



PHE Canada
Physical & Health Education Canada



GRADES
4 to 6

cycling

in focus

TERRITORY
NET + WALL
RACING
STRIKING + FIELDING
TARGET



PHYSICAL LITERACY THROUGH GAMES AND SPORT

ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

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PART A Introduction

Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

[Physical and Health Education Canada](#) (PHE Canada) advocates for [Quality Daily Physical Education](#) (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



Resources to learn more about physical literacy

- Website and videos: [Physical literacy educational strategies](#). PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: *Physical literacy throughout the lifecourse*. Whitehead, M. (2010). London, UK: Routledge.



PART A

Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: Physical and Health Education Journal. (2007). [TGfU feature issue](#).

PART A

Invasion/Territorial Games

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

Racing Games

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.



Sport as a Vehicle for Learning

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



Resources to learn more about Canada's Long-Term Athlete Development Model

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

PART B Planning for Teaching and Learning

Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

Move

The Move section describes four different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

TITLE: title of the game

TACTICAL FOCUS: the tactical problem students will experience during game play

OBJECTIVE: what students will learn as a result of the game-play experience

SPORT RATIONALE: the relevance of the tactical problem to the sport in focus

PARTICIPANTS: the organization of students during game play (e.g., partners, 3 v. 3)

EQUIPMENT: a list of equipment needed to play

SET UP: how to organize the activity area for participation in the game, including diagrams

DESCRIPTION: the rules and details for playing the game

MODIFICATIONS: changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

PART B

Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.

Action	What students will do	What teachers will do
MOVE Game to highlight a tactical problem.	Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.	Facilitate game play in a safe environment. Observe student play.
THINK Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.	Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions.	Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions.
LEARN More complex game emphasizing the use of tactical solutions during game play.	Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.	Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.

PART B

Pedagogical Considerations

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.

*The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. On the next page are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.*



Resources to learn more about effective questioning

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

PART B

Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.



Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.



PART B

Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



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PART C Setting the Context

Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about cycling and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about cycling, what puzzles (P) them about cycling, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

Sport in Context

DID YOU KNOW?

- Bikes were initially called velocipedes, a name that comes from the Latin term meaning fast foot.
- One of the first documented bicycles weighed almost 22 kg and was propelled by a pushing action of the rider's feet against the ground.
- Cycling was one of the nine original sports in the modern Olympic Games, having been on the program since the Athens Olympic Games in 1896.
- Cycling has been part of the Paralympic Games since 1992.
- The current record for the fastest speed on a bike is 133.78 kilometres per hour set by Sebastiaan Bowier of the Netherlands in 2013.
- Cycling Canada is Canada's oldest sport governing body and was formed in 1882 as the Canadian Wheelmen's Association.

HISTORY

- The first bicycle—called the Draisine—was invented in Germany in 1817 by Baron Karl von Drais.
- The first documented cycling race was a 1,200 m race held in Paris in 1868.
- In 1885, The Rover Safety was invented, the first model to adopt the standard bicycle design, with a low seat and chain-driven back wheel.
- Bicycles began being used as a popular form of transportation to and from work in the 1890s.
- The Tour de France was first held in 1903 and has since become the most famous cycling race in the world.
- As of 2003, there were more than one billion bicycles worldwide, used for transportation, recreation and sport.

RULES

- Cycling is a racing sport where participants ride bicycles to propel themselves ahead of other opponents.
- The object is for participants to move efficiently to cover a pre-determined distance in the shortest amount of time.

PART C

AN OVERVIEW OF SIMPLIFIED RULES FOR CYCLING

- Cycling has five distinct disciplines: road, track, bicycle motocross (BMX), cyclo-cross, and mountain bike.
- Rules for road:
 - o Races are held on an open road longer than 5 km.
 - o Riders on the same team pace one another to gain an advantage over other racers.
 - o The winner is the first to cross the finish line.
- Rules for track:
 - o Various individual and team races in either sprint or endurance events are completed on an indoor track called a velodrome.
 - o The winner is the first to cross the finish line and/or with the fastest time.
- Rules for BMX:
 - o Races are held in timed heats on dirt tracks of around 350 m, including jumps and obstacles.
 - o The winner is the first to cross the finish line.
- Rules for cyclo-cross:
 - o Courses are 2.5–3 km long, including trails and steep hills.
 - o Races are 40–60 minutes long and consist of many laps of the course.
 - o Participants can carry their bicycles on their shoulder when an obstacle on the course cannot be ridden.
 - o The winner is the leader of the race at the end of the allotted time.

- Rules for mountain bike:
 - o Races take place on a 6 km circuit of uphill and downhill terrain.
 - o The winner is the first to cross the finish line.

For more information on rules, visit:
www.cyclingcanada.ca or www.uci.ch

EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- To maximize participation, reduce the distance of races to suit the age and ability of the participants.
- For inclusion of all participants, used adapted bicycles for participants with mobility impairments, tricycles for participants with balance impairments, and sighted pilots for participants with sight impairments.
- Modify the course terrain (hill, jumps, track) to decrease the difficulty level for new participants.



CANADIAN ATHLETE HIGHLIGHTS

Clara Hughes

- Born: September 27, 1972
- Birthplace: Winnipeg, MB
- Event Type: Road and Track Cycling
- Won six Olympic medals, two in cycling and four in long track speed skating
- Only athlete to ever win multiple medals at both the Summer and Winter Olympic Games
- 35-time Canadian National Champion in Road Cycling, Track Cycling and Speed Skating



CANADIAN ATHLETE HIGHLIGHTS

Svien Tuft

- Born: May 9, 1977
- Birthplace: Langley, BC
- Event Type: Road Cycling
- Current National Road Champion and 9 time National Time Trial Champion
- Two time Tour de France rider with his pro team, Orica-GreenEDGE
- Competed at the 2008 Olympic Games in the Road Race and Time Trial

PART C

CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for racing games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

CONSIDER THE FOLLOWING CROSS-CURRICULAR CONNECTIONS FOR THE SPORT OF CYCLING:

- Math: Data Analysis—Determine the best time from a set of timed race heats.
- Language: Choose two cycling disciplines and create a Venn diagram to compare and contrast them.
- Language: Research a past Tour de France winner and write a brief biography of the winner's personal and career highlights.



Supplementary Reading

RESOURCES

- LTAD Resource - [Canadian Cycling Association](#)

WEBSITES

- [Cycling Canada](#)
- [Union Cyclist Internationale](#)

PROVINCIAL ASSOCIATIONS

- [Cycling British Columbia](#)
- [Alberta Bicycle Association](#)
- [Saskatchewan Cycling Association](#)
- [Manitoba Cycling Association](#)
- [Ontario Cycling Association](#)
- [Fédération québécoise des sports cyclistes](#)
- [Vélo New Brunswick](#)
- [Bicycle Nova Scotia](#)
- [Bicycle Newfoundland and Labrador](#)
- [Cycling Association of Yukon](#)
- [Cycling PEI](#)

BIG EVENTS

- Tour de France
- Olympic and Paralympic Games
- Pan American and Parapan American Games
- World Championships



PART C

Summary of Activities

Cycling, a racing game, is the sport through which this resource will explore the tactical problems related to racing games. The goal of racing games is to move, run, or ride efficiently to cross a set distance in the shortest amount of time. The Move Think Learn activities to support the development of skillful racing game players are summarized in the table below.

THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL RACING GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.

<i>Tactical Focus</i>	<i>Move</i>	<i>Think</i>	<i>Learn</i>
Pacing	I-Tunes Shuffle	<p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed to play cycling, refer to the resources listed on page 6.</p>	Cyclo-Cross
Positioning to attack	Musical Hoops		
Maximizing speed	Fox and the Rabbit		
Teamwork	Round the Bend		Tour de Gym

PART D Move Think Learn Activities



MOVE



1: I-Tunes Shuffle

TACTICAL FOCUS:

Pacing

OBJECTIVE:

Students will determine how to maximize energy use during a race.

SPORT RATIONALE:

Cycling competitions offer the challenge of maintaining a pace relevant to other athletes and the surroundings. The ability to conserve energy through some parts of a race (e.g., flat sections, downhill) and save energy for others (e.g., uphill, sprint to the finish) contributes to the success of the athlete.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

➤ 1–10 boundary markers (e.g., pylons, trees, benches)

DESCRIPTION:

- Divide students into groups of six and assign each group to a course.
- Students in each group race to complete five laps of the course:
 - o One lap of the race must be completed at a slow pace (e.g., walking, walking backwards, side step and squat);
 - o One lap must be completed at a medium pace (e.g., jogging, grapevine, skipping); and
 - o One at a fast pace (e.g., running, galloping).
- o Students choose to repeat one of the movement skills for the two remaining laps.
- Before the race begins, the group must agree on the three movement skills to be used by all students in the race (e.g., walk, jog, run). Individual students will make decisions about the two movement skills to repeat for the last two laps and the order in which they will be performed: for example,
 - o One student jogs laps 1, 2, and 3, walks lap 4, and runs lap 5;
 - o Another student walks lap 1, jogs lap 2, and runs laps 3, 4, and 5.
- All group members start at a designated spot on the course and say the verbal cues to start the race (e.g., ready-set-go).

THINK

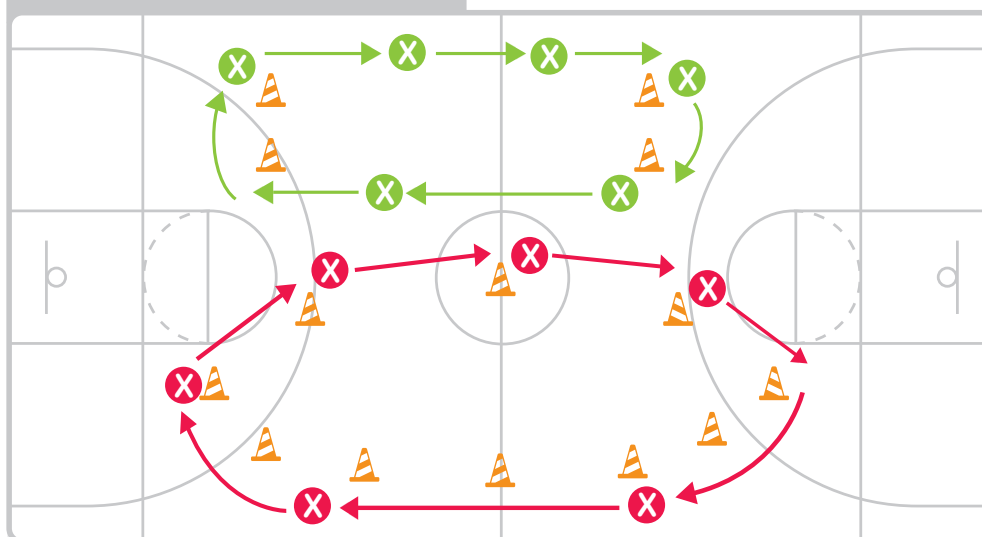


TACTICAL QUESTIONS FOR STUDENTS:

- In what order did you choose to complete the movement skills?
- What did you think about when deciding which movement skills to repeat?
- What pace allowed you to complete the race quickly without running out of energy?
- How can you conserve energy for the sprint to the finish line?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

I-TUNES SHUFFLE SET-UP



Use boundary markers to identify a 30–50 m course for each group in the activity area, indoors or out. Each course must be cyclical (i.e., laps can be completed) but can vary in shape. Multiple games occur simultaneously (number and size are dependent on available space).

X X RACERS A COURSE MARKERS

MODIFICATIONS:

- Increase or decrease the length of the course.
- Change the movement skills for the race.
- Include uphill and downhill sections of the course.
- Complete the race in a group of three that must stay together.
- Complete the race with a partner, alternating turns completing laps. Partners decide the order in which they will complete the laps and who will complete each movement skill.

MOVE



2: Musical Hoops

TACTICAL FOCUS:

Positioning to attack

OBJECTIVE:

Students will determine how to position themselves among fixed objects and with others.

SPORT RATIONALE:

During racing events in cycling, athletes frequently have to adjust their speed to accommodate teammates (e.g., drafting) or to get in a good position to finish the race (e.g., catching up to a lead group). Athletes must learn how to position themselves and work with other athletes in the race to maximize their performance.

PARTICIPANTS:

Groups of 8

EQUIPMENT PER GROUP:

- 8 scooters
- 6 large pylons or boxes per group
- benches or pylons to identify boundaries
- music player and speakers

DESCRIPTION:

- Divide students into groups of eight and assign each group to a space in the activity area. Provide each student with a scooter.
- When the music begins, students move around in their area while sitting or kneeling on the scooter. Students must be moving forward at all times when the music is playing.
- Without notice, the teacher stops the music and calls out a number. A visual cue might also be helpful. The number represents the number of students allowed to touch a single pylon.
- The first group of students to touch a pylon with the appropriate number of people in their group win the round. Repeat for five or more rounds.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

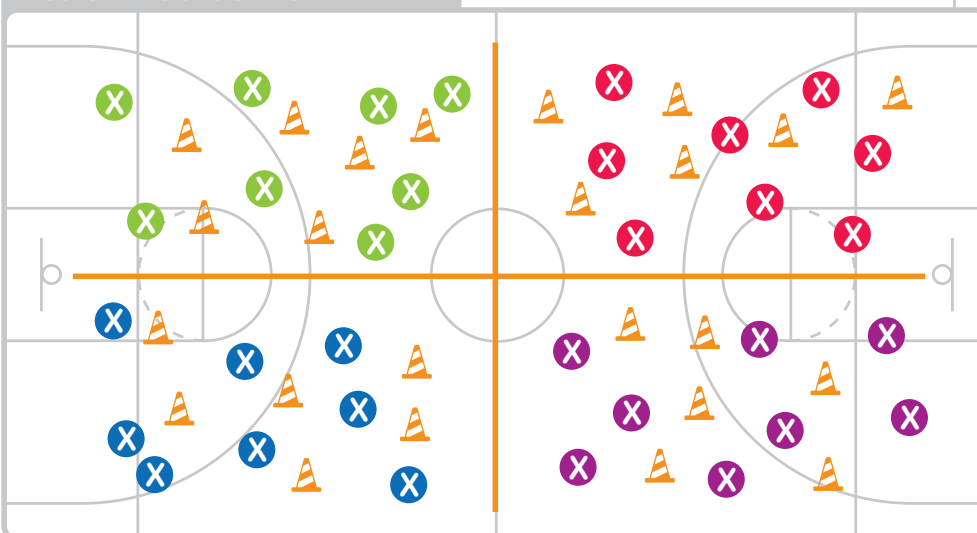
- When the music was playing, how did your speed change when you were close to or far away from a pylon?
- When did you move the fastest?
- What did you do to get to a pylon with the right amount of students?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

MODIFICATIONS:

- Tell students the number that will be called before the music starts.
- Change the movement skill in each space (e.g., students scoot on scooters in one area, students jog/run and stand inside hoops in another area). Groups rotate to a new space every three rounds.
- Groups of 8 compete against other groups to be the first to have the designated number of students touching the pylons.
- Students must travel around the outside of the pylons in their area while the music is playing.

MUSICAL HOOPS SET-UP



Designate a space in the activity area for each group of eight students using benches or pylons. Randomly place the large pylons or boxes in each space.

X X X X RACERS X PYLONS

MOVE



3: Fox and the Rabbit

TACTICAL FOCUS:

Maximizing speed

OBJECTIVE:

Students will determine how to adjust speed to tag a partner or avoid being tagged.

SPORT RATIONALE:

Some cycling disciplines (e.g., track, road race, BMX race) require athletes to position themselves to gain an advantage over their opponent(s) at different times in the race. The ability to adjust one's speed to take advantage of and/or create opportunities to maintain or regain the lead in a race is critical to success.

PARTICIPANTS:

Pairs in larger groups of 8

EQUIPMENT PER GROUP:

- 10 boundary markers (e.g., pylons or field markers)
- 2 large pylons or boxes
- 1 scarf or pinnie

DESCRIPTION:

- Divide students into groups of eight and identify pairs within each group. Assign each group to a racetrack.
- Partners determine who will begin as the rabbit, and who will begin as the fox, as well as how they will move (e.g., running, speed walking, skipping) during the race.
- The rabbit attempts to complete four laps of the track without being tagged
- by the fox. Tagging can occur only in the identified tagging zone. Both the rabbit and the fox must complete one full lap before the rabbit can be tagged.
- When ready, the rabbit begins moving around the racetrack. The fox counts to 5 before leaving the start line.
- If the rabbit is tagged in the tagging zone, partners switch roles and begin again.
- Before the races begin, all group members must agree upon guidelines to avoid collisions (e.g., faster moving groups on the outside of the track, slower moving groups on the inside; move to the centre of the track when tagged and/or slowing down or stopping).

THINK

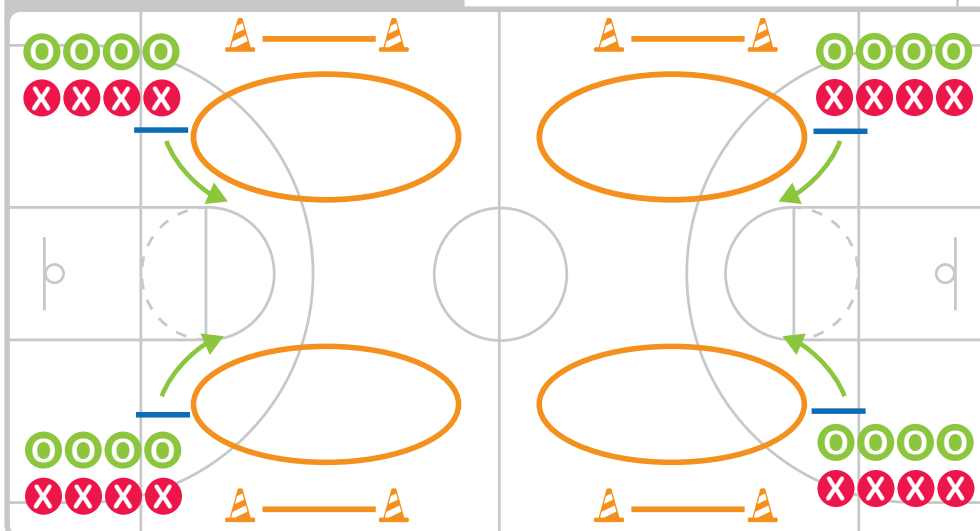


TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to avoid being tagged (rabbit)?
- What did you do to catch the rabbit (fox)?
- What else should you think about when deciding how to adjust your speed?
- How can you take advantage of your strengths to win the race?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

FOX AND THE RABBIT SET-UP



Identify or create an oval-shaped racetrack for each group in the activity area, indoors or out. Place two large pylons 8–10m apart on one side of each racetrack to identify the tagging zone. Place a scarf or pinnie along the racetrack outside of the tagging zone to indicate a start line.

○ RABBIT X FOX A—A TAGGING ZONE — START LINE

MODIFICATIONS:

- Increase or decrease the length of the tagging zone.
- Increase or decrease the amount of time between the rabbits and foxes.
- Change the locomotor movement.
- Change pairs within the group.
- Complete the race in groups of four (e.g., three foxes chasing one rabbit).

MOVE



4: Round the Bend

TACTICAL FOCUS:

Teamwork

OBJECTIVE:

Students will determine how best to work as a team to complete the race as quickly as possible and experience the effects of drag.

SPORT RATIONALE:

In team pursuit cycling events, two teams of four riders begin on opposite sides of a track and race for a pre-determined distance (e.g., 4 km). The front wheel of the third rider in the group stops the clock. As a result, working as a team to ride as quickly and efficiently as possible is critical to success.

PARTICIPANTS:

Groups of 4 in a larger group of 8.

EQUIPMENT PER GROUP:

- 10 boundary markers (e.g., pylons, field markers)
- 4 scooters
- 4 coats (e.g., student raincoats or winter coats)
- 2 scarves or pinnies

DESCRIPTION:

- Divide students into groups of eight and identify smaller groups of four.
- Each group of four starts on opposite sides of the racetrack and moves together attempting to catch and pass the opposing team.
- Two students in each group wear an unzipped coat and sit on a scooter. The remaining two students each push on the shoulder blades of a student sitting on a scooter to move around the track. Pairs (i.e. student sitting on the scooter and student pushing the scooter) must be in contact and in control at all times.
- Groups decide which pair will travel in front of the other to begin the race. The student sitting on the scooter of the pair in the lead must hold open the coat to create drag for the pair behind.
- Pairs can switch lead roles at any time during the race.
- Race for four laps or until one group catches and passes the opposing team. Groups that complete four laps in the fastest time win.

THINK

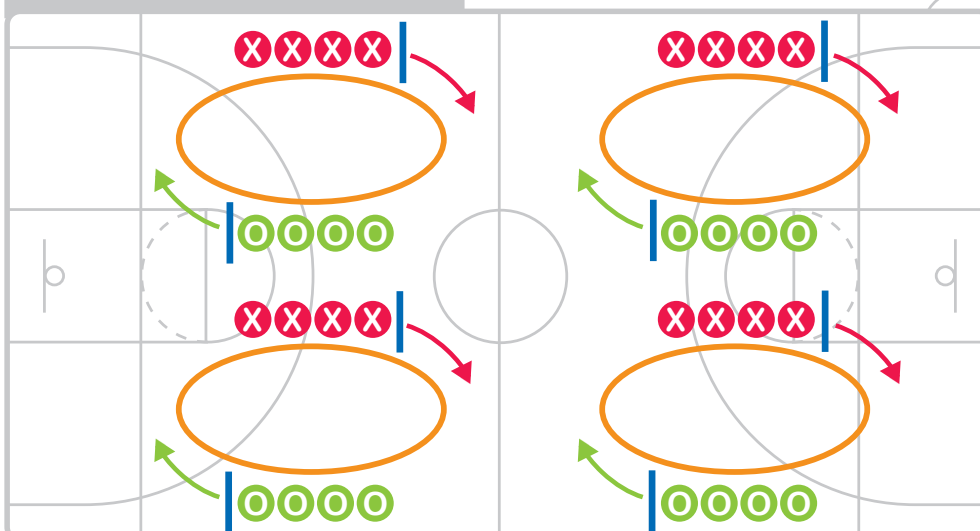


TACTICAL QUESTIONS FOR STUDENTS:

- How did you determine who would be in the lead position and how often to change leaders?
- How did holding an open coat affect your race?
- Why did you stay close together or further apart from your group members?
- How can you work as a team to complete the race in the fastest time?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

ROUND THE BEND SET-UP



Identify or create an oval-shaped racetrack for each group in the activity area. Place a scarf or pinnie on opposite sides of the racetrack to identify the start line for each group.

X TEAM 1 **O TEAM 2** **| START LINE**

MODIFICATIONS:

- Increase or decrease the duration of the race.
- Increase or decrease the size of the track.
- Students each wear an open coat and run instead of travelling on scooters.
- Teachers can call out when coats have to be open and when they can close.

LEARN



1: Tour de Gym

TACTICAL FOCUS:

Maximizing speed, teamwork

OBJECTIVE:

Students will determine how to use the strengths of each team member to complete a race.

SPORT RATIONALE:

In team cycling events (e.g., road race, team pursuit) all

athletes are excellent cyclists; however, each member of the team has strengths that contribute to the success of the team (e.g., strong riders pedal at the front of a group to break the wind and provide draft; fast riders win sprints). Recognizing individual strengths and performing in a designated role are essential for team success.

PARTICIPANTS:

Groups of 6

EQUIPMENT PER GROUP:

- a variety of equipment needed to create 6 stages (stations) of the race
- 1 stopwatch
- 1 scorecard and pencil

DESCRIPTION:

- Divide students into groups six. Walk through and explain each stage (station) of the race and assign each group to a stage at which to begin.
- Groups have five minutes at each station to complete the stage (maybe more than once) and record their best time.
- At each stage, all group members complete the activity at the same time. The clock starts when the group begins and stops when the last person in the group completes the activity.
- Each group member must complete one stage of the course twice, and must choose not to complete one stage. When a group member is not completing a stage, that student is the timekeeper for their group and records the group's fastest time on the scorecard.
- After five minutes, groups rotate (e.g., clockwise or in numerical order) to the next stage.
- The group with the lowest accumulated time wins.

TACTICAL QUESTIONS FOR STUDENTS:

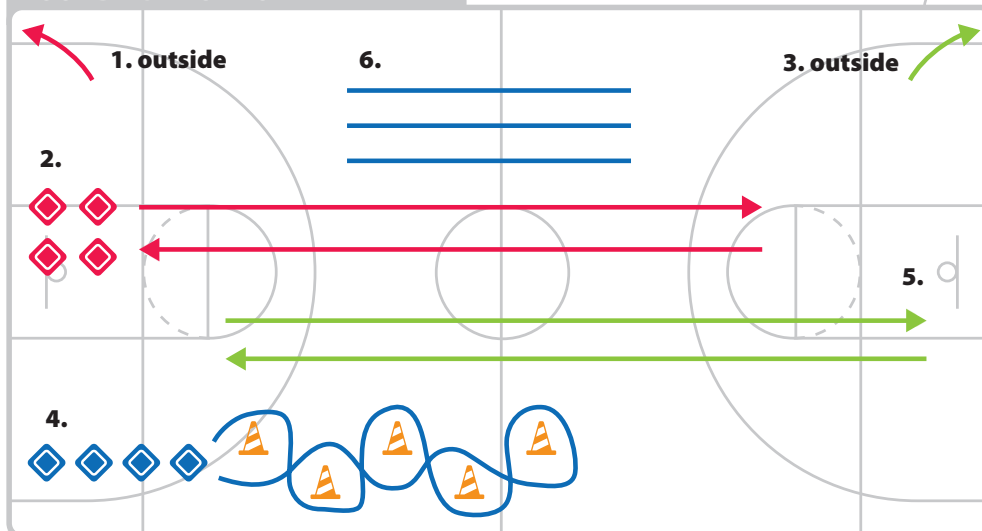
- What did you talk about before the race to make sure you worked together successfully to complete each stage?
- What did you consider when choosing who would complete each stage twice?
- How did your performance at one stage affect your performance at the next stage?
- How can you use the strengths and abilities of group members to improve your time?

TRANSFERABILITY:

You could play this game again with a focus on:

- long track speed skating pursuit—skating around a track in a group of three.

TOUR DE GYM SET-UP



Create six stations through which groups rotate to complete the Tour de Gym. Combine indoor and outdoor activity as appropriate. Each station represents a different stage of the race. Stations can include the following:

MODIFICATIONS:

- Increase and decrease the difficulty of each stage.
- All group members must complete all stages.
- Students choose four of the six stages to complete.

Stage 1: Flat and rolling stage – students run to a landmark (e.g., fence or tree, perhaps a distance of 100 m) and back, jumping over low obstacles (e.g., floor hockey stick placed across the top of two pylons).

Stage 2: Time trials – students move on a scooter from one end of the activity area to the other.

Stage 3: Mountain stage – students climb a set of stairs 5–10 times or run up and down a hill 2–4 times (dependent on the number of steps or size of hill).

Stage 4: Flat and rolling stage – students move on a scooter around pylons.

Stage 5: Time trials – students run from one end of the activity area to the other.

Stage 6: Mountain stage – students step up—then down onto a bench one foot at a time while moving the length of three benches.



PYLON



BENCHES



SCOOTERS

LEARN 2: Cyclo-Cross

TACTICAL FOCUS:

Pacing, positioning to attack

OBJECTIVE:

Students will move as quickly as possible through a course containing obstacles and turns.

SPORT RATIONALE:

During cyclo-cross competitions, athletes complete as many laps of the course as possible in a pre-determined amount of time.

A cyclo-cross course includes short sections of many different elements (e.g., uphill climb, downhill, hairpin turns, flat section) most of which can be completed while riding a bike and a few which have to be completed while carrying a bike (e.g., moving up steps, going through a mud puddle). Successfully completing a cyclo-cross course requires multiple changes in effort and speed.

PARTICIPANTS:

Pairs in a larger group of 12

EQUIPMENT PER GROUP:

- 6 scooters
- pylons, bean bags, benches, and other equipment as needed to create a cyclo-cross course
- 1 stopwatch

DESCRIPTION:

- Divide students into groups of 12 and assign pairs within each group.
- Provide a scooter to each pair and assign them to a starting point on the course. Ensure the starting point for each pair on a course is different to reduce congestion and the likelihood of collisions.
- On the signal to begin, pairs complete as many laps of the course as possible in five minutes. One student sits on the scooter; the other pushes the shoulder blades of the seated student to navigate through the course.
- Pairs must be in contact with each other and in control at all times.
- The student sitting on the scooter carries it over sections of the course where a scooter cannot pass (e.g., up steps or steep hills, over a floor covered with bean bags).
- Students switch roles after each completed lap.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

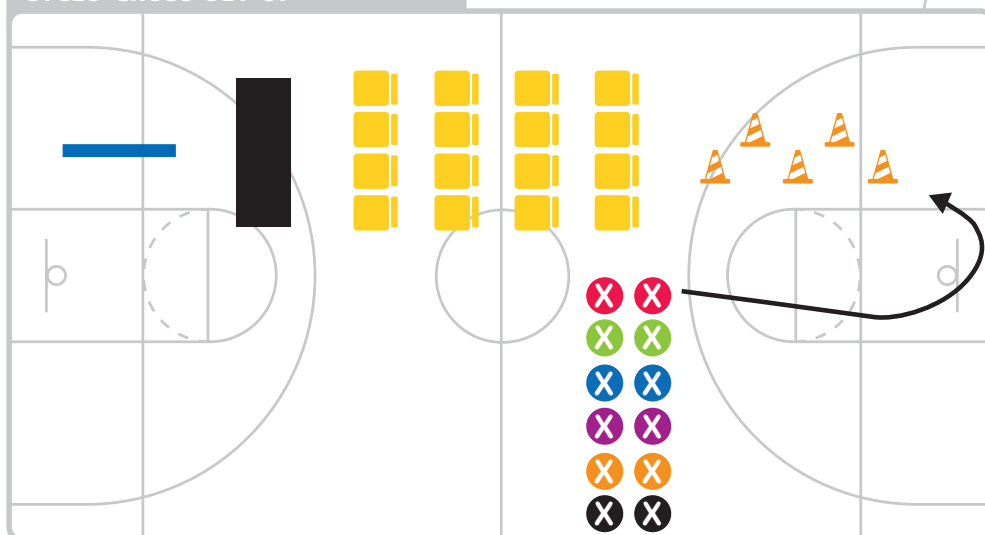
- What did you do to move quickly and efficiently through each different section of the course?
- How did you determine if you were moving at a good pace?
- How can you transition quickly from one section of the course to another?

TRANSFERABILITY:

You could play this game again with a focus on:

- cross-country skiing – skiing laps of a course.

CYCLO-CROSS SET-UP



MODIFICATIONS:

- Increase or decrease the time for students to complete laps of the course.
- Increase or decrease the number of obstacles on the course.
- Complete the course as a group of four that moves close together.
- Groups design a new cyclo-cross course.

Design a cyclo-cross course in the activity area for each group of 12 students. Sample course sections can include the following:

- A straight, flat section with a hairpin (180°) turn; Pylons through which partners must weave
- A thick gym mat (e.g., crash mat) on the floor over which students must walk
- Four rows of four chairs placed close together around which students must move with 90° turns
- A bench on the floor along which students must walk.

PYLON
 BENCHES
 GYM MAT
 CHAIR
 RACERS