routes and Sharing the Road

- Rules of the Road and Trail Etiquette (Appendix H)
- "Be Aware" Safety Cards (Appendix I)
- Route cards: Maps created of the planned routes (MTL to make these using information found in the Making Tracks User Guide)
- Map of local area with streets and trails
- Creating a Route Card* (Appendix J)
- Leave No Trace© Principles (Appendix K)

Session F: Putting the Pieces Together

- Bicycle trivia cards (MTL to make these)
- Bicycle Rodeo Forms (Appendix L)
- Whistles
- Paper arrows
- Sidewalk chalk
- Pace Car materials*
- Post-Program Questionnaires for Participants (Appendix S)
- Post-Program Questionnaires for Leaders (Appendix T)

SESSION **A**

Introduction, Community Building, and Safety

Introduction

Building a sense of community and trust between the MTL, CLs, and participants is an important aspect of Making Tracks. Session A focuses on creating a sense of community within the large crew and includes activities to introduce safety equipment, bicycle parts and procedures for proper bicycle fit.

Session A: Introduction, Community Building, and Safety

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know that my bicycle has to fit me properly.

K: I know the parts of my bicycle and their names.

D: I can show my parents/caregivers the various parts of my bicycle.

V: I understand that a properly fitting bicycle will keep me safe.

V: I value time cycling with my friends and family.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

• A circle: "Getting there"



• A circle with two eyes: "Almost there"



• A full happy face: "There"



OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know that my bicycle has to fit me properly	
(K) I know the parts of my bicycle and their names	
(D) I can show my parents / guardians the various parts of my bicycles	
(V) I understand that a properly fitting bike will keep me safe	
(V) I value time bicycling with my friends and family	

Risk Management

- Clear area of possible hazards such as chairs, tables, benches, rocks, garbage and other items that could cause the participants to trip.
- Establish some ground rules with your crew. Be sure to identify your behaviour expectations when they are listening to instructions and participating in activities (i.e., show respect for the other participants, the MTL, and CLs).
- When participants are learning bicycle parts, be sure that the bicycle is stationary so that participants' fingers cannot get caught in moving parts.

Session A: Introduction, Community Building, and Safety

Suggestions for Teaching

Several days before the first session begins for Making Tracks: Cycling the MTL should complete the “Program at a Glance” Form (Appendix M). The MTL or CL should also complete the Pre-Planning Checklist (Appendix N.1.) to ensure that the session is prepared and ready to be delivered in a safe and effective manner. The Pre-Planning checklist should be completed before each session is delivered. This checklist requires that parents/caregivers submit their child’s Informed Consent Form (Appendix O) and the Medical Information Form (Appendix P) to the MTL and/or CLs (if they are available) at least three days before the program begins. When these documents are handed in, the MTL and/or CLs should record this information on the Session A Duty Form (Appendix Q).

As this is the first session of Making Tracks: Cycling, it is especially important to establish with the participants how the program will be delivered. You will need to provide them with more detailed information in this session than in other sessions. Provided below is a plan that you may wish to follow that will ease you into your new role as an MTL or a CL.

- As participants and their parents/caregivers arrive for the session, the MTL and/or CLs should first welcome everyone. Then, the MTL and/or CLs should take attendance using the Attendance Record (Appendix R).
- Next, the MTL and/or CLs should invite participants to sit in a circle. Begin by introducing yourself and ask each participant to say their name aloud and one reason why they are excited about taking Making Tracks: Cycling.
- Provide the participants with a very brief overview of what you will be doing in the session. You could say, “As you know the aim of the Making Tracks: Cycling is to encourage you all to be more active and safe cyclists. So, in our first session today we will get active but there are a few things I need you to know. First, we will talk a little about how important it is to show each other respect when we are working together. Next, I will talk about how I will give you feedback so you learn to be more active and safe cyclists. Then, we will spend most of our time doing four different activities to help us all get to know one another.”
- Briefly talk about your expectations and the importance of respect when working together. Ask the participants what respect means to them. You could provide examples such as listening when others are speaking, not pushing each other inappropriately, etc.
- Next, quickly explain to the participants how they will be assessed (i.e., how you will give feedback to them). The first thing you should say is that every day they will work towards meeting different outcomes and today they are working on meeting these ones:
 - o I know that my bicycle has to fit me properly.
 - o I know the parts of my bicycle and their names.
 - o I can show my parents/caregivers the various parts of my bicycle.
 - o I understand that a properly fitting bicycle will keep me safe.
 - o I value time cycling with my friends and family.
- Then, tell the participants that you will use verbal (spoken) feedback and written feedback. Tell them that as they do activities you will give verbal feedback by using the words “getting there,” “almost there,” and “there.” Also tell them that these words will help them know if they are meeting the outcomes. Then tell the participants that at the end of each session you will provide written feedback to each of them. This will be in the form of a booklet called a Passport. Show them a copy of what one looks like. Tell them that instead of saying the words “getting there,” “almost there,” and “there,” that in their Passports you will draw parts of or full happy faces. A circle means “getting there,” a circle with two

Session A: Introduction, Community Building, and Safety

eyes means “almost there,” and a full happy face means “there.” Lastly, let them know that these Passports need to go home at the end of the session and ask the participants to talk with their parents/caregivers about what they learned. Remind them that their Passports must be signed by their parents/caregivers and then returned the following session.

- The MTL and/or CLs should next let participants know that they will be monitoring the session using the In-Session Monitoring Checklist (Appendix N.2.) and that this will be standard procedure for every session. This checklist is used to ensure best practices during each session regarding safety, preparedness, materials and teaching methods.
- Do the five community building and safety activities.
- Complete the participants' Passports and send them home with the participants before you dismiss them.
- At the end of this session and each proceeding session the MTL and CL together should complete a Post-Session Follow-Up Checklist (Appendix N.3.) to improve on best practices during each proceeding session regarding safety, preparedness, materials and teaching methods.

*Remember this will be your first time meeting with the program participants so it is important for them to have an opportunity to become comfortable with one another and with you. Focus on creating a fun atmosphere where participants feel secure and safe. Do not worry about getting to content-specific activities or materials yet; now is the time for you all to get to know one another and have fun!

Session Activities

Activity 1: Getting to Know You Bingo (10 minutes)

Activity 2: Head Armour (15 minutes)

Activity 3: The Right Fit (20 minutes)

Activity 4: Name that Bicycle Part (15 minutes)

Activity 1: Getting to Know You Bingo



*Suggested Time: 10 minutes

Purpose

- ✓ To have participants become comfortable with and learn the names of their peers, MTL, and/or CLs
- ✓ To ensure participants are active and have fun
- ✓ To increase participant comfort levels within the Making Tracks: Cycling program

Location

- ✓ Large open field or space free of obstacles

Materials

- ✓ Pencils, one per participant
- ✓ Bingo Card (Appendix B), one per participant
- ✓ Name tags, one per participant

Safety Considerations

- ✓ Ensure that the activity space is clear of any hazards.

Guidelines

- ✓ With the large crew have participants form a circle and say aloud all of the participants' names.
- ✓ Explain that they will play a game of Bingo and quickly explain the rules.
- ✓ Pass out a Bingo card to each participant.
- ✓ Have participants ask others if they fit the description provided in the squares
- ✓ Have participants mingle with different participants. Set a minimum number of participants they must talk with to ensure that they do not simply talk to their friends.
- ✓ If they find a match for the description, the participant writes that participant's name down in the square.
- ✓ Tell participants that the object of the game is to first

get a line horizontally, vertically or diagonally. Once someone has achieved this, set a new goal which is to get all four corners. Once this goal has been obtained, select a different pattern for the participants to create on their cards.

- ✓ Allow participants to mingle and play this game until a number of participants have gotten BINGO.
- ✓ Bring participants back together at the end of the activity in order to review the squares and share with others who fits each description.
- ✓ At the end of this activity, if the MTL and/or CLs do not yet know all of the names of the participants, ask the participants to wear name tags for the remainder of the session. Have labels ready in case they are needed.

Instructional Considerations

- ✓ The MTL and/of CLs can join in with their own Bingo card.
- ✓ If a participant is stuck on a Bingo square, give them hints as to who they can go and talk to.
- ✓ At the end of the game instructions ask, "Are there any questions?" and wait at least 5 seconds for participants to ask any questions before beginning the next activity.

Things to Observe

- ✓ Participants are introducing themselves and socializing.
- ✓ Participants are actively involved and discussing related topics.

Activity 2: Head Armour



*Suggested Time: 15 minutes

Purpose

- ✓ To have participants learn the value of wearing a properly fitted helmet while cycling
- ✓ To have participants learn how to properly fit themselves with a helmet

Location

- ✓ Clear and open space

Materials

- ✓ Helmets, one per participant
- ✓ Table
- ✓ Helmets used for activities other than cycling, two or more
- ✓ Labels, one per participant

Safety Considerations

- ✓ Label the participants' helmets with their names.
- ✓ Ask participants not to share helmets with the other participants so as to reduce the risk of head lice infections.

Guidelines

- ✓ Arrange all the helmets on a table beforehand.
- ✓ Ask participants to place their helmets on the table as well. Make sure that each participant attaches a name tag so that helmets do not get mixed up.
- ✓ Explain that cycling helmets should not be substituted with other helmets – each helmet is designed for a specific sport and is tested against industry standards for its specific use.
- ✓ If involved, the CLs can explain how a helmet should properly fit:
 - o If the helmet has a device in the back to adjust

fit, be sure that this is loosened when first placing the helmet on your head.

- o Place the helmet on your head from front to back and adjust the fitting device so that the helmet hugs your head comfortably but firmly.

- o Test to see that the helmet is secured properly using the following test: Without the straps and buckle secured bend forward until your head is upside down. (IMPORTANT: Ensure that participants are holding their hands below their helmet to catch it if it falls off. A helmet can be easily damaged and rendered unsafe if it falls to the ground.) (Note: The helmet will fall off more easily for those with long hair.)

- o If your head doesn't touch the top of the helmet, it is too small.

- o Front edge of helmet is two finger widths above eyebrows

- o Straps are secured flat against the head (not loose or undone) meeting in a "v" shape just below the ear (near the jaw line).

- o Straps meet snugly just under the chin at the buckle. You should be able to fit only one or two fingers between the strap and your chin.

- o Ensure straps are not twisted or loose.

- ✓ Discuss the difference between safety and comfort with a helmet that is properly fitted compared to one that is improperly fitted.
- ✓ Assist participants in making any adjustments to their helmets.

Instructional Considerations

- ✓ If you notice a participant does not know how to adjust a helmet, provide assistance.
- ✓ Explain to the crew that a helmet is like a pair of shoes – it must fit you properly and is only yours to use.
- ✓ Do not scare the children with talk about head lice, but

- ✓ For more information on bicycle helmet standards, features and fit visit helmets.org.

Things to Observe

- ✓ Participants can tell the difference between a comfortable and safely fitted helmet to one that is uncomfortable and unsafely fitted.

- ✓ Participants are not trying on others' helmets.

Note: In a large group you can pair off participants to check each others helmet fits, while the MTL and CLs circulate and check helmets as well.

Activity 3: The Right Fit



*Suggested Time: 20 minutes

Purpose

- ✓ To have participants experience sitting on an improperly and a properly fitted bicycle
- ✓ To teach participants how a bicycle should fit them
- ✓ To teach participants how to adjust their bicycles accordingly

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Bicycles and helmets, one per participant

Safety Considerations

- ✓ Caution participants to cycle carefully so that they do not ride into other cyclists.
- ✓ Ensure that participants are wearing helmets that are adjusted properly.
- ✓ Ensure that the activity space is clear of any hazards.
- ✓ After the participants adjust their own bicycles the MTL and/or CLs should inspect the participants' bicycles to ensure that they are safe to ride (i.e. no loose parts, no missing nuts or bolts and no missing components).

Guidelines

- ✓ Explain to the large crew the steps to properly fitting a

bicycle, in the following order:

o Frame size: The proper frame size ensures your overall comfort on the bike and that you have safe clearance should you fall straddling your top tube. Measure the clearance between the pubic bone and the top tube. For road bikes this distance should be 3 to 6 cm. For mountain bikes this distance should be 6 to 11 cm. To test this straddle the top tube half way between the saddle and the handlebar and pick up the bicycle with one hand on the handlebar and the other on the seat. When the top tube touches the pubic bone have someone else measure the distance from the tires to the ground. This test may not apply to some bikes with irregular frame shapes.

o Seat height and position: The correct seat height and position will ensure your comfort and that your pedal stroke is safe, efficient and effective. The seat height should be adjusted up or down so that when the ball of the foot is on the pedal in the six o'clock position the knee is just slightly bent. When the heel is on the pedal in the six o'clock position the leg should be straight. Once the seat height is adjusted the seat position can be set. The seat should be adjusted forward or back so that when the pedal is in the three o'clock position the bent knee is directly over the pedal.

o Stem and handlebar position: Stems come in different lengths and angles and determine where the handlebar rests. Stems allow cyclists to adjust their forward reach and upright position. If your stem has angle adjustment, set the angle of the stem so that the handlebar is in the most comfortable position. Handlebars come in various shapes and widths for personal preference.

- ✓ If a CL is available have them stand next to each bicycle.
- ✓ Have participants go from bicycle to bicycle, “trying them on” to see how they fit and the comfort level of each one – participants can temporarily trade bicycles here. If you are using participants’ own bicycles, check with them prior that they are ok with temporarily swapping bicycles to test fit.
- ✓ Once participants have tried sitting on a range of different bicycle sizes, ask them to point out which one fits them the best.
- ✓ Discuss safety and comfort with proper and improperly fitting bicycles.
- ✓ Encourage participants to adjust their own bicycles accordingly.
- ✓ If CLs are available they can also assist participants in making adjustments and providing the final safety check for their bicycles.

Instructional Considerations

- ✓ As participants try each bicycle ask the following questions:
 - o How comfortable is this bicycle?
 - o Does it fit better than the others you’ve tried?
- ✓ If you notice that a participant does not understand the differences in comfort and safety between the differently sized bicycles, step in and help them to understand the difference.
- ✓ Explain to the crew that a bicycle is like a pair of shoes; to be safe the bicycle has to fit you properly.

- ✓ Explain that after making any adjustments to bicycles participants should always double check that their bicycles are safe to ride. They should make sure all bolts are tightened, there are no missing components or parts, and everything is in proper working order.

Things to Observe

- ✓ Participants are trying out different bicycles by sitting on them to see how they feel (and not riding them).
- ✓ Participants are actively involved and enjoying the activity.
- ✓ Participants understand the difference between an improperly fitted bicycle and a properly fitted bicycle.

*Note: CLs or the MTL can demonstrate an improperly and properly fitting bicycle at the start of this activity as a demonstration.

Activity 4: Name that Bicycle Part



*Suggested Time: 15 minutes

Purpose

- ✓ To have participants properly name the parts of a bicycle

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Bicycles, one per small crew
- ✓ Name That Bicycle Part (Appendix C.1), one per participant
- ✓ Laminated Bicycle Part Labels (Appendix C.2), one set per small crew (MTL to make these)
- ✓ Masking tape

Safety Considerations

- ✓ Caution participants to be aware of their surroundings and other participants when they are running in the relay race.
- ✓ Ensure that the activity space is clear of any hazards.
- ✓ Remind participants that they will not be cycling during this activity.

Guidelines

- ✓ If CLs are available the MTL should divide participants into small crews immediately.
- ✓ The CLs will then discuss with the small crews the parts of the bicycle, explaining where each part is located and its function.
- ✓ After each part is described, place a label on it.
- ✓ Make sure each participant understands the name of each bicycle part.
- ✓ Allow time for questions and clarifications among participants.

- ✓ Ask the participants in the small crews to take the labels off their bicycle and place them in a pile (word facing down).
- ✓ If CLs are not available the MTL should keep the large crew together to explain the parts of the bicycle and then divide them into small crews to participate in a relay race. The MTL will need to, in advance, prepare labels for each of the small crews to place on a bicycle, and have them ready in separate piles (word facing down).
- ✓ Ask participants to line up for a relay, single file behind each pile of labels, about 10 metres away from their bicycle.
- ✓ Explain that when you say, “Go”, the first person in line will grab a label, race to their crew’s bicycle as fast as they can and place the label on the correct bicycle part.
- ✓ That same participant will then run back to their small crew and high five the next person in line who will then repeat the process with a different label from their pile.
- ✓ Participants will continue this process until all of the labels have been placed on the bicycle.
- ✓ The small crew that finishes first and with the most correct labels is the winner.
- ✓ If a small crew finishes first but has more labels wrong than the second-finishing small crew, the second-finishing small crew will be deemed the winner.
- ✓ At the end of the race, go over each of the labels one last time, and ask the participants for input and direction as to where each label should be placed.
- ✓ Hand out to each participant, Name That Bicycle Part (Appendix C.1)

Instructional Considerations

- ✓ Be clear in the initial labeling of the bicycle.

- ✓ When labeling the bicycle the first time ask the large or small crew to repeat after you the name of each bicycle part.
- ✓ Look to see that the participants are watching where the labels are placed.
- ✓ As you label the bicycle, ask the participants questions and encourage them to ask you questions.

Things to Observe

- ✓ Participants are engaged in the activity and not distracted.
- ✓ Participants are asking questions when they do not understand.
- ✓ Participants are answering questions correctly. This will help the MTL and/or CLs determine if the participants understand the parts of the bicycle.

understand the parts of the bicycle.

- ✓ Participants are labeling the bicycle correctly.

Debrief

- ✓ At the end of this activity, debrief with the participants. Ask them to respond to these questions (about this session):

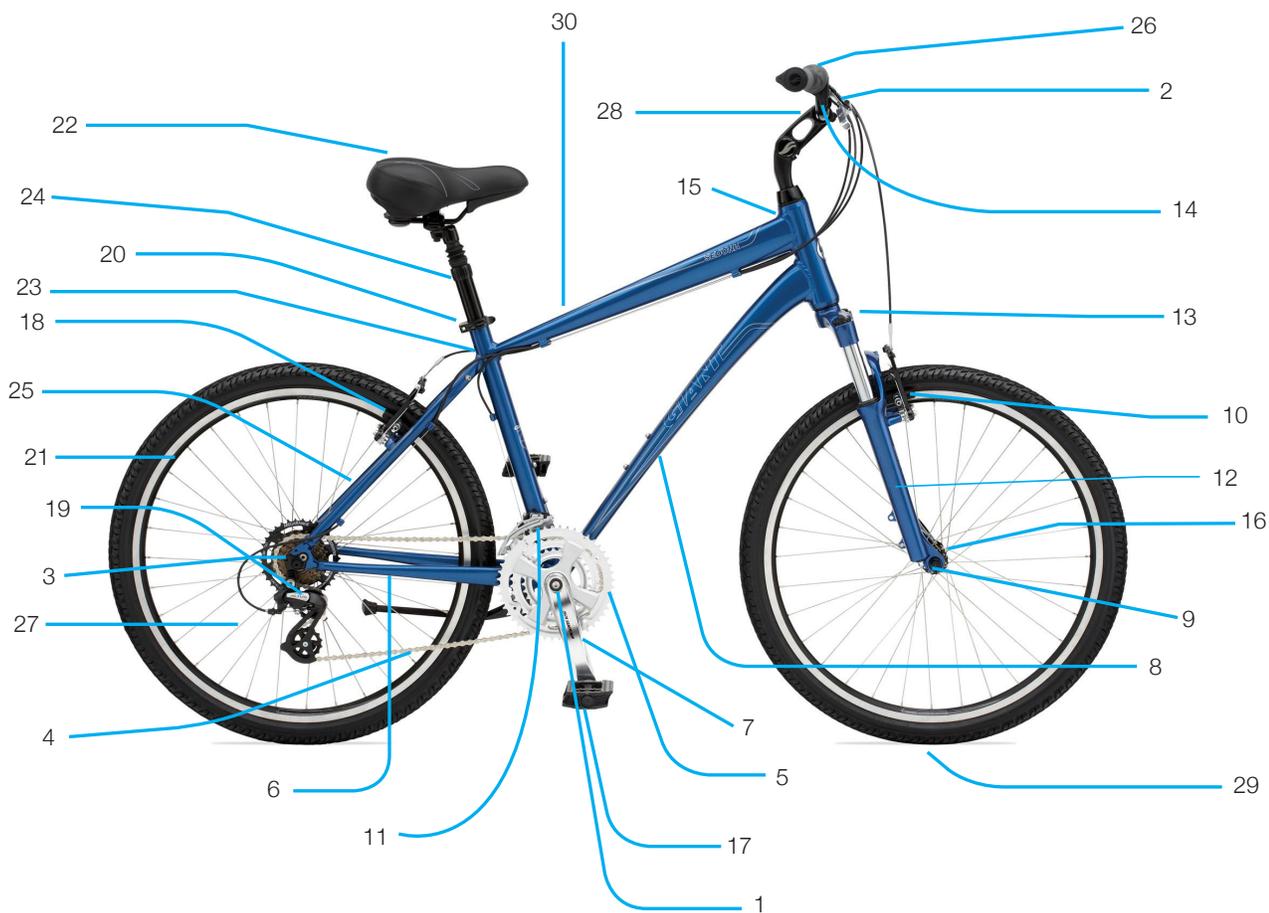
o What was one new thing you learned about your peers today?

o How do you know if your helmet fits properly?

o What are some things to consider when properly fitting a bike?

o What is the part of the bicycle that is most difficult for you to remember?

Name That Bicycle Part



Name That Bicycle Part

- | | | | |
|--|---|--|---|
| 1. bottom bracket – cartridge that connects the crank and chain ring(s) to the bike frame | 8. down tube – frame section that connects the head tube to the bottom bracket shell | section that joins the top and down tubes at the front of the bike | seat post |
| 2. brake lever - hand lever that is pulled to activate the brakes | 9. dropouts – the attachment point between the frame and wheel | 16. hub - the central part of the wheel | 24. seat post – the post that supports the seat |
| 3. cassette or freewheel – set of cogs joined to the rear wheel on which the chain rests | 10. front brake – device that stops the front wheel from turning | 17. pedals – platforms that your feet rest upon | 25. seat stays – frame section that runs from the seat tube to the rear dropouts |
| 4. chain – track that moves over the chain rings and rear cogs | 11. front derailleur – shifts the chain between each front chain ring | 18. rear brake – device that stops the rear wheel from turning | 26. shifters - the components on the handlebars used to change gears |
| 5. chain rings - the large rings attached to the crank on which the chain rests | 12. front fork - frame section that attaches to the front wheel | 19. rear derailleur – shifts the chain between each cog on the rear wheel | 27. spokes - the thin, metal wires that attach the rim to the wheel hub |
| 6. chain stays – frame section which runs parallel and is closest to the chain | 13. front reflector - a reflective safety device at the front of the bike | 20. rear reflector - a reflective safety device at the back of the bike | 28. stem - supports the handlebar |
| 7. crank arm – connects the pedal to the chain rings | 14. handlebar – bar that your hands rest upon | 21. rim - the support of the wheel that the tire fits over | 29. tire - the inflated, rubber part of the wheel |
| | 15. head tube – frame | 22. saddle - the seat | 30. top tube – the frame section that attaches the head and seat tube |
| | | 23. seat tube - the frame section that supports the | |

Session A Follow Up

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss:
 - o The importance of cycling places instead of driving
 - o The names of three people they met today
- ✓ Remind participants to fill out the Name that Bicycle Part and to point out to their parents/caregivers the various parts.
- ✓ Remind participants to bring home their copy of the Bicycle Safety Check list.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION B

Before You cycle

Introduction

Ensuring your bicycle is safe enough to ride is an essential skill for all cyclists. Knowing what to wear when cycling is also very important. Session B allows children and youth to learn how to properly inspect their bicycles for safety before heading out onto the road or trails. It teaches them how to dress appropriately when cycling and ensures that they know the importance of wearing a properly fitting, CSA approved helmet. This session will act as a safety inspection that participants must pass before cycling in future sessions.

Session B: Before You Cycle

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know that wearing a helmet is important for my safety and part of the law.

K: I know the ABC's for bicycle safety.

D: I can go through a safety inspection of my bicycle before going for a ride.

D: I can dress appropriately for a ride.

V: I understand that what I wear can help motorists see me better.

V: I know that it is my responsibility to be visible to others who share the road.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know that wearing a helmet is important for my safety and part of the law	
(K) I know the ABC's for Bicycle Safety	
(D) I can go through a safety inspection of my bike before going for a ride	
(D) I can dress appropriately for a ride	
(V) I understand that what I wear can help motorists see me better	
(V) I know it is my responsibility to be visible to others who share the road	

Risk Management

- Make sure participants are learning in a safe environment and they are retaining the information to carry forward.
- Ensure that the environment is free of debris or other objects that could potentially injure the participants.

Session B: Before You Cycle

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- The focus of this session is to have participants accept responsibility for the proper care of their bicycles and to wear the proper equipment when cycling (especially a helmet). Understanding the importance of wearing a CSA approved helmet will go a long way in helping to promote safe cycling practices.
- Continuously check with participants for their understanding by asking them questions and observing their behaviours. If participants have a lot of questions, go over the main points again. If you are a CL and your participants need more assistance, do not hesitate to ask the MTL for support.

Session Activities

Activity 5: The ABC Bicycle Safety Check (20 minutes)

Activity 6: What Should My Bicycle Be Wearing? (20 minutes)

Activity 7: What Should I Be Wearing? (20 minutes)

Activity 8: Protect Your Melon* (15 minutes)

Activity 5: The ABC Bicycle Safety Check



*Suggested Time: 20 minutes

Purpose

- ✓ To have participants learn the ABC's bicycle safety check
- ✓ To teach participants how to perform their own ABC's bicycle safety check
- ✓ To have participants recognize the importance of completing the ABC's bicycle safety check before every ride

Location

- ✓ Large open field or space free of obstacles

Materials

- ✓ Bicycles and helmets, one per participant
- ✓ Air pump, preferably with a pressure gauge, one per small crew
- ✓ ABC's of Cycling Safety Checklist (Appendix D), one per participant

Safety Considerations

- ✓ Ensure that participants walk with their bicycles from station to station. They must not ride them until the ABC's have been checked and passed on their bicycles.

Guidelines

- ✓ Divide the participants into small crews, if CLs are available, and have one CL stay with each small crew.
- ✓ Within each crew introduce the ABC's of bicycle safety inspection that should be done prior to any ride:

A: Air

B: Brakes

C: Chain and Crank

- ✓ Demonstrate to the crew how to properly check each item and key awareness points.
- ✓ Pass out to each participant the ABC's of Cycling Safety Checklist.
- ✓ Set up three stations (Air, Brakes, Chain and Crank) and

move the crew from station to station checking each of the ABC's.

- ✓ Verify that participants have properly adjusted their bicycles to meet the safety requirement by signing their safety report cards at each station.
- ✓ Note: The safety stations are an option if there are an adequate number of CLs. If resources are limited and there is only the MTL, go through all of the safety stations as a large crew.

Instructional Considerations

- ✓ For each of the ABC's, point out what participants need to look for in order to have safely operating bicycles. For example: Do the tires have enough air? Are there any broken or loose spokes?
- ✓ The MTL and CLs may also choose to complete a "Drop" or "D" check. This involves picking the bike up approximately two inches off the ground and dropping it to listen for the rattle of any loose parts. (Note: Participants should support the bike during the drop so it does not fall to the ground.)

Things to Observe

- ✓ Participants are taking the information provided to them and making the appropriate adjustments.
- ✓ Participants are asking for help when needed.
- ✓ Participants are ensuring that their safety checklists are completed before moving ahead to the next stations.

Debrief

- ✓ At the end of this activity, debrief with the participants. Ask them to respond to these questions:

o What was one new skill or thing that you learned?

o What did you like the most in this activity?

o What surprised you in this activity?

Activity 6: What Should My Bicycle Be Wearing



*Suggested Time: 20 minutes

Purpose

- ✓ To educate participants on the proper accessories for their bicycles and explain why they are required
- ✓ To provide participants the opportunity to discover the proper accessories needed for their bicycles

Location

- ✓ Open field or large space free of obstacles

Materials

- ✓ Bicycles, one per small crew
- ✓ Bells
- ✓ Baskets or bags
- ✓ Lights
- ✓ Reflectors
- ✓ Pom-poms
- ✓ Other examples of accessories that children may not realize are inappropriate or unimportant

Safety Considerations

- ✓ Ensure that an open activity area is available and clear of debris and objects that may potentially cause injury.
- ✓ Participants will not be cycling in this activity.

Guidelines

- ✓ Have an open working area for each small crew to work on one bicycle.
- ✓ Divide participants into small crews and assign a CL to each crew (if they are available).
- ✓ Ask each small crew to get one bicycle.
- ✓ Ask the small crews to choose from the accessories provided and dress their bicycle with what they feel are to be important accessories.
- ✓ Once every small crew has finished dressing their bicycle, ask them to show everyone their bicycle and tell why they chose their accessories.

- ✓ After all crews have presented, the MTL and/or CLs should point out accessories that are important and those that are not important.
- ✓ Explain why the important accessories are needed (e.g., a light is needed for night time or reduced visibility riding).
- ✓ If necessary, allow small crews time to re-accessorize their bicycles so they are equipped with proper accessories for safe riding.
- ✓ Note: Some participants' bicycles may have toe clips on the pedals. These can be challenging for novice cyclists to use correctly. You may wish to suggest that toe clips be removed while participants take part in the program. The MTL or CLs may also use this as an opportunity to introduce both toe clips and clipless pedals.

Instructional Considerations

- ✓ Make sure each small crew is accessorizing their bicycle far enough away from the other small crews so no one is distracted.
- ✓ If preferable, this activity could be run simply as a discussion rather than dressing a bicycle.

Things to Observe

- ✓ Participants are choosing accessories to place on their small crew's bicycle.
- ✓ Participants are cooperating with each other when dressing their small crew's bicycle.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to this question:

o Why is it important to have the proper accessories for bicycles?

Activity 7: What Should I Be Wearing



*Suggested Time: 20 minutes

Purpose

- ✓ To educate participants on the proper attire to wear for cycling safely through a learn-as-you-go activity.

Location

- ✓ Open field or large space free of obstacles

Materials

- ✓ Helmets, old and new ones that are CSA and non-CSA approved, two or more
- ✓ Wide range of clothing worn for safety when cycling (reflective & bright clothing, shorts, reflective leg bands, pant clips, etc.)
- ✓ Wide range of clothing not to be worn when cycling (dark clothing, long pants, long jacket, shoes with long laces, clothing with straps, long scarves, etc.)
- ✓ Clothing and Helmet Checklist (Appendix E)

Safety Considerations

- ✓ Ensure that the area is free of hazards.

Guidelines

- ✓ If CLs are available, the MTL should place participants in small crews with a CL.
- ✓ The MTL will direct the small crews to spread out in the field to find a space to discuss safety. Each CL will guide their small crew through a short discussion to review how to properly fit and wear a helmet (must be CSA approved).
- ✓ The CLs should have participants adjust their helmets so they fit properly on their heads.
- ✓ Then the CLs should lead their small crew in a discussion about dressing appropriately for cycling in order to be seen by other vehicles or walkers.
- ✓ If CLs are not available the MTL should keep the large crew together to review helmet safety and proper cycling attire. Then the MTL should divide the large crew up into small crews to participate in the relay race. The MTL will need to, in advance, prepare separate piles of

clothing for each of the small crews (which contain safe and unsafe clothing for cycling).

- ✓ The MTL will then ask the small crews to line up single file; each line should be about 3 metres apart.
- ✓ A pile of clothes will need to be placed at least 20 metres from the first person in line of each small crew.
- ✓ The MTL will explain to everyone that this will be a small crew competition. When the MTL signals for the race to begin the first people in each crew will need to put on their helmets correctly. The MTL will walk around to ensure that the participants have done this correctly.
- ✓ If CLs are available, a single CL will stand next to each pile of clothing. When the participant reaches the CL, the participant will choose one item of clothing they think is necessary to be a safe cyclist and can be seen by others sharing the road. Then the participant must dress the CL with the article of clothing.
- ✓ If CLs are not available, the MTL will instruct the participant to lay out on the ground the safe cycling clothing (next to the pile of clothing).
- ✓ Then the participant will need to race back across the field and give a “high five” to the next person in their small crew line who will then repeat the process.
- ✓ The first small crew to correctly put the proper clothing on a CL OR the first small crew to lay out the proper clothing is the winner.
- ✓ The MTL will check the clothing and determine a winner.
- ✓ Small crews will not be finished the relay race until their CL is wearing all of the appropriate clothing OR they have laid out the proper clothing on the ground.
- ✓ Once all the small crews have finished, have all the participants gather back into the large crew.
- ✓ If there is time and if there are CLs, have them model the clothing for the large crew (like a fashion show).
- ✓ Take time to discuss the importance of wearing these types of safe clothing. Hints: Wear brightly colored clothing so that cyclists are easily visible. Secure pant legs from getting caught in the bicycle chain by either tucking them into socks or wearing pant clips or straps.
- ✓ Note: Some participants may choose to carry a bag or wear a backpack when cycling. It is important to let the

participants know that only backpacks (with no hanging straps) or specially designed bicycle bags are acceptable.

- ✓ Optional: Pass out to each participant a copy of the Cycling Safety Checklist (Appendix E) so that participants know what clothes they should wear and how their helmet should fit when cycling.

Instructional Considerations

- ✓ Spread out the small crews far enough apart so they cannot easily peek at the other groups to see what articles of clothing they are using.
- ✓ If a small crew seems really stuck on something they are missing or something that was put on in error, give

helpful hints.

- ✓ The MTL and/or CLs should ensure they are dressed appropriately for cycling (i.e., “walk the talk”).

Make sure that an equal number of proper clothes are in each crew pile so the competition is fair.

Things to Observe

- ✓ Participants are properly selecting safe cycling clothing.
- ✓ Participants are making appropriate adjustments if the clothing they select is not entirely correct.
- ✓ Participants are asking for clarification if they do not understand something.

Activity 8: Protect Your Melon



*Suggested Time: 15 minutes

Purpose

- ✓ To provide participants the opportunity to learn the implications of not wearing a helmet

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Bicycle helmet
- ✓ Melons that can fit inside a helmet, two
- ✓ Milk crate or foot stool
- ✓ Tape measure
- ✓ Why it is Important to Wear a Bicycle Helmet (Appendix F)

Safety Considerations

- ✓ Ensure that an open activity area is available and clear of debris and objects that may potentially cause injury.
- ✓ When standing at a height, make sure that the platform used for the demonstration is stable.
- ✓ Participants will not be cycling in this activity.

Guidelines

- ✓ Place the platform or milk crate at a location that is clear of debris and can sit stably.
- ✓ Discuss with participants why it is important to wear a helmet.
- ✓ ~~Height of the platform should be the participant's bicycle wheel.~~ Make sure to note this height.
- ✓ Ask participants what would happen to their heads if they landed on them from that height? Or what would happen if a vehicle hit them?
- ✓ Place a melon inside the helmet and secure it. The melon represents a fragile head.
- ✓ At a set height, drop the helmet so that when the helmet lands on the ground, it protects the melon (determine this height before you start this activity with your large crew).
- ✓ Examine the melon after impact. It should be undamaged or have minor cracks, but it should not be destroyed.
- ✓ Ask participants the following: What happened. How did the helmet protect the head?
- ✓ ~~Height drops should be kept at the same~~

- ✓ Explain to participants the sort of medical issues that can happen when you do not wear a helmet (e.g. concussion, cuts, bumps, scrapes, brain damage and death).
- ✓ Ask participants to check their helmets to ensure that they are still wearing them correctly (see Activity 2).
- ✓ Allow participants to make the proper adjustments if necessary.
- ✓ Optional: For participants who wish to share this knowledge with their parents/caregivers, you may pass out to those interested participants Why It's Important to Wear a Helmet (Appendix F)

Instructional Considerations

- ✓ Allow participants to make guesses and assumptions about what may happen to the melon on impact in both cases.
- ✓ A two metre drop of the melon with the helmet has almost as much force as impacting the road at 50 km/h.
 - ✓ The survival rate of impact at more than 50 km/h is nil.

This activity works best if the melon in the helmet is

dropped on asphalt or concrete.

Optional: At the end of the activity the melons can be cleaned and eaten.

Things to Observe

- ✓ Participants are paying attention to the demonstration.
- ✓ Participants are contributing to the discussion.
- ✓ Participants are asking for clarification if they do not understand.

Debrief

- ✓ At the end of the activity, debrief with participants in large or small crews. Ask them to respond to these questions:
 - *Why is it important to wear a bicycle helmet?*
 - *How should a properly fitted helmet look and feel?*
 - *What are the ABC's of bicycle safety and what does each letter stand for?*

Session B Follow Up

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ At home each participant should be encouraged to:
 - Discuss the importance of, and process of, safety checks
 - Discuss the proper clothing individuals should wear for cycling.
 - Discuss the handout Why it is Important to Wear a Bicycle Helmet (Appendix F).
 - Create a safe bicycle smart outfit and show their parents/caregivers.
 - Check that their bicycle helmet is CSA approved and up to date without any major scratches or cracks.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION



Bike Maintenance

Introduction

Caring for and properly maintaining your bicycle is important to ensuring safety. Session C teaches participants some basic bicycle maintenance skills for repairing tire, chain, and cable problems.

Session C: Bicycle Maintenance (Optional)

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know how to look for simple bicycle problems such as flat tires and loose cables.

K: I know how basic bicycle problems affect the safe functioning of my bicycle.

D: I can perform basic maintenance on my bicycle.

V: I understand that preventative maintenance and doing regular bicycle safety checks are important.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know how to look for simple bike problems such as flat tires and loose cables.	
(K) I know how the safety concerns are connected to a working bike.	
(D) I can perform basic bike maintenance on my bike.	
(V) I understand that preventative maintenance and doing regular bicycle safety checks are important.	

Risk Management

- Ensure participants are learning in a safe environment and they are retaining the information to carry forward.
- Educate participants on how to safely and properly use tools and watch for loose fitting clothes or stray fingers around rotating wheels.
- Be aware that chain rings can be razor sharp.
- Ensure that participants are paying attention to the task at hand and being careful with tools so that they reduce the chance of minor injuries such as cuts, scrapes, or entanglements (even though these activities are low risk).

Session C: Bicycle Maintenance (Optional)

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- Stress the importance of participants' understanding the value of regularly looking for problems (e.g., loose cables) and repairing or fixing these on their bicycles.
- Ensure that you tell the participants that smaller problems, if left unrepaired, can lead to bigger problems, which can ultimately compromise their safety while cycling.

For more information on bicycle maintenance, see the Making Tracks Cycling Care and Maintenance Teaching Manual.

Session Activities

Activity 9: Around the Wheel (40 minutes)

Activity 10: Brakes and Gears (40 minutes)

Activity 9: Around the Wheel



*Suggested Time: 40 minutes

Purpose

- ✓ To increase participants' knowledge of basic bicycle maintenance, mechanics, and repairs
- ✓ To have participants interact with their peers
- ✓ To allow participants to discover how to perform basic bicycle repairs to wheels
- ✓ To allow participants an opportunity to learn how to repair flat tires and replace inner tubes

Location

- ✓ Large open space which is free of obstacles

Materials

- ✓ Bicycles, one per participant
- ✓ Tire levers, one set per large or small crew
- ✓ 14 mm and 15 mm wrenches, one set per large or small crew
- ✓ Environmentally-friendly hand cleaner such as WORX
- ✓ Tubes with holes for patching, one per participant (can be obtained from local bicycle shops)
- ✓ Large bowl of water, one per large or small crew
- ✓ Air pump, preferably with a pressure gauge

Safety Considerations

- ✓ Be aware that there is a small chance that some participants may get minor cuts or scrapes to their fingers and hand
- ✓ Have a First Aid Kit on hand

Guidelines

- ✓ If CLs are not available, work through all of the repairs with the participants in a large crew.
- ✓ If CLs are available, divide the participants up into small crews and have one CL work with each small crew.

- ✓ The MTL should then assign each small crew to a workstation, which will have the required tools and equipment.
- ✓ Explain the importance of the specialty tools, the names of the tools and the use of the tools.
- ✓ Do not forget to also explain what tools are not to be used (e.g., vice grips, screwdrivers, wrenches, etc.).
- ✓ Lead the large or small crew through each repair or mechanical issue by demonstrating proper technique before the participants start working on their own bicycles.
- ✓ Do each mechanical or repair technique individually (i.e., only one at a time) so participants can fully experience and understand how it is completed.

Instructional Considerations

- ✓ The MTL and/of CLs should participate in the maintenance and repair of the bicycles.
- ✓ If a participant is stuck on a repair or mechanical issue, give hints about how to solve the problem.
- ✓ The skills required when working with inner tube repair include replacing inner tubes and patching inner tubes.
- ✓ For wheel removal, the noodle may be unhooked from the arm link. This will allow the brake shoes to open up wide enough to clear even a wide tire. First, pull the boot away from the end of the noodle. Then squeeze the brake arms together with one hand while unhooking the lower end of the noodle from the keyhole-shaped slot in the arm link. Make sure to hook the brake back up immediately after you re-install the wheel.

Note: Adapted from and photos courtesy of: www.sheldonbrown.com



Normal Position



Boot Pulled Away



Noodle Unhooked

Replacing Inner Tubes



*Suggested Time: 20 minutes

Materials

- ✓ New inner tube, one per participant
- ✓ 14mm and 15mm wrenches
- ✓ Tire levers
- ✓ Air pump, preferably with a pressure gauge

Guidelines

1. Undo the brake cable.
2. For wheels with quick release axles, open the quick release lever and remove the wheel from the bicycle.
3. For wheels with bolt-on axles, use the 14mm or 15mm wrench to loosen the wheel bolts and remove the wheel from the bicycle.
4. For rear wheels, be sure to change the gears to the smallest gear so the wheel comes off easily.
5. Remove the valve cap and using the hooked end of the tire lever, push the valve pin inward to remove any air left in the inner tube.
6. Using the spooned end of one tire lever, reach in between the tire and the rim, pry the tire up over the rim and hook the tire lever to a spoke. Repeat this step with the other two tire levers.
7. When using the third tire lever, the first two tire levers

will become loose. Remove them from the wheel. While holding the final tire lever, rotate it around the wheel until one side of the tire is completely off the rim. Keep the tire half on the rim.

8. Remove the inner tube, taking the valve stem out last.
9. Check the inside and outside of the tire to ensure that the cause of the flat is not still in the tire (or you will get another flat). Do not run your fingers around the inside of the tire to prevent injury.
10. Pump a small amount of air into the new tube to give it the round shape needed.
11. Put the new tube into the tire and pull the valve stem through the valve hole in the rim.
12. Using your thumbs, push the tire back onto the rim until the whole tire is back on. You may need to use the spooned end of a tire lever to pry the final section of tire back onto the rim.
13. Ensure that the valve stem is perpendicular to the rim. If the valve stem is on an angle, pull the tire in the direction needed to straighten the valve stem.
14. Pump air into the tire until the tire is at the air pressure recommended on the side of the tire. Be sure not to exceed the maximum recommended tire pressure. Use a tire gauge to ensure that the correct amount of air has been added.

15. Place the wheel back into the dropouts of the bicycle. Ensure the wheel is positioned in the correct rotational direction (indicated by directional arrows on the side of the tire). This will ensure that the tire provides the traction that is intended to produce.

16. Using the 14mm or 15mm wrench, tighten the axle bolts.

17. Close quick release levers, ensuring the lever is flat with the frame or fork leg.

18. Reconnect the brake.

Patching Tubes



*Suggested Time: 20 minutes

Materials

- ✓ Tube with hole, one per participant
- ✓ Bowl of water
- ✓ Patch kit
- ✓ Air pump, preferably with a pressure gauge

Guidelines

1. Tell the participants that if they ever have to patch a tube that the first thing to be done is to move away from the road (or trail) to a safe, quiet location.
2. Most flats occur on the back tire due to more weight/torque and wear.
3. Follow instructions for replacing a tube to remove the tube from the tire.
4. Pump air into the tube.
5. Place the tube into the bowl of water and rotate it slowly until you can see bubbles coming up from the tube OR use water from your water bottle to coat the tire with a film of water. The bubbles will indicate hole's location in the tube. Another method to locate the hole is to feel for air escaping from the tube on your cheek.
6. Once the hole has been located, take the tube out of the water and let it dry. If necessary, circle the hole with a marker to keep track of where it is (especially if it is very small).
7. Choose the appropriate size patch from the patch kit to cover the hole.
8. Using the sand paper or scraper from the patch kit, rough up the area around the hole – do this to the size of the patch.
9. Using the glue from the patch kit, spread the glue around the roughed area.

10. Allow the glue to set (i.e. let it dry slightly so it gets tacky).

11. Peel off the foil side of the patch and place onto the area with the glue.

12. Using your fingers, place pressure on the patch while smoothing it out until the sides of the patch are completely stuck to the tube.

13. If the patch does not stick, repeat the process.

14. Once the patch is firmly on, pump air into the tube to ensure that the patch has worked and sealed the hole.

15. Unless absolutely necessary do not repair the tube for the front tire, as a subsequent front tire blow out represents increased danger of a fall. If possible replace the entire tube on a front tire.

16. Follow instructions for replacing a tube to put the tube back into the tire.

Note: Before putting a new tube or the patched tube into the tire, check the tire for the cause of the flat. This can be done by rotating the tire and looking for objects sticking out of the outside or inside of the tire. This should be done slowly and cautiously as to not cut or scratch your fingers. If you find an object embedded in your tire remove it using a pair of pliers. Dispose of this object so that someone else does not experience a flat or suffer from an injury.

Things to Observe

- ✓ Participants understand how the tools are used correctly.
- ✓ Participants understand how to complete the assigned task correctly and efficiently.
- ✓ Participants are working on task and discussing the topic at hand.

Activity 10: Brakes and Gears



*Suggested Time: 40 minutes

Purpose

- ✓ To increase participants' knowledge of basic bicycle maintenance, mechanics, and repairs
- ✓ To have participants interact with their peers
- ✓ To allow participants to discover how to perform basic bicycle repairs to brakes and gears
- ✓ To allow participants an opportunity to learn how to adjust brake and gear cables and fix bicycle

Location

- ✓ Large open space which is free of obstacles

Materials

- ✓ Bicycles, one per participant
- ✓ Chain breakers, one per large or small crew
- ✓ Small Phillips screwdrivers, one per large or small crew
- ✓ Old bicycle chains, one per large or small crew
- ✓ Pencils, one per participant

Safety Considerations

- ✓ Be aware that there is a small chance that some participants may get minor cuts or scrapes to their fingers and hand
- ✓ Have a First Aid Kit on hand

Guidelines

- ✓ If CLs are not available, work through all of the repairs with the participants in a large crew.
- ✓ If CLs are available, divide the participants up into small crews and have one CL work with each small crew.
- ✓ The MTL should then assign each small crew to a workstation, which will have the required tools and equipment.
- ✓ Explain the importance of the specialty tools, the names of the tools and the use of the tools.
- ✓ Do not forget to also explain what tools are not to be used (e.g., vice grips, screwdrivers, wrenches, etc.).
- ✓ Lead the large or small crew through each repair or mechanical issue by demonstrating proper technique before the participants start working on their own bicycles.

- ✓ Do each mechanical or repair technique individually (i.e., only one at a time) so participants can fully experience and understand how it is completed.

Instructional Considerations

- ✓ The MTL and/of CLs should participate in the maintenance and repair of the bicycles.
- ✓ If a participant is stuck on a repair or mechanical issue, give hints about how to solve the problem.
- ✓ The skills required when working with gear and brake repair include adjusting cables and fixing bicycle chains.
- ✓ Knowledge about traditional cantilever brakes vs. direct-pull brakes is necessary.

o Traditional cantilever brake uses two cables, a main cable running down the centerline of the bicycle, and a second, "transverse" cable connecting the cantilever units on each side of the wheel. The main cable pulls upward on the middle of the transverse cable, causing the cantilever units to rotate inward.

o The "direct-pull cantilever, also commonly known under its Shimano trademark name "V-Brake" is a simpler design, and uses only a single cable. The cable housing connects to one arm, and the inner cable runs across the top of the tire to the opposite arm. When the brake is applied, the housing pushes one cantilever while the inner cable pulls the other. Since the cable runs straight across the top of the tire, direct pull cantilevers need longer arms to get the cable high enough to clear the tire. This increases the mechanical advantage of the system, requiring the use of special matching brake levers.

Note: Adapted from and photos courtesy of:

www.sheldonbrown.com



Adjusting Brake and Derailleur Cables



*Suggested Time: 10 minutes

Materials

- ✓ Small Phillips screwdrivers, one per large or small crew

Guidelines

1. The most basic brake and derailleur cable adjustment is the cable length adjustment. This is done by loosening the bolt on either the brakes or the derailleur and pulling the cable tight then tightening the bolt.

2. On properly equipped bicycles, fine adjustments may be made without any tools, by turning and adjusting the barrel at the end of a length of cable housing.

3. The adjusting barrels for brakes are located at the brake levers. The adjusting barrel for derailleurs is located at either the shifters or the derailleur.

4. To tighten the cable using the barrel adjuster, turn the barrel clockwise until you reach the desired amount of tension.

Fixing a Bicycle Chain



*Suggested Time: 20 minutes

Materials

- ✓ Chain breakers, one per large or small crew
- ✓ Old bicycle chains, one per large or small crew

Guidelines

1. Use the chain breaker and insert both ends of the chain into the chain breaker.
2. Be sure to evenly place the chain breaker pin against the chain pin.
3. Keeping the pin in line with the chain holes, very carefully tighten the chain breaker and push the pin into the chain until the pin appears to be even on both sides of the chain link.
4. Remove the chain breaker.
5. If the repaired link remains stiff, use your hands and twist the chain lightly from side to side. This will set the pin and loosen the stiff link.
6. Fixing a chain can be a delicate and tricky procedure for a beginner. The MTL and/or CL may have to do this several times with each participant to ensure that they can complete the task.

Note: When creating the chain sections, be careful to not push the pin out of the chain link. If this occurs, you must remove the link as it is difficult to put the pin back into the chain link.



Things to Observe

- ✓ Participants understand how the tools are used correctly.
- ✓ Participants understand how to complete the assigned task correctly and efficiently.
- ✓ Participants are working on task and discussing the topic at hand.

Session C Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned.

SESSION D

Basic Cycling

Introduction

Having proper control of a bicycle and developing skills for cycling on roads or trails is important to ensure that participants have a safe and comfortable ride. Session D gives participants an opportunity to demonstrate bicycle control, to use proper signaling, and to respond to different types of hazards that may appear on roads and trails.

Session D: Basic Cycling

Outcomes (Knowing (K), Doing (D), Valuing (V))

- K: I know the proper signals for turning and slowing down/stopping.
- D: I can demonstrate the proper signals for turning and slowing down/stopping.
- D: I can demonstrate appropriate bicycle control and maneuvering.
- V: I understand that being in control of my bicycle will help keep me and others safe.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know the proper signals for turning and slowing down / stopping	
(D) I can demonstrate the proper signals for turning and slowing down / stopping	
(D) I can demonstrate appropriate bicycle control and maneuvering	
(V) I understand that being in control of my bicycle will help keep myself and others safe	

Risk Management

- Before taking a crew away from the home location (school or community centre) set rules for expected individual and crew behaviour so that community rides are safe and respectful. Consider asking participants to:
 - o Stay with the crew at all times (and not cycle far ahead)
 - o Be able to hear the MTL and/or CLs' spoken not shouted instructions
 - o Follow the MTL and/or CLs' instructions
- Ensure that proper safety equipment is worn (helmets and appropriate clothing).
- Follow the predetermined route card.
- Remember, the key to having a safe ride is being prepared.

Session D: Basic Cycling

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
 - Don't forget to take attendance and collect the participants' Passports.
 - At the beginning of the session be sure to demonstrate proper bicycle control.
 - While the participants are doing the activities give them helpful tips and corrections so they are able to learn better bicycle control and maneuvering.
 - If some participants cannot satisfactorily demonstrate the skill during the session, make a mental note and ask them to meet with you at the end of the session to practise refining the skill.
-

Session Activity

Activity 11: Bicycle Basics (60 minutes)

Activity 11: Bicycle Basics



*Suggested Time: 60 minutes

Purpose

- ✓ To teach participants how to properly demonstrate bicycle control in the form of shoulder checks, turns, stopping, speed, and riding in a straight line
- ✓ To allow participants the opportunity to practise the skills above

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Bicycles and helmets, one per participant
- ✓ Poly spots, tennis balls cut in half or small, flexible cones (40-50)
- ✓ White tape or white road chalk
- ✓ Show Your Parents/Caregivers What You've Learned (Appendix G)

Safety Considerations

- ✓ Ensure that participants only practise and demonstrate their skills in the designated area.
- ✓ Ensure that participants stay with the large or small crew at each station and do not move ahead without the group.
- ✓ Insist that participants wear their helmets at all times (the MTL and CLs should be role models at all times and demonstrate proper safety behavior by wearing helmets and safety clothing, and riding correctly fitted bicycles outfitted with proper safety gear).
- ✓ Discuss with the participants their need to have an awareness of other riders in their shared area.
- ✓ It is very important to emphasize that shoulder checks must be done regularly when riding, and every time a turn or lane change is done (i.e., shoulder check, signal, shoulder check again, then turn).
- ✓ At the end of this session the MTL will need to determine whether or not each participant demonstrates sufficient competency to cycle on the road. If any participant does not demonstrate this competency, the

MTL will need to inform the participant's parents/caregivers. It is especially important for these participants to bring home the handout Show Your Parents/Caregivers What You've Learned (Appendix G) and have their parents/caregivers watch them demonstrate these skills. If any participant is unable to master the basic cycling skills required for cycling on the road by the start of Session D, they will be unable to participate in a number of the activities.

Guidelines

- ✓ The MTL and/or CLs will need to set up the practise area stations prior to beginning the session. It is very important that sufficient space is provided for the participants to learn and practise each new skill. Consider setting up lanes for small crews to practise their skills.
- ✓ Divide the participants into small crews, if CLs are available, and have one CL stay with each small crew. Participants will stay with the same small crew and CL for the duration of this activity.
- ✓ Within each small crew the CL will introduce the skills to be learned in this activity:
 - o Stopping
 - o Riding in a Straight Line
 - o Turning*
 - o Shoulder Checks
 - o Speed Control
 - o Signaling*
 - o Lane Changing
 - o Standing Start
 - o Riding and Hazards (Optional)
 - o Neutral Positions (Optional)
 - o Ratcheting (Optional)
- * Can be combined at one station
- ✓ Go over the set-up for each skill at each station as outlined below.
- ✓ Demonstrate to participants in the crew each skill listed above.

- ✓ Allow participants to practise the skill just demonstrated.
- ✓ Move crew from station to station.
- ✓ After each skill has been covered and practised, allow time for participants to go back and practise skills they do not feel they can do correctly (10-15 minutes).
- ✓ If participants feel they have a good handle on the skills, ask them to go through each skill again, as a review.
- ✓ Be sure to answer any questions and give tips to those who require them.
- ✓ At the end of this activity participants should show their parents/caregivers what they know. Pass out Show Your Parents/Caregivers What You've Learned (Appendix G) and ask participants to share this with their parents.
- ✓ Note: The skill stations are an option if there is an adequate number of CLs. If resources are limited and there is only the MTL, all of the skill stations can be completed as one large crew. The MTL must always be positioned so that they can see all stations.

Skill Stations

Skill 1: Stopping

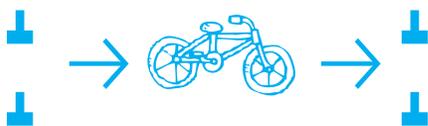
Note: Some of this information has been adapted from www.sheldonbrown.com

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (4)

Set-Up

- ✓ Use two poly spots to create a start line. Use the other two poly spots to create a stop line at least seven metres away.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. Using 80% front brake (typically the left hand brake lever) – pulling front brake harder than the rear – and 20% rear brake (typically the right hand brake lever) pull both brake levers until the bicycle comes to a stop before the poly spots. Tell participants to anticipate taking one foot off the pedal as they stop.
3. For most people, when evenly applied, the front brake results in approximately 80% of the stopping power. Both brakes should be used in tandem for normal road/trail

rides and for emergency stops.

4. For effective braking while cycling downhill, participants must shift their weight toward the back of the bicycle.
5. Remind participants that strong braking maneuvers should not be used while turning.

Learning to Use the Front Brake

- ✓ Maximum front braking occurs when the front brake is applied so hard that the rear wheel is just about to lift off the ground. At that point, the slightest amount of rear brake will cause the rear wheel to skid.
- ✓ If you ride a conventional bicycle, the best way to master the use of your front brake is to practise in a parking lot or other safe place, applying both brakes at once, but putting most of the effort into the front brake. Keep pedaling as you brake, so that your legs will tell you immediately when the rear wheel starts to skid. Practise harder and harder stops until this happens, so that you will learn the feel of stopping fast, on the edge of rear-wheel liftoff.
- ✓ Optional: Some cyclists prefer to ride a fixed-gear bicycle, that is, a bicycle that does not permit coasting. Riding a fixed-gear bike causes the body to become more sensitized to how the bike responds during braking. Like a conventional bicycle, approximately 80% of the braking power comes from the front brake and 20% comes from the rear brake. Though fixed-gear bikes usually have a front brake they do not typically have a rear brake. Instead, rear braking is done by resisting the forward momentum of the crankset with the legs/body. When braking hard with the front brake on a fixed gear bike, the drive train gives excellent feedback about the traction situation at the rear wheel and

indicates when your front brake is at maximum braking capacity (a reason that fixed gears are favoured for winter riding). Once your fixed gear has taught you this, you will be able to stop any conventional bicycle better.

When to Use the Rear Brake

- ✓ Using the front and rear brakes simultaneously produces the best stopping power, but there are instances when the rear brake is preferred:

- o Slippery surfaces: On good, dry pavement, it is generally impossible to skid the front wheel by braking. On slippery surfaces, however, it is possible to do so. It is nearly impossible to recover from a front wheel skid, so if there is a high risk of skidding, you're better off controlling your speed with the rear brake.

- o Bumpy surfaces: On rough surfaces, your wheels may actually bounce up into the air. If there is a chance of this, don't use the front brake. If you apply the front brake while the wheel is airborne, it will stop, and coming down on a stopped front wheel may cause you to crash.

- o Front flat: If you have a tire blowout or a sudden flat on the front wheel, you should use the rear brake alone to bring yourself to a safe stop. Braking a wheel that has a deflated tire can cause the tire to come off the rim, and is likely to cause a crash.

- o Broken cable or other failure of the front brake: This will likely cause an accident.

- o Long mountain descents: When your front brake hand may get tired or you may be at risk of overheating a rim and blowing a tire. For this situation, it is best to alternate between the front and rear brake, but not to use them both at once.

When to Use Both Brakes Simultaneously

- ✓ The front and rear brakes should typically be used together for most purposes, 80% front and 20% rear, and especially for emergency stops.

- o Using both brakes together produces the most effective stopping power and the shortest stopping distance.

- o The rear brake will compensate for the front brake in situations when the front brake fails to produce its maximum stopping power. When this is noticed, the front brake should be replaced or repaired immediately.

- o Typical rim brakes can lose some of their effectiveness in rainy conditions, so using them together can reduce stopping distances.

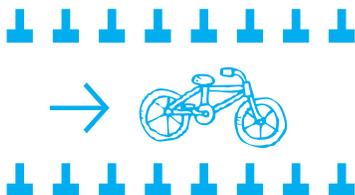
Skill 2: Riding in a Straight Line

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (16) OR
- ✓ Two lines of masking tape

Set-Up

- ✓ Using the poly spots or masking tape, create a lane of traffic wide enough for the bicycle wheels to fit through. Alternatively you could use the white or yellow lines in a parking lot.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
 - o Riding slower is more difficult and can cause imbalance, whereas riding a bit faster can make it easier to travel in a straight line.
2. Ask participants to ride through the lines of poly spots without touching the tires or pedals to the lines.
3. Ask participants to position themselves one metre (or more, if practical) out from the curb or side of the road (this increases a cyclist's visibility and is the best way to be predictable to other road users).

Shifting Gears (if applicable)

1. Shifters: Make sure participants understand how to use shifters and that these move the chain between different gears.

2. Explain low and high gearing to participants:

o Refer to the front chain rings as “The Big Two” or “Three”.

o Explain that as the chain moves left to right on the front chain rings and rear cogs pedaling gets harder and the bike moves faster (and that the reverse applies).

o Upshift means going to a higher/harder gear;

downshift means going to a lower/easier gear

3. Ask participants to change one gear up and one gear down while cycling in a straight line.

4. Explain that it’s not a good idea to shift gears when the drive train is under load.

5. Emphasize the importance of downshifting before starting up a steep hill.

What is Cadence and Resistance All About?

Cadence refers to the pedaling speed, in revolutions per minute. Resistance is how hard you must push on the pedals to keep them turning.

For the cyclist who wants to maximize efficiency, there is a particular combination of cadence and resistance that will produce the most power with the least stress on the body. (This ideal cadence/resistance will vary with the rider, and, for the same rider, will vary with conditioning, fatigue, adrenaline level, etc.)

The idea when shifting gears is to select the gear in which this combination of cadence and resistance is met. Depending on the wind, grade and surface conditions, your speed may be faster or slower, but theoretically your legs should always be pushing against the same resistance, and spinning the cranks at the same cadence.

To maintain maximum efficiency, your high gear should be high enough that you can still have enough resistance, and not have to spin too fast a cadence, even when going down the steepest hill.

Your low gear should be low enough that the resistance doesn’t increase and the pedal cadence doesn’t need to go down, even though the bicycle may be slowed to a crawl on the steepest grade you would normally climb without getting off to push.

You should have an infinite number of gradations in between these two extremes so that you can exactly fine-tune your gear to the varying conditions of the road.

In practice, such a gear system doesn’t exist, so we need to make some compromises.

A good, practical system will have as high a high as you’d want, as low a low as you’d want, and well-designed intermediate steps, in a pattern that will be easy to remember and to shift.

Source: www.sheldonbrown.com

Skill 3: Turning

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (4)

Set-Up

- ✓ Use two poly spots to create a start line. Use the other two poly spots to create a stop line at least seven metres away.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. When turning, braking should be done before the participant enters the turn, allowing for the cyclist to begin pedaling as they come out of the turn, therefore maintaining speed.
3. The inside pedal should be up away from the ground in the twelve o'clock position to avoid the pedal hitting the

ground and causing the rider to crash.

4. Optional: The MTL or CL can demonstrate the safety of leaning a bicycle into a turn and the proper pedal position by doing the following:

- o Place one hand on top of the handlebar/stem and one hand on top of the seat. With straight, locked arms, slowly walk away from the bicycle while applying forward pressure down through the bike to the tires. You will continue to slowly walk away from the bike, increasing the distance between your feet and the bike tires, until you and the bike form an a-frame shape.

- o IMPORTANT: For your safety, be sure that the inside pedal is in the proper twelve o'clock position before trying this. Also, be sure not to lean the bicycle over too far as there is a point at which the bicycle will no longer provide traction. This exercise works best on a grippy surface such as pavement. Gym floors do not always provide enough traction.

5. The MTL and/or CL should call out which way participants should turn.
6. Repeat the above activity for both left and right turns.
7. A variation on this exercise may be to set up several poly spots as a course for cyclists to demonstrate their left and right turns.

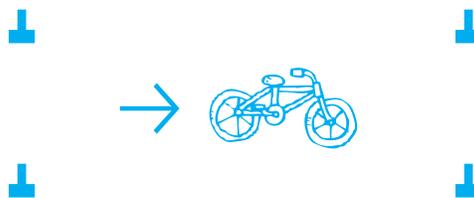
Skill 4: Shoulder Checks

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (4)

Set-Up

- ✓ Use two poly spots to create a start line. Use the other two poly spots to create a stop line at least seven metres away.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. Have participants begin at the designated start line and as they approach the end line the MTL and/or CLs should

call out the required shoulder that participants must check over.

3. The MTL and/or CLs should also hold up either their left or right hand displaying fingers showing any number from one to five. (Note: you can also hold up coloured paper or objects for participants to call out the colour).

4. Watch for the participants that they check over the appropriate shoulder and that they call out the correct

number of fingers shown on the hand of the MTL and/or CL. For example: If the MTL says do a left shoulder check and holds up two fingers, the participant should look over her/his left shoulder and call out the number two.

5. Do this activity for both left and right shoulder checks.

6. Watch that participants are able to maintain riding in a straight line.

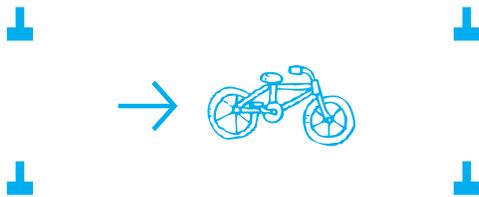
Skill 5: Speed Control (Turtle Race!)

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (4)

Set-Up

- ✓ Use two poly spots to create a start line. Use the other two poly spots to create a stop line at least 15 metres away.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. Have participants begin at the designated start line.
3. Ask participants to “race” to the finish line, going as slow as possible.
4. The participant that crosses the finish line last is the winner.
5. Rules: must have forward momentum the entire time (no back pedaling, no biking in the opposite direction or sideways); no contact with other bikes, riders, or objects; and if your foot touches the ground you are out.

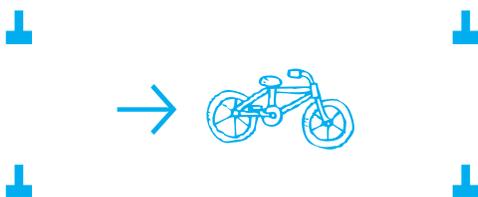
Skill 6: Signaling

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (4)

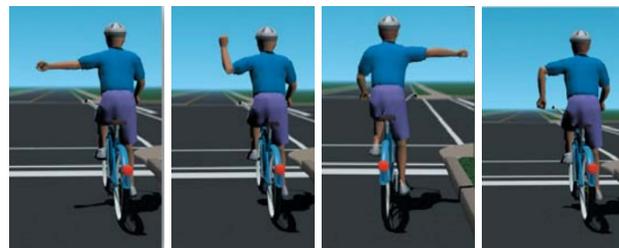
Set-Up

- ✓ Use two poly spots to create a start line. Use the other two poly spots to create a stop line at least seven metres away.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. Demonstrate the appropriate signals for turning right, left and stopping.



Left

Right

Alternate
Right

Slowing /
Stopping

3. Have participants begin at the designated start line and as they approach the end line the MTL and/or CL should call out one of the hand signals.

4. The participants should respond by using the correct signal along with the correct action. For example: If the MTL and/or CL calls out, "right", the participants should

use the right hand turn hand signal and also turn right.

5. Emphasize the importance of participants using strong, distinct, and clear signaling practices (flat open palms perpendicular to the ground and strong arms). There should be no limp arms or hands.

6. Do this activity for all of the hand signals.

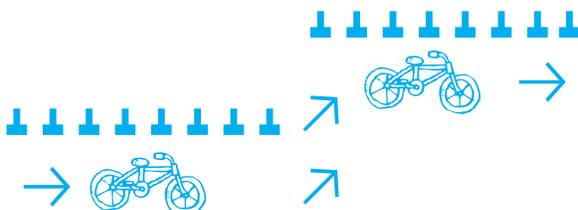
Skill 7: Lane Changing

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (16) OR
- ✓ Lines of masking tape

Set-Up

- ✓ Use the poly spots to create two lanes of traffic.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. The MTL and/or CLs should mount their bicycles and ride along in the right hand lane, staying one metre (or more, if practical) away from the line/curb
3. Next, the MTL and/or CLs should do a shoulder check over the left shoulder.
4. Then, they should signal left, do a second shoulder check and merge into the left lane when it is safe to do so.
5. After showing the participants this demonstration, the participants should mount their bicycles and replicate what was just done.

Skill 8: Standing Start

Materials

- ✓ None

Set-Up

- ✓ None

Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. The MTL and/or CLs should first mount their bicycles.
3. Stand in a start position as this is the easiest and most efficient way to start the bicycle rolling.
4. Stand astride the frame, both feet on the ground. Note:

Do not try to sit on the saddle while the bicycle is stopped; this is not usually possible if your seat is adjusted to the correct height.

5. Rotate the pedals so that the pedal for your less skillful foot is in the nine o'clock position.
6. Put your foot on this pedal and press down hard. This will simultaneously allow you to use the pedal as a step to lift yourself high enough to get onto the saddle. It will allow you to apply driving force to the chain, which will cause the bicycle to pick up speed and begin to roll forward.
7. It is recommended to use the left leg as the starting leg for two reasons:
 - o You are less likely to get caught in a curb.
 - o You are less likely to power into traffic.

However, some people are more right leg dominant and will have much more control with it.

8. After showing the participants this demonstration, the participants should mount their bicycles and replicate what was just done.

9. Never rest a foot on the curb at a red light or stop sign as this sends false messages to motorists and you are viewed as unpredictable (i.e. you may be perceived as resting, waiting for someone or not seen as part of the traffic flow).

Skill 9: Riding and Hazards (Optional)

Materials

- ✓ None

Set-Up

- ✓ Select an area, gravel/paved parking lot for instance or section of dirt/paved road that has a series of potholes and rocks of various sizes.

Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. The MTL and/or CLs should move the participants to the above described area.

3. Show the participants what it should look like when a cyclist encounters potholes and other hazards (i.e. cycle in a controlled manner to dodge the hazards and carefully steer around them-see also Skill 11, Ratcheting).

4. Have the participants practise riding in these conditions so that they become comfortable riding in this environment.

5. Participants who live in an urban environment may be avoiding hazards such as storm grates and sewer covers that are embedded in paved roads.

6. Remind the participants of the safety concerns when hitting obstacles with bicycle tires at full speed. Reinforce the importance of cyclists used controlled speeds at all times.

Skill 10: Neutral Position (Optional)

Materials

- ✓ None

Set-Up

- ✓ None

Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. The MTL and/or CLs should mount their bicycles to demonstrate the neutral position.

3. The neutral position is best described as having your feet on the pedals at the three and nine o'clock positions. This means that the pedals are parallel to the ground.

4. The pedals should be in the neutral position in the following circumstances:

- o Descending steep hills.
- o When coasting (not pedaling).
- o When ratcheting.

5. After showing the participants this demonstration the participants should mount their bicycles and replicate what was just done.

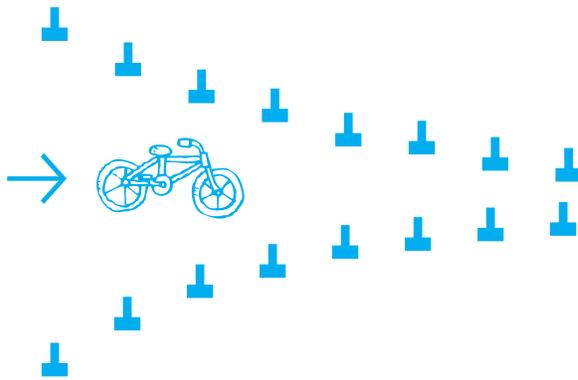
Skill 11: Ratcheting (Optional)

Materials

- ✓ Poly spots, tennis balls cut in half or small, flexible cones (16) OR
- ✓ Lines of masking tape

Set-Up

- ✓ Set the poly spots up in two lines. The width between each pair of the poly spots should decrease so that the final pair is no more than 12 cm apart.



Skill Instructions

1. Explain and demonstrate the skill to the participants in your crew.
2. The MTL and/or CLs should start ratcheting between the poly spots that are the widest apart and move down between each progressively closer pair until they exit through the last pair.

3. Ratcheting occurs when the cyclist's pedals are moved back and forth to keep the bicycle moving forward but the pedals do not go through a full rotation. The purpose of ratcheting is to allow cyclists to avoid hitting obstacles with their pedals.

4. After showing the participants this demonstration the participants should mount their bicycles and replicate what was just shown.

Instructional Considerations

- ✓ Explain each skill simply and succinctly.
- ✓ Demonstrate all skills as the role model.
- ✓ Ask if there are any questions – if needed, make clarifications.
- ✓ Watch participants as they practise the skills, give feedback on technique and provide safety tips as they continue to practise.
- ✓ Before the participants move to the next skill, ensure that all participants have a clear understanding and satisfactory demonstration of the skill.

Things to Observe

- ✓ All participants are taking part and enjoying the activity.
- ✓ Participants are actively involved in the activity and encouraging others.
- ✓ Participants are asking questions for clarification.

Session D Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers their new cycling skills.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION

E

Safe Routes and Sharing the Road

Introduction

Sharing the road with motorists and other commuters is vital and will help keep cyclists safe. Session E teaches the participants the rules for sharing the road, the different types of signs they will encounter, how to select safe routes for cycling, and also includes a section on trail riding etiquette. Properly using community trails provides cyclists with a great way to enjoy their environment.

Session E: Safe Routes and Sharing the Road

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know and it is my responsibility to follow the rules of the road as a cyclist.

K: I know how to properly respond to road signs I may encounter when cycling.

D: I can demonstrate proper, safe behaviour when riding my bicycle.

D: I follow a safe route that is recorded on my route card.

V: I understand that the following rules of the road will help keep me safe.

V: I value the importance of trail etiquette and the Leave No Trace© Principles.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know and it is my responsibility to follow the rules of the road as a cyclist	
(K) I know how to properly respond to road signs I may encounter when cycling	
(D) I can demonstrate proper, safe behavior when riding my bicycle	
(D) I follow a safe route that is recorded on my route card	
(V) I understand that following the rules of the road will help keep myself safe	
(V) I value the importance of trail etiquette and the Leave No Trace © Principles	

Session E: Safe Routes and Sharing the Road

Risk Management

- Ensure that participants understand and follow the Rules of the Road and Trail Etiquette (Appendix H) at all times.
- Ensure that participants always wear the proper safety equipment (helmets, appropriate clothing, etc.).
- Revisit the ground rules and proper cycling behaviours before leaving your home base (e.g. school, community centre) with your crew.
- When the participants leave their home base they must always stay together with the large or small crew.
- If you have CLs, have them take responsibility for the small crews.
- The MTL must insist that the participants follow instructions given by them and the CLs.
- Before leaving the home base, remind the participants that they should not only be concerned with themselves but should also be aware of what is going on around them.

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- Within this session you, the MTL and/or CLs will be taking participants out cycling. Several days before this session the MTL should select the cycling routes. The routes that the MTL selects should have a number of different road signs that participants will need to identify and obey.
- As well, within this session you will need to show the participants a number of street signs. The MTL will need to make copies of these signs, which can be found with the "Be Aware" Safety Cards.
- Also within this session participants will become more aware of motorists around them, and that they also have responsibilities as cyclists (vehicles) on the road.
- Let participants know that many of the accidents on the road involving cyclists are preventable. Educating participants how to safely ride among other vehicles can reduce injuries.
- Going on a trail ride is optional in the final activity and depends on the program and its location. If you have access to community trails, be sure to take advantage of this great opportunity.
- Optional: Lastly encourage participants to go home and make a route card with the help of their parents/caregivers using Creating a Route Card (Appendix J).

Session Activities

Activity 12: Sign on the Dotted Line (25 minutes)

Activity 13: I Spy (40 minutes)

Activity 14: My Safe Route (15 minutes)

Activity 15: Trail Blazing (30 minutes)

Activity 12: Sign on the Dotted Line



*Suggested Time: 25 minutes

Purpose

- ✓ To allow participants to learn how to safely share the road with other vehicles and pedestrians
- ✓ To provide participants an opportunity to understand and take ownership of the cycling rules of the road by signing the agreement Rules of the Road and Trail Etiquette

Location

- ✓ Initial discussion should occur in a quiet location indoors or outside.
- ✓ Ride-about should occur in a large open space which is free of obstacles

Materials

- ✓ Bicycles and helmets, one per participant
- ✓ Pencils, one per participant
- ✓ Rules of the Road and Trail Etiquette (Appendix H), one per participant
- ✓ Route card/s, one per crew (MTL will make this and can refer to the route card creation in the Making Tracks User Guide appendices)

Safety Considerations

- ✓ Participants agree to follow the Rules of the Road and Trail Etiquette by signing the agreement.
- ✓ Look to see that participants demonstrate safety skills throughout the cycling ride-about.
- ✓ When on the cycling ride-about, participants must stay with the large or small crew (if CLs are available) at all times and remain focused and on task.
- ✓ Helmets must be worn when cycling.

Guidelines

- ✓ The MTL and/or CLs will sit with the large crew and review the Rules of the Road and Trail Etiquette.
- ✓ Pass out a copy of the Rules of the Road and Trail Etiquette to each participant.

- ✓ Discuss each rule and how it works. Encourage participants to ask questions to help them fully understand the rules.
- ✓ Ask participants to sign the agreement found at the bottom of the handout.
- ✓ Then ask participants to get themselves ready to go on a ride-about where they will demonstrate their acceptance of these rules and etiquette expectations.
- ✓ Provide any important instructions to the participants before leaving for the ride-about.
- ✓ If CLs are available, break the participants up into small crews and the MTL should assign at least one CL to each small crew for the ride-about. The MTL and/or CLs will follow the route card made by the MTL for this activity.
- ✓ Head out for the ride-about and watch that the participants are following the safety rules and expectations.
- ✓ After returning from the ride-about the MTL and/or a CL will need to sign each participant's Rules of the Road and Trail Etiquette agreement to finalize it.

Instructional Considerations

- ✓ Be observant about the participants' abilities to abide by the rules. If you find a participant is having trouble understanding a given rule or is not following it, be sure to stop them and go over the rule so they can understand and demonstrate it.
- ✓ Remind participants that the main reason to abide by the Rules of the Road and Trail Etiquette agreement is to increase everyone's safety.
- ✓ Send home the participant's copy of the Rules of the Road and Trail Etiquette Agreement so that parents/caregivers can sign it as well.

Things to Observe

- ✓ Participants are demonstrating an understanding and abiding by the Rules of the Road and Trail Etiquette agreement.
- ✓ Participants are asking clarifying questions.

Activity 13: I Spy



*Suggested Time: 40 minutes

Purpose

- ✓ To review signs that participants may encounter when cycling.
- ✓ To have participants respond appropriately to signs so that they may be safe cyclists.

Location

- ✓ The rural roads and paths in and around the home base (e.g. school, community centre/playground)

Materials

- ✓ Bicycles and helmets, one per participant
- ✓ Route card: Map created of the planned route for the ride-about (MTL will make this and can refer to the route card creation in the Making Tracks User Guide appendices)
- ✓ “Be Aware” Safety Cards (Appendix I)

Safety Considerations

- ✓ Remind participants that when they are out cycling that they must be conscious of safely maneuvering their bicycles.
- ✓ Ensure that all participants are always with the large or small crews, if CLs are available. They must not go ahead or lag behind.
- ✓ Helmets must be worn at all times.

Guidelines

- ✓ In the large crew, show participants the sample signs found in the “Be Aware” Safety Cards (Appendix I).
- ✓ If CLs are helping to deliver the program, organize the participants into small crews. If there is only an MTL to deliver the program then all of the participants will work closely with the one leader as a large crew. Regardless of the number of leaders, it is essential that the MTL and/or CLs follow the route card when they go on their community ride.
- ✓ If CLs are available to take small crews out cycling, stagger the start times to prevent the chance of traffic congestion.

- ✓ While cycling on the pre-determined route, participants are to look for as many cycling-related signs as possible.
- ✓ When participants come across a sign, they are to make a mental note of the sign for when they return to home base.
- ✓ Participants should try and remember the signs they came across, so they can share with their small crews and then the large crew upon returning to home base.
- ✓ Once all the small crews are back and have gone over the signs with their CL, have each small crew present one of the signs they came across, and demonstrate or discuss proper behavior for that particular sign.
- ✓ Discuss all signs encountered. Some small crews may end up showing more than one sign and behavior.

Instructional Considerations

- ✓ If participants do not notice a sign that is important to cyclists, be sure to remember it. Once you, the MTL and/or CL, return to home base go over how to appropriately behave when coming across that sign when riding.
- ✓ Praise participants for properly recognizing and demonstrating appropriate behaviors.

Things to Observe

- ✓ Participants are respecting their environment and abiding by the Rules of the Road and Trail Etiquette agreement.
- ✓ Safety guidelines are followed.
- ✓ Participants are in control of and properly maneuvering their bicycles.

Activity 14: My Safe Route



*Suggested Time: 15 minutes

Purpose

- ✓ To have participants develop a safe cycling route from home to the school/community centre.

Location

- ✓ A classroom or small outdoor space

Materials

- ✓ Map of local area with streets and trails included, one per small crew
- ✓ Pencils, one per participant
- ✓ Creating a Route Card (Appendix J) (Optional)

Safety Considerations

- ✓ Ensure that participants are mindful of the Rules of the Road and Trail Etiquette agreement as they plan their routes.

Guidelines

- ✓ In a large crew briefly discuss the importance of having a safe route to and from school or the community centre and discuss the possible hazards that cyclists may face on their routes (potholes, construction, etc.).
- ✓ If CLs are available, divide the participants into small crews and assign a CL to work with each small crew. If no CLs are available the MTL can work with the large crew.
- ✓ Ask the participants to use the map of the local area to help them draw out a draft of their route to and from school/the community centre.
- ✓ Talk through participants' personalized route cards with them.
- ✓ When everyone is finished, have participants present their mapped routes to small and/or the large crew.
- ✓ Optional: Encourage participants to develop their own route cards with their parents/caregivers as part of their own practise sessions at home. Hand out to each participant Creating a Route Card.

Instructional Considerations

- ✓ Ask participants guiding questions to figure out what objects, signs and landmarks they will pass on their routes.
- ✓ Ensure participants are recognizing street names.
- ✓ Provide assistance to those participants who require help filling out their route cards.
- ✓ If possible, plan your route to avoid the following: heavy traffic, hills, dark areas, potholes and debris, construction, heavy vehicles, and industrial areas. Ideally your route should incorporate any of the following: bike lanes, paved shoulders, arrows, bike signage or other bike infrastructure.

Things to Observe

- ✓ Participants are choosing a safe and effective route to ride to and from school/community centre.
- ✓ Participants are taking the time to correctly and thoroughly complete their route cards.
- ✓ Participants have all presented their route cards to the large and/or small crew.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o Why is it important to have a route card with a designated route?

o How many of you will create a route card with your parents/caregivers and where will you cycle?

Activity 15: Trail Blazing



*Suggested Time: 30 minutes

Purpose

- ✓ To introduce participants to trail riding etiquette in order to keep trails available for all to use.
- ✓ To take participants on an experiential trail ride to learn proper trail etiquette.

Location

- ✓ Large open space which is free of obstacles and ideally a trail

Materials

- ✓ Bicycles and helmets, one per participant
- ✓ Route cards, one per small or large crew (MTL will make these)
- ✓ Rules of the Road and Trail Etiquette (Appendix H)
- ✓ Leave No Trace © Principles (Appendix K)

Safety Considerations

- ✓ Choose a trail that is at a beginner level.
- ✓ Ensure that everyone wears helmets.
- ✓ Ensure that proper cycling clothing is worn.
- ✓ Ensure that participants are riding a safe, appropriate bicycle
- ✓ Insist and ensure that participants always stay with the large or small crew, if CLs are available.
- ✓ The MTL and/or CLs must carry a first aid kit.

Guidelines

- ✓ Even if you are not in an area that allows you to take participants on a trail ride it is important to still discuss trail etiquette when cycling. Use the information on trail etiquette located in Rules of the Road and Trail Etiquette and Leave No Trace © Principles to guide your discussion with the large crew. You may wish to copy the Leave No Trace© Principles for each of your participants.
- ✓ If you are able to take participants on a trail ride, still begin as described above. Also, encourage participants

to ask questions.

- ✓ If CLs are available, divide participants into small crews and the MTL should assign a CL to each small crew.
- ✓ The large crew, if no CLs are available, or the small crews will head out onto introductory level trails. The MTL will have made in advance a route card or route cards for the leaders to follow.
- ✓ When crews are out on their trail ride the MTL and/or CLs should continue to discuss trail etiquette.

Instructional Considerations

- ✓ Entertain any questions participants have regarding the Rules of the Road and Trail Etiquette agreement.
- ✓ Ensure participants are practicing respectful trail riding behaviors when on the trail.
- ✓ When cyclists approach a walker on the trail, they should yell out, “Heads up” and ring their bell so that the individual is aware of their presence.
- ✓ Consider also discussing with participants how to respond if they meet up with a horse on the trail. If cyclists realize that they will be approaching a horse they should yell, “Heads up” so that the horse rider knows of their presence. Ringing the bell is not advised as it could scare the horse.
- ✓ Discuss options for trail rides such as going cycling with family, friends, or a cycling buddy.
- ✓ If there are not enough different introductory trails for each small crew, stagger the departure times to avoid gridlock on the trail.

Things to Observe

- ✓ Participants are riding in a safe and respectful manner according to Rules of the Road and Trail Etiquette agreement.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o How will you go about keeping your agreement

to the Rules of the Road and Trail Etiquette?

o Why are the Leave No Trace© Principles important to follow?

o Are you already planning to cycle on the trails with a buddy?

Session E Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.
- ✓ Participants can draw pictures of some of the safe people in their neighbourhood.
- ✓ Participants should be encouraged to walk or cycle along their route with their parents/caregivers to help determine the best route and then record the potentially safe houses on their route card.

SESSION

F

Putting the Pieces Together

Introduction

After spending the last few sessions going over cycling skills in isolation, it is now time for participants to see the whole picture. Session F allows participants to use all of the skills and rules they have learned throughout the program to take part in a bicycle game show and a bicycle rodeo event. This session also invites participants to recruit Pace Car drivers, individuals who will help reduce speeding on our streets, to make walking, cycling, in-line skating and skateboarding safer for everyone. Finally, participants and program leaders will have an opportunity to complete a program evaluation.

Session F: Putting the Pieces Together

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know the ABC's of safety for my bicycle.

D: I can safely demonstrate and abide by the rules of the road when cycling.

V: I understand my responsibility to be a safe cyclist and to respect the environment.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

OUTCOMES	GETTING THERE / ALMOST THERE / THERE
(K) I know the ABC's of safety for my bicycle	
(D) I can safely demonstrate and abide by the rules of the road when bicycling	
(V) I understand my responsibility to be a safe cyclist and to respect the environment	

Risk Management

- Ensure that participants are abiding by the Rules of the Road and Trail Etiquette agreement.

Suggestions for Teaching

- This session allows participants to showcase the skills they have learned throughout the program.
- This session is designed to allow the MTL and/or CLs to observe and assess the participants' cycling knowledge and skills.
- If CLs are available, place them strategically throughout the bicycle rodeo course to ensure participants are abiding by the Rules of the Road and Trail Etiquette agreement, are riding safely, and have the proper safety checks performed on their bicycles.

Session Activities

Activity 16: Bicycle Game Show (15 minutes)

Activity 17: The Bicycle Rodeo (90 minutes)

Activity 18: The Pace Car Program (10 minutes)

Activity 19: Post-Program Evaluation for Participants and Leaders (10 minutes)

Activity 16: Bicycle Game Show



*Suggested Time: 15 minutes

Purpose

- ✓ To review and reinforce the information covered in the Making Tracks: Cycling program

Location

- ✓ Open space (inside or outside) which is free of obstacles

Materials

- ✓ Bicycle trivia cards (MTL to make these)

Safety Considerations

- ✓ None

Guidelines

- ✓ Ask participants to think about all the important things they have learned during the Making Tracks: Cycling program; review highlights if necessary.
- ✓ Divide participants into small crews.
- ✓ The MTL will read out questions to the entire group (all small crews). If a participant knows the answer they raise their hand.
- ✓ The MTL will identify the first participant to raise their hand, and allow them to answer the question.
- ✓ If the participant answers correctly, they gain one point for their small crew.
- ✓ If the participant answers incorrectly, they lose one

point for their small crew.

- ✓ As well, if a participant answers incorrectly, then the MTL will ask the second participant who raised their hand for the same question (and so on, until someone answers it correctly).
- ✓ The small crew who has the most points at the end of the game is the winner.

Instructional Considerations

- ✓ The MTL will need to make up at least 20 questions for this activity. Questions will be related to the important ideas from Making Tracks: Cycling and can be easily created by leafing through this teaching manual. The questions can be written on cards or on a piece of paper.
- ✓ When participants are playing the game show ensure that they raise their hands when answering questions.

Things to Observe

- ✓ Participants are showing they understand and demonstrate their knowledge of safe cycling practices.
- ✓ Participants are behaving in a respectful manner.
- ✓ Participants are easily answering questions. If participants are struggling make sure to go over the necessary points again.

Debrief

- ✓ At the end of the activity, debrief with the participants.

Ask them to respond to these questions:

- o What are the ABC's of safety for my bicycle?
- o What are three rules of the road to always follow while cycling?

o What are some ways that you can show respect for the environment while cycling?

Activity 17: The Bicycle Rodeo



*Suggested Time: 90 minutes

Purpose

- ✓ To provide participants with an opportunity to take part in a final ride-about.
- ✓ To provide participants with a final opportunity to demonstrate and be assessed on their cycling skills.

Location

- ✓ Large open space which is free of obstacles

Materials

- ✓ Bicycles and helmets, one per participant
- ✓ Bicycle Rodeo Form (Appendix L), one per participant
- ✓ Whistles
- ✓ Clipboards
- ✓ Pencils, one per participant
- ✓ Paper arrows or sidewalk chalk to draw arrows

Safety Considerations

- ✓ Ensure that participants are following the safety guidelines taught and practised throughout the Making Tracks: Cycling program. Review these guidelines prior to starting the activity.

Guidelines

- ✓ The MTL and/or CLs must set up the course prior to the beginning of the session. Be sure to create a course that covers all skills the participants learned in the program. Use the paper arrows or draw arrows with sidewalk chalk to help the participants navigate their way through the course you have selected.
- ✓ Ensure that the course is a closed-course.

- ✓ If CLs are available, have them positioned on the course and have them act in the following roles:
 - o Judges at stopping points
 - o Mechanical judges
 - o Road safety judges
 - o Others types of judges that you wish to use
- ✓ Judges are to observe behaviours of participants as they pass through various types of checkpoints.
- ✓ A judge at a stopping point checkpoint will look to see that participants are stopping properly and demonstrating the appropriate hand signals.
- ✓ Mechanical judges will perform safety checks on participants' bicycles as they pass through their checkpoint.
- ✓ Road safety judges will observe participants' ability to practice road safety procedures as they complete the route.
- ✓ If CLs are not available, the MTL will need to circulate throughout the course and assess all of the participants in the ways described on the Bicycle Rodeo Form.
- ✓ Before the participants begin this activity have them all sit together as a large crew and explain in detail how the Bicycle Rodeo works.

Instructional Considerations

- ✓ The MTL and/of CLs will all act as judges. Judges will be checking to see that participants are obeying the Rules of the Road and Trail Etiquette agreement and are riding safely.
- ✓ If you notice a participant is not riding safely, ask them to stop (blow the whistle) and correct their behaviours. Note this on your checklist.

- ✓ Be consistent and run this activity the same way each time.
- ✓ This activity can easily be turned into a graduation celebration. Invite parents, local police and other community members to take part and observe! Making Tracks certificate of completion templates are available upon request from the Making Tracks Coordinator at the Ecology Action Centre.

Things to Observe

- ✓ Participants are following the Rules of the Road and Trail Etiquette agreement.
- ✓ Participants are engaged in the activity and abiding by

the rules.

- ✓ Participants are riding in a safe manner.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o What are the the ABC's of safety for my bicycle?

o What are three rules of the road to always follow while cycling?

o What are some ways that you can show respect for the environment while cycling?

Activity 18: The Pace Car Program



*Suggested Time: 10 minutes

Purpose

- ✓ To provide education to participants about the benefits of the Pace Car program
- ers/parents to join the Pace Car program
- ✓ To offer participants an opportunity to get their caregivers-

Location

- ✓ No specific location is needed

Materials

- ✓ Pace Car materials

Safety Considerations

- ✓ None

Guidelines

- ✓ The MTL or CLs introduce to participants the Pace Car program and its importance (explained below).
- ✓ have participants take the back of Pace Carily a card and see if their parents/caregivers will sign up.

- ✓ Interested caregivers/parents sign the pledge form and return it to the school or community centre.
- ✓ Parents then proudly display the official Pace Car emblem on their cars.
- ✓ Alternatively, invite Pace Carily members to sign the pledge OR
- ✓ Invite a Police Officer to make participants "Deputies", making them an official participant in the Pace Car program.

Instructional Considerations

- ✓ The Pace Car program helps stop speeding on neighbourhood streets.
- ✓ Drivers sign a pledge and agree to display a bumper sticker that states they are part of Pace Car and that they will always abide by speed limits.
- ✓ By agreeing to drive within the speed limit, cars become "mobile speed bumps," and encourage other vehicles to follow the speed limit. Many Pace Cars can effectively calm traffic throughout neighbourhoods. The more people that join, the better it works.
 - ✓ Drivers also agree to be more aware of and courteous to other road users, especially pedestrians (walkers)

and cyclists.

- ✓ More information can be found on the website:
www.saferoutesns.ca

Things to Observe

- ✓ Participants are showing they understand and demonstrate their knowledge of the program.
- ✓ Participants are easily answering questions. If partici-

pants are struggling make sure to go over the necessary points again.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o Why is the Pace Car program important?

Activity 19: Post-Program Evaluation for Participants and Leaders



*Suggested Time: 10 minutes

Purpose

- ✓ To convey why post-program evaluation is important
- ✓ To have all participants and leaders complete a Post-Program Questionnaire

Location

- ✓ Must be somewhere comfortable for participants and leaders to complete their questionnaires

Materials

- ✓ Post-Program Questionnaires for Participants, one per participant (Appendix S)
- ✓ Post-Program Questionnaires for Leaders, one per leader (Appendix T)
- ✓ Pencils, one per participant or leader
- ✓ Clipboards*

Safety Considerations

- ✓ None

Guidelines

- ✓ Seat each participant in a comfortable location with a pencil and a copy of the Post-Program Questionnaire for Participants (Appendix S).
- ✓ Go through each question of the questionnaire with the group and provide clarification as needed.

- ✓ Allow enough time for each participant to fully complete the questionnaire.
- ✓ If the participant cannot complete the questionnaire then the participant should take the questionnaire home and have their caregiver/parent complete it on their behalf.
- ✓ All questionnaires are to be collected and returned to the Making Tracks Coordinator at the Ecology Action Centre.
- ✓ After the participants have departed, it is a good time for the CLs (if they participated in delivering Making Tracks: Cycling) and the MTL to complete the Post-Program Questionnaire for Leaders (Appendix T). It is also a good idea for MTLs to debrief with CLs.

Instructional Considerations

- ✓ The purpose of this questionnaire is to capture changes in participant knowledge and behavior related to the use of active transportation
- ✓ The Ecology Action Centre reports this data to its funders and this helps ensure that Making Tracks programs continue to grow, remain effective and receive funding to make these programs possible.

Things to Observe

- ✓ Participants are showing they understand the questionnaire and complete each question correctly.
- ✓ If participants are struggling make sure to provide clarification.

Session F Follow Up

- ✓ MTLs and/or CLs should congratulate the participants on their hard work and award them their completed Passports for the Making Tracks: Cycling program.
- ✓ Participants should bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Encourage all participants to continue to cycle regularly in their daily lives.
- ✓ Ensure that all questionnaires are completed and passed in to the MTL and are returned to the Making Tracks Coordinator at the Ecology Action Centre.
- ✓ Consider doing something special for the participants to acknowledge their hard work completing the program. Some suggestions include the following:
 - o Have a small celebration (e.g., snacks, drinks, etc.)
 - o Have a ceremony and publically praise each of the participants by identifying some of the new skills and knowledge they have obtained.
 - o Create certificates and formally present them to all the participants. Certificate templates are available through the Ecology Action Centre.
 - o Ask some or all of the participants to bring in healthy snacks or a main dish to have a potluck meal. Alternatively the MTL could approach a local business and ask it to sponsor a meal for the participants in the program.

Making Tracks Cycling Appendices

Appendix B

Bingo Card

Has traveled back and forth to school on a bicycle

Has a bicycle with more than 15 speeds

Has never fallen off a bicycle while cycling

Has tried riding a unicycle

Has helped teach someone to ride a bicycle

Enjoys cycling with family and friends

Has done a repair on their own bicycle

Has used an electric bicycle

Has more than 5 friends who cycle

Is part of a bicycle club

Likes to ride on paths and trails

Enjoys outdoor activities

Has cycled to school with a parent/caregiver

Has a parent/caregiver who cycles

Has gone on a bicycle day trip

Knows a lot about bicycle safety

Cycles more than three times a week

Has ridden a Mountain Bike

Has spent more than two years cycling

Knows how to adjust brakes on a bicycle

Has siblings who want to cycle

Has given their bicycle a name

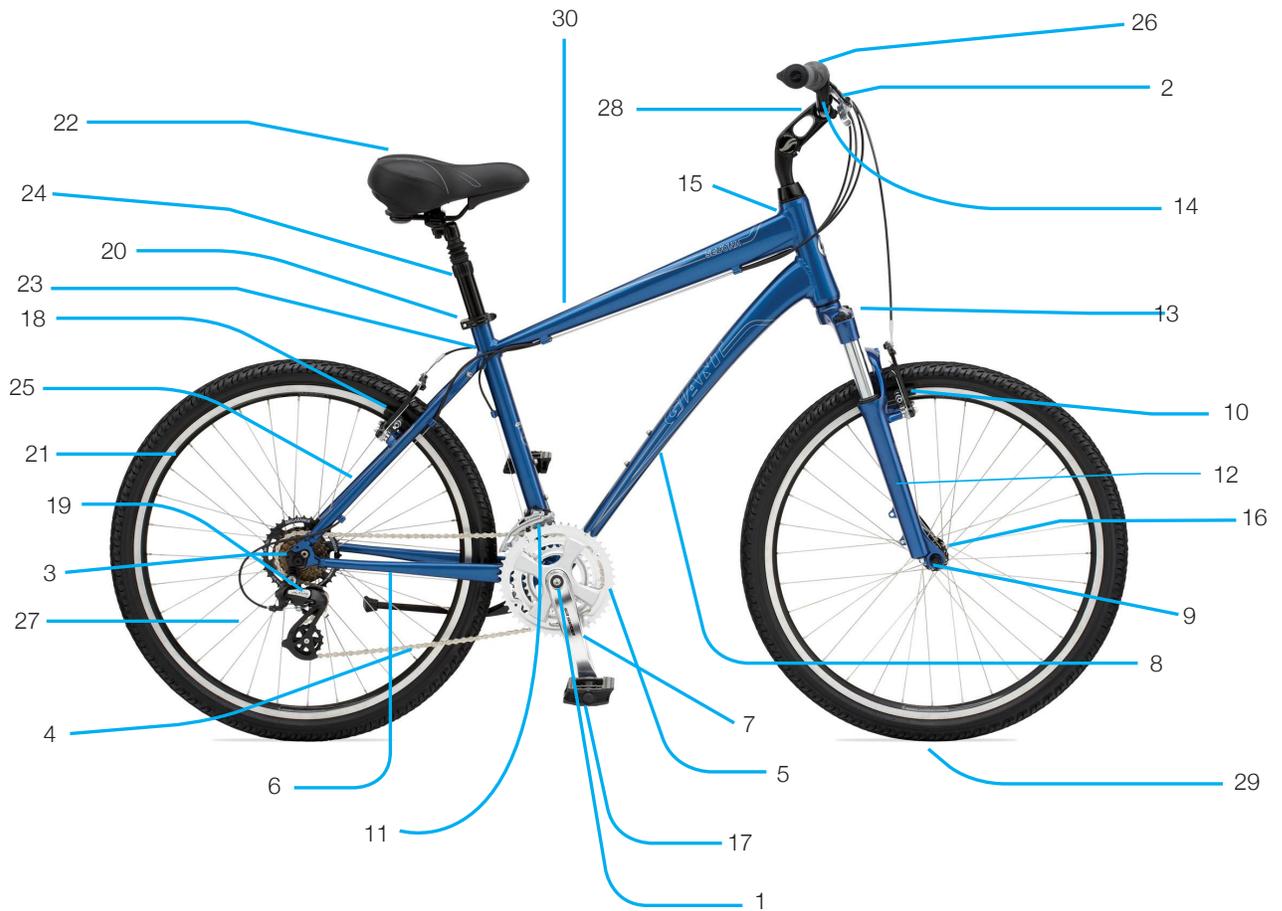
Knows a lot of bicycle trails in the area

Cycles everyday with friends

Has repaired a flat tire

Appendix C.1

Name that Bicycle Part



1. bottom bracket – cartridge that connects the crank and chain ring(s) to the bike frame

2. brake lever - hand lever that is pulled to activate the brakes

3. cassette or freewheel – set of cogs joined to the rear wheel on which the chain rests

4. chain – track that moves over the chain rings and rear cogs

5. chain rings - the large rings attached to the crank on which the chain rests

6. chain stays – frame section which runs parallel and is closest to the chain

7. crank arm – connects the pedal to the chain rings

8. down tube – frame section that connects the head tube to the bottom bracket shell

9. dropouts – the attachment point between the frame and wheel

10. front brake – device that stops the front wheel from turning

11. front derailleur – shifts the chain between each front chain ring

12. front fork - frame section that attaches to the front wheel

13. front reflector - a reflective safety device at the front of the bike

14. handlebar – bar that your hands rest upon

15. head tube – frame section that

joins the top and down tubes at the front of the bike

16. hub - the central part of the wheel

17. pedals – platforms that your feet rest upon

18. rear brake – device that stops the rear wheel from turning

19. rear derailleur – shifts the chain between each cog on the rear wheel

20. rear reflector - a reflective safety device at the back of the bike

21. rim - the support of the wheel that the tire fits over

22. saddle - the seat

23. seat tube - the frame section

that supports the seat post

24. seat post – the post that supports the seat

25. seat stays – frame section that runs from the seat tube to the rear dropouts

26. shifters - the components on the handlebars used to change gears

27. spokes - the thin, metal wires that attach the rim to the wheel hub

28. stem - supports the handlebar

29. tire - the inflated, rubber part of the wheel

30. top tube – the frame section that attaches the head and seat tube

Appendix C.2

Name that Bicycle Part Labels

NAME THAT BICYCLE PART LABELS	
bottom bracket	hub
brake lever	pedal
cassette (or freewheel)	rear brake
chain	rear derailleur
chain ring	rear reflector
chain stays	rim
crank arm	saddle
down tube	seat tube
dropouts	seat post
front brake	seat stays
front derailleur	shifters
front fork	spokes
front reflector	stem
handlebar	tire
head tube	top tube

Appendix D

ABC's of Cycling Safety Checklist

*Adapted from the Tim Horton's Cycling Safety Handbook. Before cycling, you need to make sure your bicycle is ready for the road. Here is a checklist that you can use to determine whether your bicycle is ready for the road.

"A" IS FOR AIR – CHECKING YOUR PARTS AND TIRES	ACTION, IF NEEDED	DONE
1. Tires are inflated to between the minimum and maximum PSI indicated on the side of the tire	I need to inflate/deflate my tires	
2. Spokes are not broken or missing	I need to have the spokes fixed	
3. The treads on my tires are in good condition	I need to replace my tires	
4. All nuts, bolts, and screws are tight	I need to tighten the nuts, bolts, and screws	
5. The levers or nuts that clamp the wheel axles to the frame and forks are tight	I need to tighten the levers that clamp the wheel axles to the frame	
"B" IS FOR BRAKES – CHECKING YOUR BRAKES	ACTION, IF NEEDED	DONE
6. The brake levers are not bent	Levers are bent; I need to fix my brake levers	
7. The brake levers are easy to reach and pull and engage the brake on the rim firmly without touching or coming too close to the handlebar grips	I need to adjust the position of the brake levers	
8. The brake pads are not rubbing against the rims or disc	I need to adjust the brake pads so that they do not rub against the rims or disc	
9. The brake pads are not worn	I need to replace the brake pads because they are worn	
10. The cables are free of rust and/or wear	I need to replace the cables because they have rust or wear	
11. When I push my front and back brakes (one at a time), the wheel stops and I cannot push my bicycle	My wheels do not stop when I push my front and/or back brakes; I need my brakes adjusted	
"C" IS FOR CHAIN AND CRANK – CHECKING THE PARTS THAT MAKE MY BIKE MOVE	ACTION, IF NEEDED	DONE
12. The chain is properly lubricated and free of rust and excess dirt	I need to lubricate and/or clean the chain on my bicycle	
13. The derailleurs are shifting with precision and in correct positions	I need to get the derailleurs fixed so that the gears shift with precision and in a correct position	
14. The pedals are not loose	I need to tighten the pedals (they tighten in opposite directions, toward the front of the bicycle, right to the right and left to the left)	

Appendix E

Cycling Safety Checklist

Remember that safety is your biggest concern when you are doing any activity, whether it is walking, cycling, in-line skating, scootering or skateboarding. This safety checklist will provide you with some of the key things to check before going out to cycle.

CLOTHING

- Bright and colourful
- Form fitted (not baggy)
- Appropriate for the season
- Appropriate for dark conditions (i.e. reflective strips)
- No loose objects like jewelry, drawstrings, etc.

HELMET

- CSA approved
- No cracks
- Up to date (not an old one)
- Properly fitted

Appendix F

Why it is Important to Wear a Bicycle Helmet

Why is it important to wear a bicycle helmet?

One of the most important reasons for wearing a bicycle helmet is to minimize the risk of injury due to a fall or collision. Head injuries cause 80% of all cycling deaths according to Safe Kids Canada, with the majority of injuries occurring less than five blocks from home. Wearing a bicycle helmet significantly cuts the risk of head injury. This pamphlet is a guide to choosing and wearing the proper bicycle helmet.

Choosing the right helmet

To choose the right helmet, look at the following guidelines:

- ✓ Look for a helmet appropriate for the sport. All helmets are designed for unique purposes.
- ✓ Look for an approved helmet. It will have a CSA certification sticker.
- ✓ Helmets are to be fitted properly to maintain maximum effectiveness (see next section).
- ✓ Make sure that the helmet is age-appropriate.
- ✓ Make sure the helmet is in proper working order (no cracks, breaks or missing pieces)

How to wear a helmet

Step 1: The distance between the eye brow and the bottom of the helmet is two finger widths

Step 2: Straps should meet in a “V” shape under each ear

Step 3: The distance between the chin and the chin strap should be one finger width

This is the 2-V-1 salute, wear it right every time!

Protecting Your Melon Experiment

Try this experiment with your parents/caregivers and throw out the helmet after the experiment ends.

Materials

- ✓ Used bicycle helmet (that is to be thrown away), one
- ✓ Small melon (that fits inside the helmet), one
- ✓ Black marker, one

Steps

Step 1: Use the marker to draw the hair, eye-brows and ears on the melon

Step 2: Place the melon inside the helmet using the 2-V-1 salute rule

Step 3: Think, why is it important to wear a helmet? What would happen if you fell off your bicycle without a helmet?

Step 4: With the melon inside the helmet, drop the helmet one to two metres above the ground. Examine the melon after the drop.

Appendix F

Why it is Important to Wear a Bicycle Helmet

Debrief

How did the melon look after the drop? The ideal result is that the melon cracks from the fall. This will give you the opportunity to discuss the importance of wearing a helmet while cycling. **IMPORTANT:** It's best to destroy and discard the helmet after this exercise, but if you would like to reuse the helmet to demonstrate this exercise again, be sure to clearly mark the helmet as unsafe.

Tips to think about

- ✓ It is not safe to use a second hand helmet. You may not know the age or damages to the helmet.
- ✓ All helmets are unique to a sport and receive standards testing specific to that sport. Although, bicycle helmets can be used for cycling, in-line skating or scootering, others, such as hockey, skiing or skateboarding helmets, are designed with that specific sport in mind. However, there are some helmets on the market, called multi-sport helmets, which can be safely used for multiple sports.

Appendix G

Show Your Parents/Caregivers What You've Learned

In the activity, "Bike Basics", your child learned how to demonstrate some key skills:

- ✓ How to signal drivers using hand signals
- ✓ How to turn while on a road
- ✓ How to cycle in a straight line
- ✓ How fast to go

Please use this so that you can guide your child in showing what they learned. Please sign this document as they show you their skills

Steps to doing this task:

Step 1: Choose a route that has little traffic and is safe to cycle (around your neighborhood perhaps).

Step 2: Ask your child to go cycling with you along the designated route (parents/caregivers may walk).

Step 3: Before going on the cycle, review with your child the following questions:

- ✓ How do I signal drivers when on the road?
- ✓ What should I do when making a turn?
- ✓ How fast should I go?
- ✓ What are some of the signs I will see on the road (stop signs, crosswalks, etc.)?
- ✓ How can I keep myself safe when I'm on the road?

While on the road, use the following evaluation form:

- ✓ My child knows and demonstrated the proper behavior for each sign that they encounter when cycling
- ✓ My child knows and demonstrated the proper hand signals when turning or slowing down
- ✓ My child demonstrated proper bicycle control and speed when on the road
- ✓ My child shows clear understanding of proper cycling procedures to keep them safe

Parent/Caregiver Comments:

Appendix H

Rules of the Road and Trail Etiquette

RULES OF THE ROAD AND TRAIL ETIQUETTE FOR CYCLISTS

ON THE ROAD	RIDING IN A GROUP	RAILWAY CROSSING SAFETY
<ol style="list-style-type: none"> 1. A bicycle is considered a vehicle under the Motor Vehicle Act and must respect and abide by the same rules 2. Cycle on the road, not the sidewalk (exception: bicycles with wheels less than 24" in diameter are permitted on the sidewalk) 3. Ride on the right hand side of the road with the flow of traffic 4. Yield to other vehicles when changing lanes 5. Use proper hand signaling when turning and stopping 6. Be predictable in traffic and ride in a straight line 7. Do not weave in and out around parked cars 8. Cycle at least one metre from the curb 9. Stay at least one metre away from parked cars to avoid car doors being opened 10. Always shoulder check when turning or moving laterally in the lane 11. Cycle defensively 12. Obey the signs posted 13. Do not try stunts on the road 14. Use caution when cycling in the rain 	<ol style="list-style-type: none"> 1. Maintain a safe stopping distance between you and the bicycle in front of you. Never overlap your front wheel with the rear wheel of the bicycle in front of you 2. Be courteous and point out road hazards to cyclists behind you 3. Think and act as an individual and assess potential risks yourself 4. Assess each traffic situation for yourself – do not simply follow the person in front of you 	<ol style="list-style-type: none"> 1. When you are cycling and approach railway tracks you must always stop before you cross 2. Just as with crossing the street, stop, get off your bicycle, look both ways, and listen for a train coming before crossing. When you are sure that no train is coming, walk your bicycle (perpendicular to the rails) across the tracks 3. If a train is approaching or does go by, be sure to stand at least five metres (ten giant steps) away from the tracks
ON THE TRAIL	ATTIRE & EQUIPMENT	INTERSECTIONS, DRIVEWAYS, CROSSWALKS
<ol style="list-style-type: none"> 1. Do not ride off trail 2. Muddy trails should be avoided 3. Use the Leave No Trace© Principles 4. Never widen trails – always ride in the centre of the trail 5. Do not race on recreational trails 6. Try to travel in small groups to leave minimal to no impact on the trail 7. Move off to the side of the trail when stopped 8. Share the trail with hikers/walker/horses 	<ol style="list-style-type: none"> 1. Do not wear headphones 2. Wear clothing that will keep you visible during the day and night 3. Wear clothing that is comfortable 4. Wear clothing that will not get caught in parts of the bicycle 5. Wear a CSA approved helmet as it is the law for people of all ages in Nova Scotia 6. Use proper front and rear lighting when riding at night 7. Have a bell on your bike 	<ol style="list-style-type: none"> 1. Stop at all stop signs and red lights 2. Position yourself properly at intersections 3. Use caution when going through intersections 4. Give pedestrians the right of way 5. Use caution when leaving or passing a driveway 6. When crossing a street, dismount and walk your bicycle across. Use a crosswalk, if there is one. 7. Stop at stop signs, regardless of what is happening with traffic

Appendix H

Rules of the Road and Trail Etiquette

School or Community Centre's Name. _____

To the participants of the Making Tracks: Cycling program

I _____ will promise to follow the Rules of the Road and Trail Etiquette agreement when I am walking, cycling or doing any sort of activity. I promise to make sure others know about the information in the Rules of the Road and Trail Etiquette agreement.

Participant Signature _____

Session Leader _____

NOTES TO PARENTS/CAREGIVERS:

When your child is riding their bicycle on the road, or performing any sort of activity, it is very important that they maintain high integrity by following the trail etiquette and safety rules. The safety of your child is paramount, and this ensures that your child understands the safety rules outlined.

Parent Signature _____

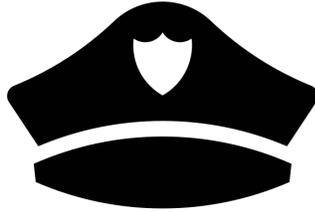
Date _____

Appendix I

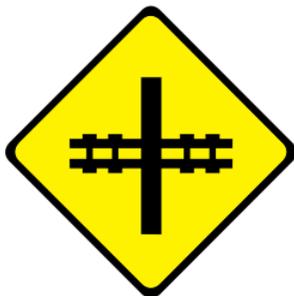
Making Tracks: Cycling "Be Aware" Safety Cards



Created by Yugudesign
from Noun Project



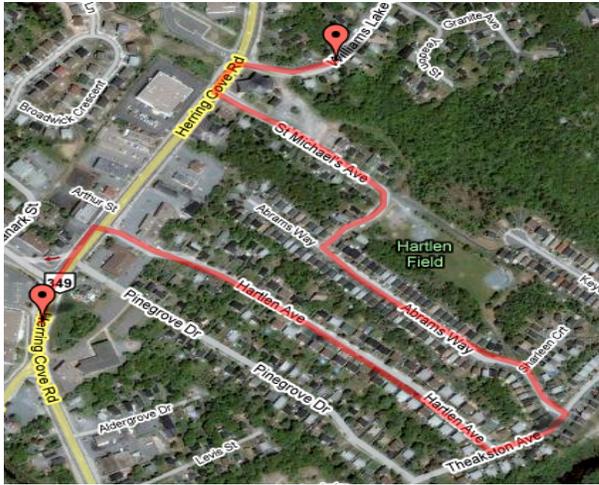
Created by Aldric Rodriguez
from Noun Project



Appendix J

Creating a Route Card

Example Route Card



To the left is an example of a personalized route map. It lays out the main roads from the side streets and allows you to gauge the distance, route and the nature of the terrain quite easily.

Creating Your Own Safe Route Card

You and your family can create your own route cards that go to and from your favorite places in your community. Using “Gmaps Pedometer” at www.gmap-pedometer.com, simply follow the step-by-step instructions below to create your own route map.

Materials

- ✓ Computer
- ✓ Printer
- ✓ Microsoft Word (any version after 1998)
- ✓ Cardstock paper (optional)

Instructions

Setting up the Map

1. Go to www.gmap-pedometer.com
2. A page opens showing a large map.
3. At the top of the toolbar is the address bar. The box on the left shows the route distance. Switch it to metric as it should read in kilometres.
4. In the address bar, pick a location where you would like to start. Usually this location will be the first meeting spot along a route. For this example, the starting point was “24 Williams Lake Road, Halifax, NS”.
5. Before pushing go, adjust the zoom to 16. You may want to change the zoom later on if the map is not the appropriate scale.

Appendix J

Creating a Route Card

6. Locate a proper starting point on the map. This is usually your home, school, or community centre. Make a mental note of where your route will start off.
7. On the left hand side, push “record”. On the map, double click the starting point you chose in Step 4.
8. You should notice a large red balloon with a dot appear on your map.
9. Determine your route’s end point. Double click small segments along the route, following the roads on the map and imagine yourself cycling along the route. Notice that the total distance changes as you add these line segments.
10. Notice that another red bubble shows up as you trace your route. You may want to click the “hybrid” button on the map. This shows an image that is a mix of a drawn map and the satellite view and shows greater area detail and allows you to see the possible dangers along your route. It may help you choose a more appropriate route.
11. Examine the map for potentially dangerous areas.
12. Keep tracing along the map until you meet your final destination. When you meet your destination, click the recording button once more. The cursor should look like a cross.
13. Adjust your map so that you can see the route fully. You can do this by clicking the map and dragging the map around. You may have to zoom in or out to see your full route.
14. Notice on the left hand side that the total distance is recorded. You may switch the button from English to Metric to convert from miles to kilometres (or vice versa) at any point.
15. To see a part of the map that is not in view, click and hold on the map to drag areas into view.
16. If you decide to select a new route, click on “Clear points and start over” in the information box and proceed through the steps again.

Questions to ask yourself as you make the route:

- ✓ How much traffic will be encountered while cycling along this route?
- ✓ Is the route well lit when cycling in darker conditions?
- ✓ Is the neighborhood safe?
- ✓ Are there any wild animals that frequent these areas?
- ✓ Are there any other possible dangers along the route?

Note: When you first ride the route, be sure to identify any potential hazards and obstacles not visible on a map.

Printing the Map

If you want to print the route map without bringing it into a document, then you can simply click on “Print Map” in the information box. There are other ways to print and incorporate the map into a document using a PC or MAC.

Appendix J

Creating a Route Card

PRINTING OFF A ROUTE MAP FOR A PC OR MAC

PC: WINDOWS VISTA & WINDOWS XP OR MAC

- 1) Adjust your map (i.e. zoom in or out, adjust map placement, etc.) on Gmaps Pedometer to suit your needs.
- 2) On the keyboard push "CTRL" and "Print Screen" at the same time.
- 3) Open Microsoft Paint. On the top toolbar, click edit, paste.
- 4) You now have your map in Paint. Adjust the scroll bars so you can visibly see your map perfectly.
- 5) Now click the "select" button on the top row, second column options. Use that tool to select your map. Click edit and then copy.
- 6) Open Microsoft Word. Anywhere on the screen, push paste. The map should be large enough to be printed and cut out to use as your route card.
- 7) At this point, you can use Microsoft Word to make anecdotal notes for yourself.
- 8) Finally print off the route card on your cardstock paper.

MAC OSX

There is no print screen button on Macs, however it is simple to do a print screen or screen capture in one of three ways:

The simple "print screen button" capture:

- 1) Press the **Apple key ⌘ + Shift + 3** all at the same time.
- 2) You will find a capture of the screen on your desktop named "Picture _."

Capturing a selected portion of your screen:

- 1) Press the **Apple key ⌘ + Shift + 4** all at the same time.
- 2) You will see the cursor change to +.
- 3) Drag a box around the section you want to copy and release the mouse.
- 4) You will find a capture of the screen on your desktop again entitled "Picture _."

Capturing from a selected application window:

- 1) Press the **Apple key ⌘ + Shift + 4** all at the same time.
- 2) You will see the cursor change to +.
- 3) Press the spacebar.
- 4) The cursor will change to a camera. Simply click on the window you want to be captured.
- 5) The capture of the screen will be on your desktop labeled "Picture _."

Regardless of how you did your print screen or screen capture, you can either open the file on your desktop and print or drag the file into a word document and print from there.

Appendix K

Leave No Trace© Principles

Adapted from www.leavenotrace.ca

Plan Ahead and Prepare

- ✓ Know the regulations and special concerns for the area you'll visit.
- ✓ Prepare for extreme weather, hazards, and emergencies.
- ✓ Schedule your trip to avoid times of high use.
- ✓ Visit in small groups when possible. Consider splitting larger groups into smaller groups.
- ✓ Repackage food to minimize waste.
- ✓ Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

Travel and Camp on Durable Surfaces

- ✓ Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow.
- ✓ Protect riparian areas by camping at least 60 metres from lakes and streams.
- ✓ Good campsites are found, not made. Altering a site is not necessary.
- ✓ In popular areas:
 - o Concentrate use on existing trails and campsites.
 - o Walk single file in the middle of the trail, even when wet or muddy.
- ✓ Keep campsites small. Focus activity in areas where vegetation is absent.
- ✓ In pristine areas:
 - o Disperse use to prevent the creation of campsites and trails.

- o Avoid places where impacts are just beginning.

Dispose of Waste Properly

- ✓ Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, left-over food, and litter.
- ✓ Deposit solid human waste in catholes dug 15 to 20 cm deep at least 60 metres from water, camp, and trails. Cover and disguise the cathole when finished.
- ✓ Pack out toilet paper and hygiene products.
- ✓ To wash yourself or your dishes, carry water 60 metres away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

Leave What You Find

- ✓ Preserve the past: examine, but do not touch, cultural or historic structures and artifacts.
- ✓ Leave rocks, plants and other natural objects as you find them.
- ✓ Avoid introducing or transporting non-native species.
- ✓ Do not build structures, furniture, or dig trenches.

Minimize Campfire Impacts

- ✓ Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- ✓ Where fires are permitted, use established fire rings, fire pans, or mound fires.

- ✓ Keep fires small. Only use sticks from the ground that can be broken by hand.

- ✓ Burn all wood and coals to ash, put out campfires completely, and then scatter cool ashes.

Respect Wildlife

- ✓ Observe wildlife from a distance. Do not follow or approach them.
- ✓ Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- ✓ Protect wildlife and your food by storing rations and trash securely.
- ✓ Control pets at all times, or leave them at home.
- ✓ Avoid wildlife during sensitive times: mating, nesting, raising young, or during winter.

- ✓ Be considerate of other visitors

- ✓ Respect other visitors and protect the quality of their experience.

Be courteous. Yield to other users on the trail.

- ✓ Step to the downhill side of the trail when encountering pack stock.
- ✓ Take breaks, and camp away from trails and other visitors.
- ✓ Let nature's sounds prevail. Avoid loud voices and noises.

Appendix L

Bicycle Rodeo Form (adapted from the NS RCMP program)

Name _____

Age _____

Gender _____

TEST # 1 – DIMINISHING CLEARANCE TEST

- (1) Touches an obstacle with either wheel
- (2) Takes feet off pedals
- (3) Removes hands from handlebars
- (4) Uses brakes excessively

TEST # 3 – FIGURE-EIGHT STEERING

- (1) Touches either foot to the ground
- (2) Touches the side lines with a tire or driving outside the figure-eight
- (3) Drives around the eight in less than 45 seconds
- (4) Uses brakes excessively

TEST # 5 – SHOULDER CHECK TEST

- (1) Removes hands from handlebars
- (2) Fails to shoulder check

TEST # 2 – SIGNALING, TURNING, STOPPING

- (1) Fails to give correct signal before beginning to stop or turn
- (2) Fails to conduct shoulder checks before beginning left turn or right turn
- (3) Fails to remain in correct lane when making each turn
- (4) Fails to have BOTH hands on handlebars when turning or stopping

TEST # 4 – BALANCE TEST

- (1) Touches either foot to the ground
- (2) Covers the distance in less than 30 seconds
- (3) Touches either line with either of the wheels
- (4) Uses brakes excessively

TEST # 6 – OBSTACLE TEST

- (1) Touches either foot to the ground
- (2) Touches an obstacle with either
- (3) Touches outer lines with either wheel
- (4) Fails to pass on correct side of any obstacle
- (5) Uses brakes excessively

PART A - BICYCLE INSPECTION

INSPECTION

1. Bell or Horn <input type="checkbox"/>	6. Spokes <input type="checkbox"/>	Test 1 _____
2. Handlebars/Grips <input type="checkbox"/>	7. Chain <input type="checkbox"/>	Test 2 _____
3. Saddle <input type="checkbox"/>	8. Brakes <input type="checkbox"/>	Test 3 _____
4. Pedals <input type="checkbox"/>	9. Front Light <input type="checkbox"/>	Test 4 _____
5. Tires <input type="checkbox"/>	10. Rear Light/Reflector <input type="checkbox"/>	Test 5 _____
		Test 6 _____

Appendix M

Making Tracks: Cycling “Program at a Glance” Form

To be completed by the MAKING TRACKS LEADER

Making Tracks: Cycling

Making Tracks Leader:

Location:

Session Dates:

Drop-off Time:

Pick-up Time:

Emergency Procedures:

First Aiders:

Crew Leaders:

NAME	CONTACT NUMBER

Participants:

NAME	PICK-UP NAME	EMERGENCY PHONE NUMBER

Appendix M

Making Tracks: Cycling "Program at a Glance" Form

NAME	PICK-UP NAME	EMERGENCY PHONE NUMBER

Training and Planning Sessions:

- 1.
- 2.

Safety Checks:

TYPE	FIRST DATE COMPLETED	SECOND DATE COMPLETED
Materials		
Safety Plan Updated		
First Aid Kit		
Program Route		
Medical Forms		

Emergency Contact Person and Phone Number:

Appendix N.1: Making Tracks: Cycling General Session Duty Form

Pre-Planning Session Checklist

To be completed by the MAKING TRACKS LEADER or a CREW LEADER

Before each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

TASKS	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E	SESSION F
PRE-PLANNING SESSION CHECKLIST						
Set up a time and deliver a training session for the CLs to learn how to deliver the Making Tracks program.						
Establish contact with the participants' families using a detailed Information Letter (Appendix O) that outlines the program, expectations, and requirements.						
Update the emergency plan, taking note of current changes in policy for your organization.						
Collect the Informed Consent Form from participants who will take part in the program.						
Collect the Medical Information Form from participants who will take part in the program.						
Inform the CLs about the participants' medical concerns, including allergies.						
Update the Session A Duty Form.						
Update the Making Tracks "Program at a Glance" Form.						
Examine the potential teaching locations outside and begin to create a route card that identifies the travel locations for program sessions.						
Finalize the teaching route and have a route card.						
Travel, with the CLs during the training session, the teaching route, and assess possible risks using the risk management plan.						

TASKS	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E	SESSION F
PRE-PLANNING SESSION CHECKLIST						
Determine what activities can be taught along the route. This will save time and avoid missed opportunities to make the learning authentic.						
Develop backup instructional plans to prepare for unpredictable weather conditions.						
Develop a monitoring plan to keep track of the participants at all times.						
Arrange extra adult supervisors if needed. This will depend on each organization or institution's adult-child ratio policies. This information will need to be gathered by the MTL.						
Decide on which CLs will serve as activity leaders for the session and inform them.						
*Check that paperwork is prepared: <ul style="list-style-type: none"> o Passports o Handouts (if needed) o Chart paper (if needed) 						
*Check that the correct materials have been obtained.						
*Check the working order of the materials.						
*Check that materials have been set up before the session begins.						
*Check to see that the first aid kit is properly stocked.						
*Check to see that the tool kit is properly stocked and the air pump is working						
*Be familiar with the program, the instructional site, and rules of the location.						
*Review the Safety Plan.						
*Employ the risk management process for all the activities.						
*Know the pick-up arrangements for each participant after each session.						
*Know the order of which CLs (if they are delivering the program) will lead activities.						

Appendix N.2: Making Tracks: Cycling General Session Duty Form

In-Session Monitoring Checklist

To be completed by the MAKING TRACKS LEADER or a CREW LEADER

During each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

TASKS	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E	SESSION F
IN-SESSION MONITORING CHECKLIST						
*Know where session equipment is located at all times.						
*Check and restock the first aid kit. Ensure that it is available to the participants at all times and is carried by the MTL or CLs.						
Carry the tool kit and air pump wherever the crew goes.						
Carry the "Program at a Glance" Form wherever the crew goes.						
*Have on-hand extra instructional materials.						
Carry and use the Assessment Checklist to record participants' ability to meet various outcomes.						
*Carry a copy of the Safety Plan.						
*Employ the risk management process.						
*Have on-hand and use a route card.						
*Participant Buddy System: Match up each participant with a partner and connect each pair with another pair. Ideally, these buddies will be connected with CLs (if they are delivering the program).						
*Provide positive feedback to the participants.						
*Spend enough time at the end of the session debriefing the participants.						
*Update the participants' Passports at the end of the session. Make sure participants take these home before leaving for the day.						

TASKS	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E	SESSION F
*Monitor the health of the participants and provide: <ul style="list-style-type: none"> o Water breaks o Washroom breaks o Rest periods if fatigue is apparent o Snacks (optional) 						
*Check to see that participants are properly dressed for participating in the session's activities						
*Employ a practice that constantly monitors the number of participants participating in the session.						

Appendix N.3: Making Tracks: Cycling General Session Duty Form

Post-Session Follow-Up Checklist

To be completed by the MAKING TRACKS LEADER or a CREW LEADER

After each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

TASKS	SESSION A	SESSION B	SESSION C	SESSION D	SESSION E	SESSION F
POST-SESSION FOLLOW-UP CHECK LIST						
*Record or inform the MTL about any problems that occurred during the session related to the health of the participants.						
*Record or inform the MTL about any problems that occurred during the session related to safety.						
*Inform the MTL about any challenges related to the route taken.						
*Check to see that the first aid kit is restocked.						
*Check that materials are in good condition, and if so have been properly stored.						
Review the Safety Plan.						
*Reflect on what worked well and didn't work well during the session. Think about ways that could improve the delivery of the session.						

Appendix 0

Making Tracks: Cycling Information Letter

To be passed out to PARENTS/CAREGIVERS (the MTL must add information to this form before it is handed out)

(Insert date – month, day, year)

Dear Parents/Caregivers,

Thank you for your interest in the Making Tracks program. Making Tracks: Cycling will take place at (insert name of school/community centre here). Making Tracks is a program designed to educate and train children and youth in the skills needed to safely use active transportation in the community and to promote the importance of being physically active, particularly going to and from (insert school or community club). It is expected that all participants in this program already know how to balance on and ride a bicycle as midway through the program they will be taking their bicycles onto the road.

The Making Tracks: Cycling program will run (insert daily or weekly) and will run from (insert start and end time). Each session will be supervised by an adult leader called a Making Tracks Leader (MTL). This individual will oversee the entire program and may have the support in delivering the program by other leaders called Crew Leaders (CLs). These individuals are other adults or youth who would be working with your child in a small group setting. Please ensure that you have an emergency contact name and number included with your Informed Consent Form and that you pass in the Medical Information Form no later than three days before the start of the program. Also, please ensure your child has the necessary materials and equipment to participate in the program. This includes a bicycle and a helmet, which may be able to be borrowed from the local community, (insert what other specific materials the participant must bring from home). Additionally, please ensure that your child is dressed appropriately, and has a snack and water, and if needed their personal medication at every session.

If you have any questions regarding the Making Tracks program, please contact (insert contact name and number). We thank you again for your interest in the Making Tracks: Cycling program, and look forward to sharing in active-learning sessions that will guide your child into becoming a healthy and safe cyclist.

[Optional: You are invited to attend a ceremony and family cycle at the completion of the Making Tracks: Cycling program. The ceremony and cycle is tentatively scheduled for (date, time, location) OR More information will be distributed later as to the date and time of the ceremony and cycle.]

Yours in active transportation,

(MTL's name; the school or community group name)

Appendix 0

Making Tracks: Cycling Informed Consent Form

To be completed by PARENTS/CAREGIVERS

I, _____, grant permission for my child,

_____, to participate in the Making Tracks: Cycling program described in the Information Letter for parents/caregivers.

Date: _____

Signature of Parent/Caregiver: _____

Home Contact Information: _____

Cell Phone Number: _____

Name and Contact Information of the Parent/Caregiver Collecting the Participant:

For your information, PLEASE SAVE

Making Tracks: Cycling Location: _____ Drop-off Time: _____ Pick-up Time: _____	You may contact (insert program coordinator name) at (insert phone number) if you have any questions regarding the Making Tracks: Cycling program. *The following are the Crew Leaders for Making Tracks: Cycling:
--	---

- 1.
- 2.
- 3.
- 4.

These support leaders are trained in the Making Tracks: Cycling program and will be supervised by the Making Tracks Leaders (MTL). The safety and the well being of the participants is our top priority. The expectation is that participants in the program will abide by the behaviour expectations and safety guidelines laid out by the leaders. If participants are unable to comply, they will be removed from the Making Tracks: Cycling program and parents/caregivers will need to collect their child immediately.

Appendix P

Making Tracks: Cycling Medical Information Form

To be completed by PARENTS/CAREGIVERS

NAME: HEALTH CARD #: HOME ADDRESS: IN CASE OF EMERGENCY NOTIFY: ADDRESS: TELEPHONE:	GENDER: TELEPHONE: BIRTHDATE: FAMILY DOCTOR (name and phone number): MEDICAL CONCERNS (e.g. allergies, seizures, chronic conditions; please be specific):
--	---

Participants who take medication must bring it with them to each session and allow the Making Tracks Leader or Crew Leader to store it for them.

MEDICATIONS	DOSAGE	FREQUENCY

Has the participant had any recent injuries or illnesses? If yes, please explain:

I HEREBY DECLARE THAT ALL THE INFORMATION PROVIDED IS CORRECT AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

PARENT/CAREGIVER SIGNATURE:

Appendix R

Making Tracks: Cycling Attendance Record

To be completed by the MAKING TRACKS LEADER

1) At what location was Making Tracks: Cycling offered?

2) Was the program offered as:

A week-long program (1-2 sessions per day)? A two-week program (1-2 sessions every other day)? Other (specify)

3) What dates did you offer Making Tracks: Cycling?

4) Record the names of your participants, their attendance at sessions, and if parents/caregivers initialed their Passport for each session.

Appendix R

Making Tracks: Cycling Attendance Record

NAME OF PARTICIPANT	CHECK (☑) EACH SESSION THE PARTICIPANT ATTENDS						CHECK (☑) IF PASSPORT WAS INITIALED BY PARENTS/CAREGIVERS					
	A	B	C	D	E	F	A	B	C	D	E	F
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

Appendix S

Making Tracks Post-Program Questionnaire for Participants

To be completed by PARTICIPANTS or CAREGIVERS/PARENTS

After the completion of the Making Tracks program please complete this questionnaire and return it to the Making Tracks Coordinator. Your comments will only be used to help us improve the program. If you are a Caregiver/Parent completing this survey on behalf of a participant please declare that you are a Parent/Caregiver in Q1.

1) Which of the following are you? Participant Parent/Caregiver of Participant

2) Which Making Tracks module did you participate in?

Walking Safety Cycling In-line Skating Scootering Skateboarding

3) Where did you take this Making Tracks module? Name the school/facility/community.

4) Which dates did you take this Making Tracks module? _____

5) Which grade are you currently in?

P 1 2 3 4 5 6 7 8 9 10 11 12 Other

6) Which gender are you? _____

7) Tell us how much you agree with the following statements **about yourself**:

AS A RESULT OF PARTICIPATING IN THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I know more about safety using this mode of active transportation					
I have improved my skills using this mode of active transportation					
I know where there are safe routes to use this mode of active transportation					
I will use this mode of active transportation more					
I feel confident and safe using this mode of active transportation in my community					
I had fun learning					

**AS A RESULT OF PARTICIPATING
IN THIS MAKING TRACKS MODULE...**

	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I am more likely to encourage others to use this mode of active transportation					
I am more likely to use other modes of active transportation					
I understand the importance of daily physical activity					
I know that this mode of active transportation is one way to be more active					

8) What would keep you from using this mode of active transportation in your community?

9) What did you like most about this Making Tracks module?

10) Was there anything you didn't like about this Making Tracks module? If so, what was it and how would you change it?

11) Do you have any final comments or suggestions?

Thank you for completing the questionnaire.

Appendix T

Making Tracks Post-Program Questionnaire for Leaders

To be completed by MAKING TRACKS TEAM LEADERS and CREW LEADERS

After the completion of the Making Tracks program please complete this questionnaire and return it to the Making Tracks Coordinator. Your comments will only be used to help us improve the program.

1) Which of the following are you? Crew Leader (CL) Making Tracks Team Leader (MTL)

2) Which Making Tracks module did you participate in?

Walking Safety Cycling In-line Skating Scootering Skateboarding

3) Where did you lead this Making Tracks module? Name the school/facility/community. _____

4) Which dates did you lead this Making Tracks module? _____

5) If you are in school, which grade are you currently in? 7 8 9 10 11 12 Other

6) Which gender are you? _____

7) Tell us how much you agree with the following statements **about yourself**:

AS A RESULT OF LEADING THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I know more about safety using this mode of active transportation					
I have improved my skills using this mode of active transportation					
I can find safe routes for children to use this mode of active transportation					
I will use this mode of active transportation more					
I am more likely to use other modes of active transportation					
I am more likely to encourage others to use active transportation					
I understand the importance of daily physical activity					
I have improved my leadership skills					

AS A RESULT OF LEADING THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
I feel more confident in myself and my abilities					
I was prepared to deliver the program to others					
I recognize that my driving practices contribute to safe environments for active transportation					
I will drive more safely					

8) Tell us how much you agree with the following statements **about participants** whom you lead:

AS A RESULT OF TAKING THIS MAKING TRACKS MODULE...	STRONGLY DISAGREE	DISAGREE	NEITHER	AGREE	STRONGLY AGREE
Participants know more about safety using this mode of active transportation					
Participants have improved their skills using this mode of active transportation					
Participants know where there are safe routes to use this mode of active transportation					
Participants are able to use this mode of active transportation safely in their communities					
Participants had fun learning					

9) What did you like most about leading this Making Tracks module?

10) Was there anything you didn't like about leading this Making Tracks module? If so, what was it and how would you change it?

11) Do you have any final comments or suggestions?

Thank you for completing the questionnaire.