Lesson Plans

cycling

A project of:

sportpei

CYCLINGPEI

Funded by:

Canadian Heritage / Patrimoine canadien
Sport Canada

Prince Edward Island CANADA
Health and Wellness

Developed by Mike Connolly

Active START!

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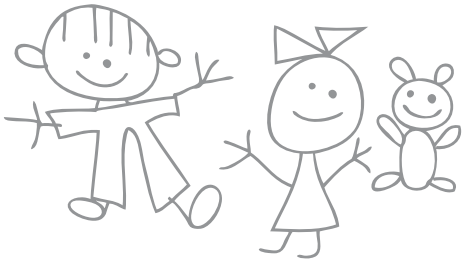

www.sportpei.pe.ca

Sport PEI through a sport participation bilateral agreement has undertaken a Long-Term Athlete Development (LTAD) project which includes educating parents, coaches, and early childhood educators on the benefits of getting an "Active Start" for their children. From ages 0-6 years, children need to be introduced to relatively unstructured play that incorporates a variety of body movements.

An early active start enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination. It also helps children build confidence, develop posture and balance, build strong bones and muscles, promote healthy weight, reduce stress, improve sleep, learn to move skillfully, and learn to enjoy being active. This booklet contains Active Start lessons plans intended for ages 3-6 to be used in Early Childhood Centres and communities.

Sport PEI would like to thank the following partners for their support on this project.
Without their support, this project would not have been possible:

Canadian Heritage Patrimoine canadien
Sport Canada

Prince Edward Island CANADA
Health and Wellness

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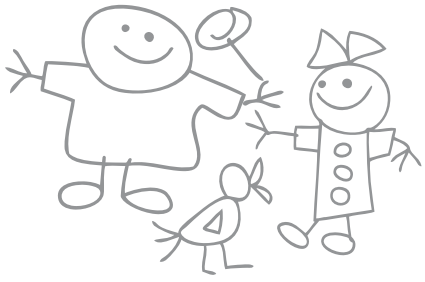


Starting Off Right!

Childhood obesity and rising inactivity among children threatens the future health of Canada, and the problem needs to be addressed NOW if we are to prevent a generation of children from growing up with chronic health problems.

Physical Literacy – What Exactly is it?

Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations. Physical literacy also includes the ability to "read" what is going on around them in an activity and react appropriately to those events.

For full physical literacy, children should learn fundamental movement skills and fundamental sport skills in each of the four basic environments:

On the ground - as the basis for most games, sports, dance and physical activities

In the water - as the basis for all aquatic activities

On snow and ice - as the basis for all winter sliding activities

In the air - as the basis for gymnastics, diving and other aerial activities

Fundamental Sport Skills: The Consequences of Missing Out on Physical Literacy

A child who misses out on developing physical literacy is at a great disadvantage. On the playground and in the park, children really like to play with other children who have the same level of skill as they do, and who can "keep the game going", and, if you can't keep the game going, you won't generally be asked to join in.

Missing out on Fundamental Movement Skills also means that the child is unlikely to choose to take part in a formal sport activity that requires proficiency in that skill, and this restricts their choice of life-long health-promoting activities. It also restricts their opportunities for sporting excellence.

Being unable to perform even a single fundamental movement skill can seriously restrict later opportunities for recreational or competitive activity, as can be seen from the few examples shown below.

Consequences of Missing a Fundamental Skill:

If you don't enjoy running — you are less likely to take part in:
Soccer, Basketball, Volleyball, Track and Field,
Squash, Badminton, Rugby, Tennis

If you don't enjoy throwing — you are less likely to take part in:
Baseball, Softball, Bowling, Soccer, Goalball, Football, Rugby

If you don't enjoy swimming — you are less likely to take part in:
Swimming, Diving, Water Polo, Scuba, Kayaking, Sailing, Surfing

Impact on the Education, Recreation and Physical Activity System ~ Early Childhood Educators ~

An ECE is an individual who is responsible for the development, delivery and evaluation of the care and education of children ages 0-12 years in a variety of age groupings, including infant and toddler care, preschool-aged care, school-aged care and inclusive care. Early childhood educators may work in a variety of settings (CCHRSC 2006).

Ref: Occupational Standards for Early Childhood Educators, Child Care Human Resources Sector Council, Retrieved from http://www.ccsc-cssge.ca/sites/default/files/uploads/ECE-Post-Secondary-docs/OSECE_2010_EN.pdf, July 2, 2015.

Don't Forget to Play!

While working with young children, introducing them to new games and activities is important. So, too, are opportunities for unstructured play. Guidelines suggest that toddlers should have 30 minutes and preschoolers should have 60 minutes of structured activity per day. This should be coupled with lots of opportunity for unstructured play - with activities initiated by the child. The setting aside of time for unstructured play activities is sometimes called "deliberate" play.

Let's Get Rhythm

During the early years of life, basic rhythm skills are developed and, if developed, will open up later possibilities for lifelong involvement in dance, music and other artistic activities. Rhythm activities also help develop fluid movement patterns that can help children perform many fundamental movement and fundamental sport skills with greater ease and efficiency. It's not enough to hope that children will discover activity by themselves. Early Childhood Educators need to lead children in playful activities that help to fulfill their needs for daily and weekly physical activity. Structured and unstructured activities are equally important.

Ref: Canadian Sport for Life. Retrieved from http://canadiansportforlife.ca/educators/ece-preschool, July 2, 2015.

Please visit www.activeforlife.ca and www.canadiansportforlife.ca for more information.

Cycle PEI: Active Start Push Bike

Push Bike is primarily a balance program for kids 2 and up. This program can be modified to be used for adolescents or adults who want to safely learn to ride a bike. This program teaches balance without the use of training wheels and helps participants transition to a bike with pedals faster than training wheels.

The program can be carried out with a push bike or a regular bike and some tools. A Push bike comes without cranks and pedals. A regular bike can be converted with the appropriate tools. You remove the crank set from the bike and tie up the chain to the seat post with an elastic and you now have a push bike. YouTube videos on how to take off the crank set are available online. This can be done with any conventional bike. When done put the crank set back on and hook up chain and you are ready to ride your bike.

Equipment needed to take a crank set off a bike is as follows. If it is an adult bike or larger bike you will need a crank puller. These are available for about $20 at any bike shop. Suggest that the instructor have one at all times. Also needed is a 15 m wrench. For smaller bikes or kids bikes no crank puller is necessary but the bearing may fall off so be careful when taking off. We strongly suggest that the instructor take off all the cranks or get a volunteer from the local bike shop.

The Push Bike program is intended to expose children ages 2-5 (whom have little-to-no experience in riding a bicycle) to bikes that are specifically designed to develop their balance skills. These "push bikes" not only do away with training wheels, but pedals as well. Children become familiar with the bikes by sitting on the seat and walking. Eventually, they progress to pushing both feet off from the ground into a forward glide. Over time, many of the children are able to coast around turns and speeding along pathways with ease.

Figure 1: Example of push bike used in the program

For optimal use, the balance bicycle must be small enough that the rider can walk the bicycle while sitting comfortably in the saddle. The rider first walks the bicycle while standing over the saddle. Eventually with time and practice, the rider feels comfortable enough to run and "scoot" or glide with both feet lifted.

Prior to each session, a series of pylons are laid out on the gym floor or parking lot for the children to navigate around. The sessions begin by properly fitting each child with a helmet. After which, the children are able to free play for approximately 15-25minutes with the bikes to get a feel on how to begin gliding with them. Each session would last for approximately 45 minutes to 1 hour. This program can be delivered in a series of progressive sessions over multiple days or a one day session that is longer.

Key Points on Brain Injury from Cycling:

(From the soon to be released report by Safe Kids Canada and the Atlantic Collaborative on Injury Prevention *Child & Youth Unintentional Injury, Atlantic Canada: 10 Years in Review*)

Generally:

- Four out of five head injuries could be prevented if every bicyclist wore a helmet. There is a public perception that helmets may not provide protection in crashes that involve motor vehicles, but they have been proven effective in preventing head injury from all types of falls and crashes.
    - The majority of the bicycle related hospitalizations are nontraffic related (falling). Bicycling deaths nearly always involve a collision with a motor vehicle.
    - The human skull is about 1 cm thick and can be shattered by an impact of only 7 to 10 km/h. Young bicyclists ride at speeds averaging 11 to 16 km/h.
    - A properly fitted helmet helps protect the head by absorbing the force from a crash or a fall, decreasing the risk of serious head injury by as much as 85% and brain injury by 88%.

Atlantic information:

- An average of 157 children age 14 and under are hospitalized for serious cycle related injuries each year in Atlantic Canada.
- Bicycle related injuries are the second leading cause of injury hospitalization for children 10 to 14 years of age in Atlantic Canada.
- Head injuries are the leading cause of severe injury to children on bicycles. Traumatic brain injuries account for 21% of all cycling-related hospital admissions.

(From the soon to be released *Economic Burden of Injury In Canada 2008* report from SMARTRISK based on 2004 data)

PEI information:

- Injuries from bike crashes cost PEI approx $1,600,000 a year – direct medical costs and loss of income of injured person
- Child and youth under 19 comprise the bulk of the hospitalizations.
- PEI had 17 hospitalizations in 2004. (The most recent year of data available). We have also had deaths as a result of a cycling crash.

Steps to begin your Active Start Push Bike program

Step 1: Helmet Fit

Each child must be fitted properly with a helmet using the 2 V 1 technique. Each rider should bring a helmet if they have one. You should have a supply of helmets for the riders who come without one. No helmet – no ride. Kids may also use elbow and knee pads.

FOR BICYCLE HELMETS

It is important to know the 2V1 rule for fitting bicycle helmets. Put the helmet on the head so that it is not tilting backwards or forwards. Then check the following:

Two fingers distance from helmet to eyebrow

V-shape straps around each ear

One finger between chin and fastened strap

Helmet-fitting instructions and illustrations provided by Thinkfirst

Step 2: Bike Fit

The number one mistake parents and coaches make is having a child use a bike that is too big for the child so that he/she can "grow" into it. This is just as dangerous as having one that is too small.

Oversized (and undersized) bikes are potentially dangerous and also lead to the child developing bad habits when riding the bike.

For proper seat height there should be a slight bend in the child's knee when the pedal is down. For younger children they should be able to sit on the seat and touch the ground with the balls of their feet.

For proper handlebar height the bar should be high enough for the child to sit comfortably on the bike. The bars should be tilted so that the reach to the bars is also comfortable for the child.

For the push bike you start by making sure the saddle (the seat) is the correct height to learn.

Both of the bottoms of the feet must be able to be flat on the ground, bum sitting on seat, and knees straight.

This step ensures the rider can "catch" themselves with their feet so they won't crash.

This step quickly wipes away the fear of falling!

Once they learn how to ride, make sure the saddle eventually moves to correct position. If the saddle height is not correct for learning, the child may be "bouncing". This would make it necessary to adjust saddle height immediately.

Equipment needed is a bike multi tool, allen keys and various mixed wrenches for seat and/or handlebar adjustment.

Step 3: Bike in working order

Safety and success are the key goals and can be achieved by having a properly running bike. We are going to be gliding so pump up the tires to the maximum pressure allowed. On the side of the tire you can see the Max Inflation for your tire.

Tires pumped up makes it easier:

- (1) for the rider to control / steer the bike and
- (2) to reduce rolling resistance (the more of the tire that touches the pavement, the harder it is to move).
- Bottom line: Max-Pumped tires = Easier to learn how to ride!

General check of bike to make sure it is in working order. Wheels run true with no wobble, handle bars are straight, etc.

Equipment needed is a bike pump with gauge, various sized wrenches, and a bike multi tool.

Method of Teaching

When the Coach has fun, the kids have Fun!!!

INTRODUCTION

At the beginning of every session, each child is properly fitted with a helmet. After which, we all gather in the middle of the gymnasium for a brief introduction to the session's activity. This is where the instructor gives simple instructions on what the session is about; demo on how to guide with the push bike; and basic STOP sign safety drills.

Figure 2: Single line formation

DRILL 1: SAFETY LESSON- HELMET FIT AND STOP SIGN DRILL

After the introduction and the demo, the children will be instructed to go to one end of the gym and form a single line behind each other (see figure 2). There will be one person (parent or staff) with the children at one end of the gym and the instructor at the STOP sign positioned about 50 feet away.

One at a time, each child will be sent off and told to proceed toward the STOP sign. As they walk or scoot along, the child will be encouraged to practice gliding with verbal instruction until they reach the STOP sign.

Once at the STOP sign, the instructor will tell the child to stop before they reach the line and to look both ways before proceeding. This drill will give each child early exposure to fundamental cycling safety rules.

DRILL 2: UNSTRUCTURED PLAY

There has to be a period of unstructured play in order for the children to familiarize themselves to the bikes. Once their helmets are properly fastened, simply let the children play with the bike. Most times, their intuition helps them develop the balance skills needed to be proficient. The first walk with the bike between their legs and then gradually during this periods, it's important to encourage the child to sit on the seat and push off with two feet to try to glide. This is helping teach them to balance. Explain to parents what the objective is for the child and involve them into the exercise if possible.

DRILL 3: TEACH BALANCE TO CHILDREN THAT ARE STRUGGLING TO GLIDE

An effective method to teaching the fundamental balancing skills to children that are struggling to glide on their own, is to assist them by grabbing with one hand under the back of the seat to guide the child as they learn to balance. After doing this for a brief period, you tell the child that you are going to let go and launch them with a gentle push in a straight line. From there, the child will begin to glide and balance the bike as they coast. Repeat this procedure to reinforce the balance skill. You'll notice how fast the child will pick up on balancing the bike.

At the beginning and end of your push bike program it is important that the children Warm-up and Cool Down. This is where children can be involved in activities that will help teach fundamental movement skills such as balance, coordination, running, jumping, throwing, catching and kicking.

Tips for Developing an Inclusive Practice

Inclusive sports provide youth with and without disabilities the opportunity to train and play together as teammates. Individuals develop exceptional athletic skills while forming friendships, fostering respect for each other, and becoming leaders on and off the field of play.

WHAT IS AN INTELLECTUAL DISABILITY?

An intellectual disability is one that affects a person's cognitive functioning. It can be defined as an IQ below 70-75, significant limitations in two or more adaptive areas (skills that are needed to live, work, and play in the community, such as communication or self-care) and one that manifests itself before the age of 18.

WHAT IS A PHYSICAL DISABILITY?

A physical disability is one that affects a person's mobility or dexterity. A person with a physical disability may need to use some sort of equipment for assistance with mobility. It also includes people who have lost limbs or who, because of the shape of their body, require slight adaptations to be made to enable them to participate fully in sport.

RESOURCES

- Special Olympics PEI: www.sopei.com
- ParaSport and Recreation PEI: www.parasportpei.ca
- Special Olympics International Athlete Centered Coaching Guide: http://media.specialolympics.org/soi/files/resources/Sports-Rules-Competitions/AthleteCentered_CoachingGuide.pdf
- Special Olympics International Coaching Guide Aps: https://play.google.com/store/apps/details?id=com.branded.specialolympics
- Ontario Soccer Association: http://www.ontariosoccer.net/Portals/11/Club%20Development/Soccer%20for%20Players%20with%20a%20Disability%20Manual.pdf

COACHING TIPS

- Be respectful: Speak to your athletes the way you would want to be spoken to.
- Use appropriate eye contact, respect personal spaces, give athletes time to respond fully and use positive language.
- Be clear: Use words that an athlete can understand or for which an athlete has a point of reference, such as "see the ball" as opposed to "find the target."
- Be concrete: Use words that are specific to something physical and/or real. Since athletes have a cognitive delay in processing information (especially words), the challenge is to make concepts concrete.
- Be concise: Use a few descriptive "keywords" or cues. For example: "Reach for the sky." Do not use long sentences or multi-part instructions.
- Be consistent: Use the same cue words for the same actions.
- Make words command-oriented: Verbally reinforce the athlete immediately after a desired action. Make the reinforcement action-oriented and specific to the skill.
- Some athletes may have sensory challenges that make important sports elements (like whistles) overwhelming.

- Provide equipment or other accommodations for athletes with physical impairments that may affect perception, such as visual or auditory disabilities.
- Intentionally connect new concepts to previously learned ideas in order to 1) help athletes remember what they already know and 2) help athletes correctly organize information in their brains.
- Apply the appropriate level of instruction. This is often done through trial and error. It is important to note that every athlete will present with his/her own subset of skills and abilities, even an athlete with the same diagnoses/disorder.
- Realize that frequent repetition and reinforcement over time will improve the athlete's skill development.
- Since some athletes have difficulty in generalizing skills, provide opportunities for athletes to utilize new skills in appropriate situations.
- When giving athletes feedback, coaches can ask them to verbally summarize or physically demonstrate what they learned.
- Coaches should periodically allow athletes time to rest their bodies and minds by providing settling time. Settling time can be given in the form of water breaks; suggestions that athletes remove themselves from practice for a few minutes; or by allowing athletes to independently decide to remove themselves from practice for a few minutes.
- For challenges with memory, coaches can help athletes remember and perform skills at the appropriate time.
- Coaches are encouraged to repeat and refer to previously learned skills often and in different scenarios/contexts. This will increase muscle memory in the athletes, freeing up brain power to focus on the next level of skill/game development
- Ask athletes questions rather than always providing directions. Encourage athletes to think for themselves/verify athlete responses.
- Following initial instruction of a sport skill or concept, coaches can use the following types of tactical and technical cues to simplify feedback and make communication more efficient:
- Verbal cues: simple, short phrases that include sport-specific terminology
- Gesture cues: coach-demonstrated physical movements that remind athletes of the correct way to perform a skill (often paired with verbal cues)
- Touch cues: taps on the athletes' body to elicit movement. Be sure the athlete is comfortable being touched before using touch cues
- Use cooperative drills that build respect for each player's contribution to the sport
- When a skill, rule, or strategy is being taught that all your players need to know, use a single group for instruction, but then allow for small groups of similar ability to practice the skill at various learning stations.
- Establish new groups or pairs for practicing different skills. Avoid similar player pairing for more than one or two activities a practice. Unless this is appropriate for the child.
- Allow players time to orientate themselves in a venue and pinpoint the layout and identify dangers such as doorways and obstacles
- Do not leave equipment lying on the floor –always leave it in the same place each session so players know where it is
- Position yourself centrally when leading a session for maximum visibility

Lesson Plans

warm ups

Animals at the Zoo

BALANCE/FLEXIBILITY/COORDINATION

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feel in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them!

Opposum Stretch/ Can Opener

FLEXIBILITY/BALANCE

- Lie on your back, arms and legs in the air. Grab ankles, keep legs as straight as you can and hold
- Lie on your back with your legs straight, place arms palm down out to the sides for balance. Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg

Owls

BALANCE

- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right
- Look down, chin to chest, look up
- Left ear to left shoulder, tilt right ear to right shoulder
- Pause for about 10-15 seconds for each position

Dog Stretch

FLEXIBILITY

Kneel on all fours, exhale, then tuck the toes under and lift the hips and bottom, slowing straightening the legs.

Scissors

FLEXIBILITY

Standing with feet shoulder width apart, jump in a crisscross pattern like scissors. Also try to incorporate your hands by crisscrossing them at the same time.

Directions

RUNNING

Scatter bases (carpet squares work fine also) around the playing area. On the drumbeat or clapping the children begin walking in and around the bases. Have them explore the entire area but they need to avoid the bases. When the drum stops, they move to the nearest base and freeze on the base. They are welcome to share a base as long as they cooperate well. Repeat this, using different directions for the students to move in (i.e., sideways, diagonally, backwards, galloping, sliding, etc...) and increasing or decreasing the tempo of the drum beat. Ask the children to walk to the tempo the teacher is beating.

- Markers

Bunny Trail

BALANCE, RUN, JUMP, THROW ETC.

Start out with the children on an "island". This can be a mat, carpet, or taped off area. Each child receives an egg and is told that the Easter Bunny needs help delivering them to the island across the play space, also made from a mat, carpet, or taped off area. Tell the children that they must follow the Bunny Trail to deliver the "egg". The Bunny Trail is an obstacle course that may contain as many or as few stations as you feel your children can handle. You may want to include some of the following: • Hopping through a line of hoops, jumping over a river made from taped lines, walking across a balance beam, and/or following different shaped pathways made from markers on the floor. • Ask the children to perform certain parts of the course while skipping, crawling, tip-toeing, and/or going backwards.

The path should end at the island at the other end of the gym where the egg is put in the "basket". Have the children repeat this with the remaining eggs.

- Hula hoops
- Soft balance beam

Octopus Tag

RUNNING/FLEXIBILITY

Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become "IT" too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are "IT". If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are "IT" as well (but you cannot move your feet).

Leaping Lilly Pads

RUNNING

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the Lilly pads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.

- Hula Hoops
- Cones

Cool Downs

Copy Cat

BALANCE/COORDINATION

Have all the students spread out in their own personal space (have them stand on a marker of some kind). The teacher starts out as the "cat" that all the students want to copy. Start with basic stationary movements - marching, stomping, clapping, swinging your arms – be creative. Start off slowly doing your movements, then to challenge the students move a little faster. Once all the students are successfully copying you, start moving off and around your markers - jump off, walking around, etc. Next, start moving all over the gym using different movements. Once the students get the hang of copycat ask for volunteers to be the "cat". Students usually come up with the best moves that are really creative. Take turns so that everyone that wants to gets a chance to be the "cat".

- No equipment required

Snowflake Snowflake

RUN, JUMP, BALANCE, FLEXIBILITY

Students pretend to be snowflakes. The teacher will say, "Snowflake, snowflake, falling down, Snowflake, snowflake _____ (put in a locomotor move) around." The students move about in general space performing that particular locomotor move. When the teacher strikes the drum or claps their hands, students must freeze and listen. The teacher will repeat, "Snowflake snowflake falling down, snowflake, snowflake _____ around." Here are some suggestions: walk, jump, skip, hop, skate, gallop, run, tip toe, crab walk, roll, slither, and some imaginative ones like, dance, monkey, silly walk, and fly.

- No equipment required

Non-Elimination Simon Says

BALANCE/COORDINATION

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.

- No equipment required

Hula Hoop Round-About

COORDINATION/BALANCE

Group the children in groups of 3-4. Have the children hold hands and form a circle. Have two of the children join hands through a hula hoop and the objective of the game is to try and move the hula hoop around the entire circle of children without the children letting go of their partners' hands. Once they can get the hoop around once, add another hoop and have two hula hoops going at the same time.

- hula hoops

Hot Potato

THROWING/CATCHING

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".

- Soft balls

Who can....? (Simon says)

BALANCE/COORDINATION

Ask the children "Who can....?" And try some of these: ....travel with only one/two/three body part(s) touching the ground – on a signal, freeze in that position and hold for three seconds; ... travel around the room like a crab, or a monkey, or a bear – on a signal, freeze in that shape and hold for three seconds put weight on different points, (e.g. elbows, knees, head); ... put weight on different surfaces, (e.g. back, tummy side); ... move from one surface to another, (e.g. back to tummy); .... move from points to a surface, (e.g. foot to back); ... travel along lines, ropes, a line of blocks or around a hoop walk along a low bench/beam – stop and hold a balance for three seconds.

Variation: Go on a balance journey: For example, travel around the room (bear walk or hopping) moving on, off, over, under and around the equipment. On a signal, balance in a certain way on the nearest apparatus (e.g. balance like a bear).

- No equipment required

Active START!

Be sure to demonstrate each activity.

Pursuit Relay

Create a box or circle with cones that "teams" of 4 will spread out around this area to run a relay, like a relay race in track and field where athletes run to the next runner and hand off a baton. In our case, Runners travel counter clockwise handing off and receiving the bean bag. The first runner hands the beanbag to the next runner, and repeat until all 4 runners had a chance to run with the beanbag. After the exchange each "just arrived" runner joins that group, at the end of the line. Don't focus on who wins, just the fun of running and passing off the beanbag. Switch up the teams regularly.

- Bean Bags

Frozen Beanbag

Players should be balancing beanbags on their heads. On a signal, players move around the area at their own pace. To change the pace or action, the leader can ask the players to hop or skip. If the bean bag falls off a players head, that player is frozen. Another player must pick up the beanbag and replace it on the first persons head without losing his or her own bean bag. When the game is over, ask the players how many times they helped their friends, or how many times

- Bean bags

What time is it Mr Wolf?

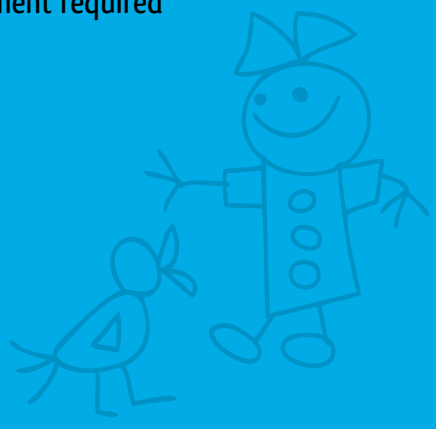
Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.

- Cones

Timber Tag

One person is "it" (the lumberjacks) and the rest are all trees. When the lumber jack tags a tree, the tree does a forwards landing on their hands while yelling 'timber'. The tree then does 3 side-rolls and is back in the game. This game has to be played with heads-up because of the 'falling trees'.

- No equipment required



Practice Plans

Stopping – Before teaching the children to push and glide around we must teach them to stop. Show them the 2 footed stop by planting both feet at the same time slightly ahead of them and repeat if they do not stop the first time. Also show them the walking stop. Almost like running downhill where you plant one foot after the other in short successive heavy steps.

Getting comfortable on the Bike and Establishing control

PRACTICE 1: PENGUIN WALK

Sitting comfortably on the seat with feet touching floor walk like a penguin using both feet going slowly. Push with one foot then the opposite foot. See how far you can walk going in a straight line, now try turning, figure 8, stop and go.

PROGRESSION 1

When the rider is comfortable they can go faster. Do this and keep control of the bike.

PROGRESSION 2

Now try running with the bike. After they get used to running with the bike try some fun running activities.

ACTIVITY 1

Indy 500 – one lap of the gym running fast with the bike. This is not a race but you can make it one. Need cones or pylons.

ACTIVITY 2

Relay Races – 2-3 in each group and have them run fast with the bike up and back and when they finish the next person goes.

Once the rider is walking or running with the bike, they are ready for the next step.

Introduce Gliding

PRACTICE 1: PENGUIN WALK AND GLIDE

Do the **Penguin Walk** again but the kids start to lift their feet once they gain speed.

Push 5-6 steps then try to glide for 1 sec. Progress to glide for 2 sec then 3 sec then 4 sec etc. Try to equal your pushes and your glides. Push 6 times and glide for 6 seconds. Now go beyond their number of pushes. Push for 6 steps and glide for 7-8-9. Finally see how far they can go.

You can have the kids count the seconds as a game and they can count as fast as they can. To start however, it is better for the instructor to count. Make sure you count fast so they all see some measure of success.

PROGRESSION 1: ROW YOUR BOAT ASHORE

2 footed push like you are rowing a boat. Both feet at the same time, push and glide. Same as above try to get a larger number of seconds than your pushes. 6 pushes, try to get 7 or more seconds.

PROGRESSION 2: MINE FIELD

Set up a start line and finish line using chalk, pylons or whatever is available. Riders push with whatever method they like best from before the start line, lifting their feet and trying to glide to the finish line across the mine field by touching the ground as few times as possible. See who can make it all the way across.

OTHER FUN GAMES ARE:

Bowling - Set up water bottles in a straight line. Have riders push then glide and try to knock over as many bottles as they can by sticking their feet out to the side while gliding.

Obstacle Course - Popular at bike rodeos and always fun. Create a little course for the riders to go through with figure 8's, stop on the line, circles, turn left, turn right, etc.

Once they can glide for 10 seconds or more and are steady they are ready for the next step.

Gliding for Distance or Time

PRACTICE 1: SOAP BOX DERBY

Find a small incline or create one using some plywood and blocks. Roll down incline with feet out to the side for safety and balance and glide as far as possible. Take turns going down the incline, measuring how far they go using chalk, a pylon or empty water bottle as a marker. Empty water bottles work great and you can put the person's name on the bottle with a permanent marker. Have each rider try to beat their distance from the previous turn and also see who can get the furthest.

PROGRESSION 1: HAPPY BIRTHDAY

Ask the riders how old they are and for them to glide longer than their age. If a rider is 6 ask them to glide for longer than 6 seconds and then they get to shout happy birthday when they achieve this. See if they can glide longer that the age of their older sibling, cousin, or friend that is around their age.

Once the riders are progressing to gliding for 15-20 seconds or more or covering 10-15 meters in distance or more while being steady then they are ready to try a regular bike with cranks on it or have the cranks put back on their bike.

Riding a Bike

With their cranks back on or having switched from the push bike to their regular bike, they will attempt to ride with cranks and pedals.

PRACTICE 1:

The rider will try to start from a static position or stationary start. Tell the rider to penguin walk or push three or four steps and then look down and put their feet on their pedals and start pedalling. Positive feedback for all riders.

PROGRESSION 1:

Count the pedal rotations the same as you did with the gliding to further instill confidence and help build success. The pedalling should replace the pushes and they are encouraged to still glide in between their pedalling. Try to get more rotations than gliding seconds. If the rider glides for 5 seconds try to get 5 or more rotations.

Once they have reached double digit rotations after each glide then they are there. Reinforce what was learned by practicing 10 minutes each day for the next 3-4 days.

SAFETY:

Additional drills for the ones who master it faster than the others.

I spy

With chalk, or use pylons, make 2 lines about shoulder width apart. Ask the rider to pedal and glide while staying inside the lines. Have the children stop pedalling then glide and look over their left shoulder while staying within the lines. This is imitating a shoulder check while riding in traffic or in a group. You can hold up an object or number of fingers and get them to tell you what the object was or how many fingers to make sure they are looking.

IMPORTANT THAT IT IS LEFT SHOULDER BECAUSE BICYCLISTS MUST RIDE ON RIGHT SIDE OF STREET AND NEED TO LOOK OVER LEFT SHOULDER TO SEE CARS.

They are too young to ride in the streets but it establishes the habit early.

Rock Dodge

Teaching cyclists control and balance, and how to avoid hazards while riding. Lay sponges out in a set grid area. Vary configuration of sponges on each run. Need sponges for "rocks". Have the rider avoid the "rocks" while maintaining control of the bike.

crazy corner

Using chalk or pylons create an intersection. Have the riders approach the intersection and stop properly. Check both ways for any traffic, other cyclist or other dangers. Look left, right, left then proceed through intersection. Again, riders are too young to be on the road but it helps reinforce proper rules of the road and safe riding techniques.

Neutral Position

TECHNICAL SKILL DEVELOPMENT:
Neutral Position – 3 & 9 o'clock

KEY POINTS:
The neutral position is the home base from which all moves on the bike originate.

The neutral or 3 & 9 o'clock position puts the cranks at a level/horizontal position and allows the riders to rise out of the saddle and use their legs as shock absorbers. This allows the rider to shift their body around to better balance themselves and compensate for different riding conditions and situations.

Stress that he feet should be kept in the 3 & 9 o'clock positions in order to achieve a balanced/ controlled ride.

QUICK EXERCISE:
1. Demonstrate pedals level at 3 & 9 o'clock with elbows and knees bent.
2. Have each rider try the position, and then reinforce it.

Balance

By doing different exercises, riders should begin to feel their balance on the bike. They must discover their center of gravity!

KEY POINTS:
Balance is what mountain biking is all about. Having the ability both physically and mentally to focus on keeping the bike upright and moving forward determines the level at which a rider is able to operate.

The neutral position, level cranks, butt up off the saddle, and having one's weight evenly distributed over the center of the bike puts the rider in the position to quickly adapt to any situation.

Elbows, knees bent for balance. Balance can be improved by flexing the knees and elbows to use the body as a shock absorber.

The Stopping Game

1. Line riders up on a flat surface a bike length apart.
2. Have each rider ride 20 feet and stop between two cones while trying to balance without putting a foot down.
3. Emphasize balancing using the rear brake to steady the bike while moving pedals and crank back and forth.
4. Repeat exercise having the riders only use their front brakes. They may also need to move their front wheel from side to side to help them keep their balance.
5. A demo is very important here!

Slow Game

1. This drill uses the same balancing methods explored in the previous exercise, but in this case, have riders move as slowly as possible.
2. Encourage riders not to put their feet down and concentrate on keeping their balance.
3. Repeat the exercise riding up, down, and across a sloping surface.

On The Trail "Teachable Moment":

Balance is a technical skill that riders will develop simply by riding. However, while on tonight's ride, remind your riders to "move around" on their bike so they can find their center of gravity!

Braking

KEY POINTS:

If you can't stop DON'T START! Stress this point with your young riders.

Ride Don't Slide.

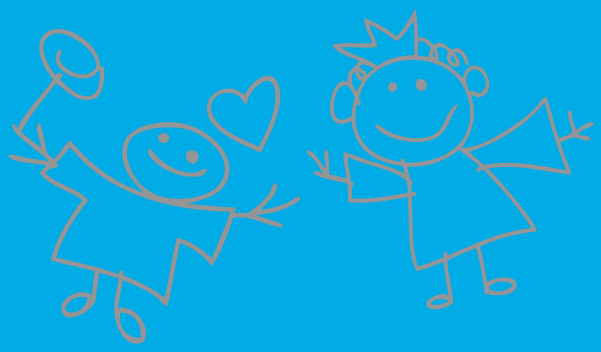
Point out that approximately 75% of the braking power comes from the front brake and 25% from the rear.

Some students will want to only use the rear brake for fear of going over the handlebars.

Demonstrate on a slight incline using only the rear brake, then only the front, and finally using both.

Demonstrate how shifting one's body position to the rear of the saddle is a crucial part of proper braking technique. This will help to build the riders confidence in using their front brake.

Modulation or feathering (i.e. not locking up the rear brake) is a key element in proper braking technique. Locking up the brakes, especially the rear brakes causes skidding and loss of control, and has environmental implications (i.e. erosion).



EXERCISE:

- While riding a straight line towards two cones the rider should be able to stop between the two cones in the neutral position while using proper braking techniques.
- Emphasize shifting weight back on seat to prevent 'Endo'ing'.
- Reinforce concept of 'feathering' the front break to slow down efficiently.
- Encourage riders to keep two fingers (index and middle fingers) on the brakes at all times.

ON TRAIL 'TEACHABLE MOMENT':

- Demonstrate when and where to brake in a variety of positions. (Downhill, corners, switchbacks, roots, rocks, etc.).
- Review the importance of avoiding skidding (comment on the harmful impact of erosion by using an eroded section of trail as an example ex: 'Luke's Lunge' or 'Bail Trail').

Standing Start

KEY POINTS:

Pedal position and gearing are crucial to achieving a smooth start. The proper gear selection is very important when starting off the line or from a complete stop. Usually the rider would begin with the front derailleur in the middle chain ring and the rear derailleur in the middle or upper position on the rear cogs. The rider should begin with one of the cranks at around the 1 o'clock position to get a strong pedal stroke at the beginning. As the rider builds up momentum they should shift into a higher gear.

Exercise A:

- Line up riders in a row on a flat surface and have each rider practice starting from a standing stop. Make sure there is at least four feet between each rider.
- Emphasize proper gear selection and pedal position (1 o'clock).
- Repeat two or three times.

Exercise B:

- Have riders line up in file and practice starting on a grade (hill surface by lodge or would be fine).
- Riders should have their bike positioned at a slight angle across the hill to prevent them from rolling backwards.
- Each rider should take a turn (individually), and again be sure to highlight proper gear selection and pedal position.
- Point out that both gearing up (easier gear) and applying brakes when starting on a steep incline can assist the process.

On Trail 'Teachable Moment':

- During the ride, review the key points of a standing start.
- Quiz riders on the two key points to the skill (proper gear selection and pedal position 1 o'clock).

Mounting, Dismounting & Carrying Bike

STRADDLE MOUNT

KEY POINTS:

Position rider – straddle bike with hands on handlebars

Position of feet/ pedals – one foot one pedal in power position

Weight transfer from planted foot to power stroke foot, at the same time push onto saddle and begin peddling

Exercise A:

- Line riders up across the teaching area.
- Have each rider straddle the bike and place feet.
- Explain weight transfer from planted foot to power stroke foot.
- Demo.

COWBOY MOUNT

KEY POINTS:

Position of rider – left side of bike with the hands on handlebars.

Position of feet pedals – left foot in power position.

Transfer weight by pushing with right foot and swing up over into the saddle and beginning peddling.

Exercise B:

- Line riders up across the teaching area.
- Have each rider stand to the left of their bike with hands on handlebars.
- Position left foot in power position.
- Explain how to transfer weight from planted foot by pushing with right foot and swinging up over the saddle.
- Begin pedaling.
- Demo.

STRADDLE DISMOUNT

KEY POINTS:

Braking action – ensure you are slow enough to be able to stop.

Position of the bike – ensure to tilt the bike to the side.

Position of the feet/pedals – Place the foot down on the ground and swing other leg up and over the bike.

Exercise C:

- Line riders up across the teaching area straddling their bikes.
- Show riders how to tilt their bike to the side to lower the distance they need to swing their leg over the bike.
- Swing leg over bike and off.
- Demo.

Riding Around & Under Obstacles

TECHNICAL SKILL DEVELOPMENT:
Riding Around & Under Obstacles

KEY POINTS:

Around
- Look where you want to go, not at the obstacle that you are trying to avoid. If you focus on the space between the two rocks your bike will follow that line.
- An excellent maneuver is to be able to ride around an obstacle (i.e. Rock, root, stump, pothole, water bottle, etc...) that is placed in the middle of the trail in such a fashion that you cannot simply ride to one side of it.

Exercise A:
- Ride toward the obstacle (i.e. Rock, root, stump, pothole, water bottle, etc...).
- Just before your front wheel is about to hit it quickly turn your front wheel so that the wheel steers around the obstacle.
- Then quickly straighten out the front wheel and your rear wheel will follow.
- Don't forget to Demo!

OVER
- There are several methods for getting over an obstacle such as small log or curb.
- One of the easiest and most commonly used methods is the front wheel lift.
- Emphasize, "floating" over obstacles.

UNDER
- Having the ability to move the body to one side of or off the back of the bike with the chest to the saddle.
- By lowering one's center of gravity it allows the rider to navigate under low branches and other obstacles.

Exercise C:
- Have riders approach the 'low branch' (obstacle course) on the saddle.
- As each rider prepares to duck under the obstacle, urge him or her to lower his or her chest to the handlebars.
- Stand by the obstacle course to catch the 'branch' if the rider knocks it off the perch.
- Demo!

On Trail 'Teachable Moment':
- During your trail-ride stop at a fallen log or tight technical section and practice riding around, and or over the obstacle.
- Repetition of these movements is key to integrating them into your riders' normal arsenal of skills!

Safety tip of the night:

SAFETY KIT – FIRST AID/ASTHMA/ ALLERGIES
- The goal of every rider is to be self-sufficient. This not only applies to bike maintenance, but also to basic first aid. Cuts, scratches, and bruises are just part of mountain bike experience, and hopefully that will be the extent of your rider's injuries.
- Ask your riders if they have any special medical conditions. If a rider has a serious condition, be sure to let fellow coaches know about it.
- Also encourage riders to carry the appropriate medication for a medical condition with them at all times.
- Things like *Asthma Puffers* and *EpiPens* should always be taken on rides.

Active and Safe Start

The Active & Safe PEI: The Public Health Agency of Canada has launched the Active & Safe injury prevention initiative. The overall goal of this initiative is to reduce sport and recreation related injuries sustained in high participation activities among children and youth (ages 0-19). The initiative focuses on serious injuries such as concussions/brain injuries, drowning and fractures. This initiative enables community level action on sport and recreation safety awareness through funding projects such as Active and Safe PEI. The views expressed herein do not necessarily represent the Public Health Agency of Canada.

Sport PEI has taken on a project to assure that children are taught proper balancing techniques. According to research done by Hyrosomallis (2007), learning proper balancing techniques has been proven to reduce the risk of injuries. In this manual, you will find lessons that focus on balance. Throughout the manual, you will also find Active and Safe tips that will help you create a safe environment for developing physical literacy. Each lesson also begins with a warm up that consists of movements that explore body awareness, coordination, and balance. By building these skills at a young age, children are better prepared to learn more complex skills.

Partnership with Special Olympics PEI and Parasport & Recreation PEI

We are excited to announce that Active Start is an inclusive program thanks to a partnership with **Special Olympics PEI** and **ParaSport and Recreation PEI**. Partial funding for Active Start materials is provided through the Telus Community Fund. Throughout the manual you will find helpful tips that can be used when working with a child with a physical and/or intellectual disability so that they can participate in the activity. Whether a child has an intellectual or physical disability, the Active Start stage is extremely important because those who receive instruction at an early age are much more capable of participating in complex movement skills as they grow older.

For children with intellectual and/or physical disability, the progress of development is delayed. For example, most children with an intellectual disability lack in motor skills development. They may lack the balance, dexterity, coordination, and motor/movement skills necessary for performing daily activities.

The best way to develop basic motor/movement skills is through early intervention, practice, and working at the ability level. The more movement experiences to which the children are exposed, the better their skills become because of the amount of practice time they receive. However, it is important to recognize that it is the quantity and quality of activity time that makes the difference.

The philosophy of inclusion is a vision where all people, regardless of ability, have the opportunity to choose a level of community involvement and active lifestyle appropriate to their needs.

Special Olympics PEI

Special Olympics PEI is a non profit organization dedicated to providing sports opportunities to individuals with an intellectual disability. There are over 495 athletes with an intellectual disability participating in 50 Special Olympics sport programs across PEI on a weekly basis. Through the power of sport, Special Olympics transforms the lives of people with intellectual disabilities.

MISSION STATEMENT

Special Olympics PEI exists so that the lives of individuals with intellectual disabilities will be enriched through sport.

ATHLETE'S OATH

"Let me win, but if I can't win, let me be brave in the attempt."

Special Olympics PEI has programs for all ages.
For more information about these programs, please contact:

Special Olympics PEI
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Web: www.sopei.com

Special Olympics Prince Edward Island

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ParaSport & Recreation PEI

ParaSport & Recreation PEI is a not for profit charitable organization that was established in 1974. Its mandate is to provide recreation and sport opportunities for individuals with a physical disability on Prince Edward Island.

ParaSport and Recreation PEI offers a variety of programs for people of all ages and all of the programs are inclusive. Programs run on a weekly basis from September through to April. Special events and sports demonstrations are offered at various times throughout the year.

ParaSport and Recreation PEI also offers an equipment loan program. Recognizing that adapted sports equipment can be expensive to purchase, ParaSport and Recreation PEI has an inventory of adapted equipment (e.g. sport wheelchairs, handcycles, hockey sleds, etc.) available to loan for those interested in trying a new sport.

For more information about ParaSport and Recreation PEI, please contact:

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ParaSport and Recreation PEI

Sport PEI would like to acknowledge the following authors, documents, resources that were used in the creation of this document:

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STARTLING STATS....

"The average kindergartner has watched more than 5000 hours of TV by the age of 5 - that's more than enough hours to earn a college degree." Hyatt, G. & Whitlatch, S. (1991)

"Today, children expend four times less energy than 40 years past and exercise 75% less than in 1980. Even 4 year old girls are physically active four hours a week less than boys. Over 40% of Canadian children aged 2-5 years were overweight in 1998-1999; about half of these could be considered obese." http://www.gov.ns.ca/ohp.srd/publications/childcare physactivityresource1/pdf

"Preschoolers should take part in AT LEAST 60 minutes of structured play/physical activity and AT LEAST 60 minutes of unstructured, free-play/physical activity every day. They should not be sedentary for more than 60 minutes at a time, except when sleeping." U.S. National Association for Sport & Physical Education

"If a girl does not participate in sport by the age of 10, there is only a 10% chance she will be physically active when she is 25." Bunker (1988)

"Over the last 25 years, obesity rates among children and youth in Canada have nearly tripled." Government of Canada: "Healthy Canadians"

"Childcare providers and Early Childhood Educators work with children during one of the most critical periods of development. Toddlers and preschool children are developing the neurological structures and emotional responses that will shape a lifetime of physical activity." Canadian Sport Centres

WHAT CAN YOU DO?

- Take time to play and be active with your children every day.
- Make sure your children are taking part in structured and unstructured play.
- Teach all of the fundamental movement skills so children feel comfortable playing all activities as they get older.
- Avoid excessive TV time.
- Prepare more healthy meals and snacks.
- Lead by example. Parents and educators must model physical activity for children and participate in the activity with them.
- Most importantly, make physical activity fun and exciting. This is something that children should want to do – not something they have to do.

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5. Mike Connolly, Cycle PEI
6. Duncan Sturz, Rigid Rider Lesson Plans and Sproc Kids

Notes:

"Let's Get an Active Start" is aimed at the Active Start stage of Canadian Long-Term Athlete Development (LTAD). While focusing on the initial stage of LTAD is important, we also encourage you to become familiar with the other six stages – FUNdamentals to Active for Life.

For more information about Canada's LTAD, we invite you to visit:
www.canadiansportforlife.ca
http://www.activeforlife.ca/

Active START!

In partnership with:

ParaSport and Recreation PEI

Special Olympics Prince Edward Island

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