



1-2-TRI GO!

COACHING GUIDE

TRIATHLON
QUÉBEC

WHAT IS IT?

Triathlon Québec is the Québec sports federation mandated by the Gouvernement du Québec to promote and develop triathlon and its variations.

MISSION

To develop, promote and govern the practice of triathlon and multi-sport in Quebec.



TRIATHLON
QUÉBEC

VISION

Be the leader and reference for the sport.

VALUES

Safety, Integrity,
Surpassing Oneself,
Innovation, Collaboration,
Excellence, Fun, Health.

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INTRODUCTION

1-2-TRI-GO PROGRAM!

In 2020, Triathlon Québec proudly implemented the 1-2-TRI-GO program!

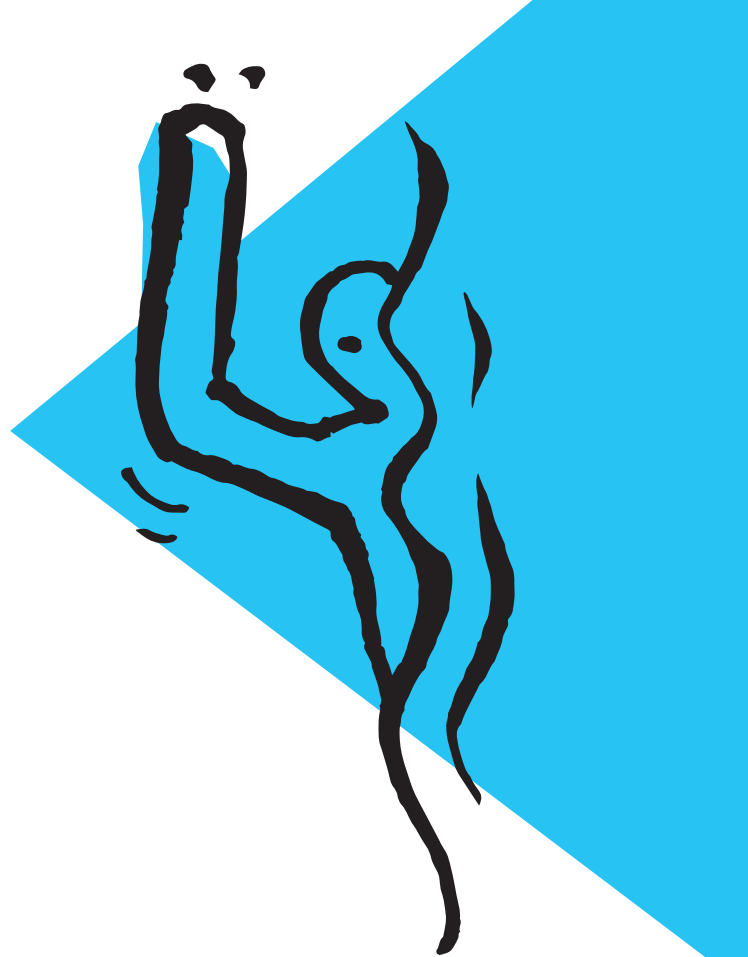
Delivered as a kit, it includes an athlete's passport, tools for Coach Evaluators (CE) and a repertoire of various educational activities.

GOALS

- Develop the athlete's basic skills in each of the triathlon disciplines.
- Promote long-term healthy and active lifestyles in athletes.
- Standardize the essential skills to be acquired by young triathletes in order to optimize their long-term development.
- Offer a progress tracking tool for athletes and participants.

STARTING LEVEL

Athletes are expected to be able to swim (move in the water without touching the bottom) and to cycle on two wheels. An athlete can start the program as soon as they reach this level.



PROGRAM MATERIAL

- TRIATHLETE'S PASSPORT
- GUIDE FOR COACH EVALUATORS
- WORKSHEETS
- TRACKING SHEETS FOR TRIATHLETES
- REWARDS: STICKERS & WRISTBANDS

COACH EVALUATORS

COACH EVALUATORS MUST:

- **Be listed on Triathlon Québec's registry of recognized trainers.**
 - Have followed a coaching program and have a NCCP number.
 - Have successfully completed the Make Ethical Decisions online evaluation.
 - Have a Triathlon Québec ETQ membership.
 - Have agreed to the Coach's Code of Conduct during the enrollment process.
 - Have completed a criminal background check
- **Have taken the Coach Evaluator's Passport training.**

THE EVALUATION

EVALUATION CAN TAKE PLACE IN VARIOUS SETTINGS:

- **During a workout.**
- **During a planned or unplanned evaluation session.**
- **During an event (competition, training camp, etc.).**

Although this tool had to meet certain standards, coaches who use it can and should adapt it to fit their needs and means.

Evaluation should be done continuously throughout the session in order to track the athlete's progress as well as their short, medium and long-term goals.

Although this is an educational evaluation tool, the content and results obtained should serve as a guide for coaches to help them customize the athlete's training sessions to fit their individual needs.



WHAT AWAITS THE ATHLETE ON THEIR JOURNEY

SEVEN LEVELS OF PHYSICAL ABILITY

LEVEL 1	LEVEL 2
LEVEL 3	LEVEL 4
LEVEL 5	LEVEL 6
LEVEL 7	

Let us consider "Transition" as a discipline here. **To complete a physical skill level, the athlete must successfully complete all skills for all four disciplines.**

The skills are divided into three fundamental areas:

TECHNICAL
(T)

TACTICAL/ SAFETY
(T/S)

PHYSIOLOGICAL
(P)

The athlete can have different levels in each discipline, but **their title level always remains the last fully completed level** (four disciplines completed for each level). The athlete is expected to reach **Level 7** to complete the program.

Reward: A sticker will be awarded for completing each discipline level. A wristband will be awarded for each completed level.

THREE LEVELS OF PRE-RACE PREP

BRONZE TRIATHLETE

SILVER TRIATHLETE

GOLD TRIATHLETE

To complete a pre-race prep level, the athlete must demonstrate gradual independence during prep throughout the course of the program. The athlete is expected to reach the **GOLD Triathlete** Level to complete the program.

Reward: A sticker will be awarded for each completed level.

RESPONSIBLE TRIATHLETE TITLE

RESPONSIBLE TRIATHLETE

To obtain the title of Responsible Triathlete, the athlete must develop accountability as a triathlete throughout their journey in the program. The athlete is expected to become a Responsible Triathlete to complete the program.

Reward: A sticker will be awarded when the athlete receives the Responsible Triathlete mention.

Towards to end of their journey, and depending on their age, the athlete will have the opportunity to participate in regional camps, Québec Cup events and identification days. Once the program is completed, they will receive a "promising athlete" mention, which will allow them to enroll in a sports-study program or to participate in Québec Games, among other advantages.

TRIATHLETE'S TRACKING SHEET

NAME : _____

START DATE: / /

PHYSICAL ABILITIES				
	Swimming	Cycling	Running	Transition
1 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 1	<input type="checkbox"/> Cycling 1	<input type="checkbox"/> Running 1	<input type="checkbox"/> Transition 1
2 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 2	<input type="checkbox"/> Cycling 2	<input type="checkbox"/> Running 2	<input type="checkbox"/> Transition 2
3 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 3	<input type="checkbox"/> Cycling 3	<input type="checkbox"/> Running 3	<input type="checkbox"/> Transition 3
4 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 4	<input type="checkbox"/> Cycling 4	<input type="checkbox"/> Running 4	<input type="checkbox"/> Transition 4
5 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 5	<input type="checkbox"/> Cycling 5	<input type="checkbox"/> Running 5	<input type="checkbox"/> Transition 5
6 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 6	<input type="checkbox"/> Cycling 6	<input type="checkbox"/> Running 6	<input type="checkbox"/> Transition 6
7 <input type="checkbox"/>	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
	<input type="checkbox"/> Swimming 7	<input type="checkbox"/> Cycling 7	<input type="checkbox"/> Running 7	<input type="checkbox"/> Transition 7

PRE-RACE PREP

<input type="checkbox"/> Technical	<input type="checkbox"/> Technical	<input type="checkbox"/> Technical
<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety	<input type="checkbox"/> Tactical/Safety
<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological	<input type="checkbox"/> Physiological
<input type="checkbox"/> BRONZE TRIATHLETE ▶	<input type="checkbox"/> SILVER TRIATHLETE ▶	<input type="checkbox"/> GOLD TRIATHLETE

RESPONSIBLE TRIATHLETE

<input type="checkbox"/> RESPONSIBLE TRIATHLETE

LEVEL PROGRESS & REWARDS



FOR COMPLETING A LEVEL'S DISCIPLINE:

1 STICKER TO DISPLAY WHERE INDICATED IN THE TRIATHLETE'S PASSPORT

FOR COMPLETING A FULL LEVEL (4 DISCIPLINES):

1 WRISTBAND TO AWARD TO THE TRIATHLETE

	SWIMMING		RUNNING		LEVEL		TRANSITION		NIVEAU
1	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND
2	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND
3	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND
4	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND
5	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND
6	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND
7	Sticker	+	Sticker	+	Sticker	+	Sticker	=	WRISTBAND

! Rewards can be given during training sessions, one-on-one briefings (coach-athlete), group sessions or even at recognition events (such as honour evenings/brunches). Be creative! Acknowledge success but be careful not to disparage athletes who might not have reached their goals... especially in front of their peers.

PROGRESS BY AGE GROUP

To ensure that athletes follow a long-term development model, they should not go through the levels/increase their training distances too quickly. Though athletes should get the opportunity to train on longer distances, they should follow the model recommended per age group to continue to hone their respective technical, tactical/safety, and physiological skills. There should be no rush to move on to the next level.

BELOW IS A CHART OF THE RECOMMENDED CEILING LEVELS BY AGE GROUP

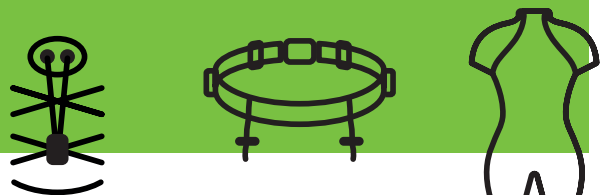
AGE GROUP	COMPETITION CATEGORY	COMPETITION DISTANCES			RECOMMENDED CEILING LEVEL FOR THE PROGRAM
		SWIMMING	CYCLING	RUNNING	
4-7 Y/O	Youth 1 (U5 & U7)	25 m	1 km	250 m	1
6-9 Y/O	Youth 2 (U7 & U9)	50 m	1.5 km	500 m	1
8-11 Y/O	Youth 3 (U9 & U11)	100 m	3 km	1 km	2
10-13 Y/O	Youth 4 (U11 & U13)	200 m	5 km	1.5 km	3
12-13 Y/O	U13	375 m	10 km	2.5 km	4-5
14-15 Y/O	U15	375 m	10 km	2.5 km	5-6-7 according to the athlete's development

NOTE

Though optional, the use of **ROAD BIKES** and **CYCLING SHOES** is strongly recommended after completing **LEVEL 5**.



For competitions, the use of **ELASTIC LACES**, **BIB BELTS** and **TRIATHLON BIBS** are strongly recommended.



SCORING SYSTEM

Two possibilities may arise when assessing skills:

1-THE ATHLETE DEMONSTRATES THE REQUIRED SKILLS

- On the worksheet: The coach puts a checkmark next to the athlete's name under the evaluated skill.
- On the athlete's passport: The coach puts a checkmark next to the evaluated skill.

2-THE ATHLETE DOES NOT DEMONSTRATE THE REQUIRED SKILLS

- On the worksheet: The coach does not put a checkmark next to the athlete's name under the evaluated skill.
- On the athlete's passport: The coach does not put a checkmark next to the evaluated skill.
- The coach will incorporate further training of this skill in their next training sessions and will re-evaluate the athlete in the near future

The coach should refer to the Achievement Standards included in this document to assess whether a skill has been acquired or not.

When applicable, the coach should note the **completion date** for the level (or part of it) on the athlete's **worksheet and passport.**

The coach should also give the athlete their reward.

When applicable, the coach should note the **name of the Coach Evaluator** and Club in the triathlete's **passport** and on their **worksheet.**

COACHES ARE FREE TO USE THE SCORING OF THEIR CHOICE.

EXAMPLES :

- A coach may need to see proof of skills three times to be deemed acquired. They will then add three checkmarks instead of one.
- A coach may note the athlete's progress for each skill (examples: NI for "needs improvement", PA for "partially acquired", etc.) and eventually add a checkmark when the skill has been acquired.

The coach may use paper or digital worksheets. Coaches are encouraged to use lasting, shareable, and mobile versions including a version that is shareable

OPTIONAL :

When applicable, the coach can add comments on the **athlete's passport.**

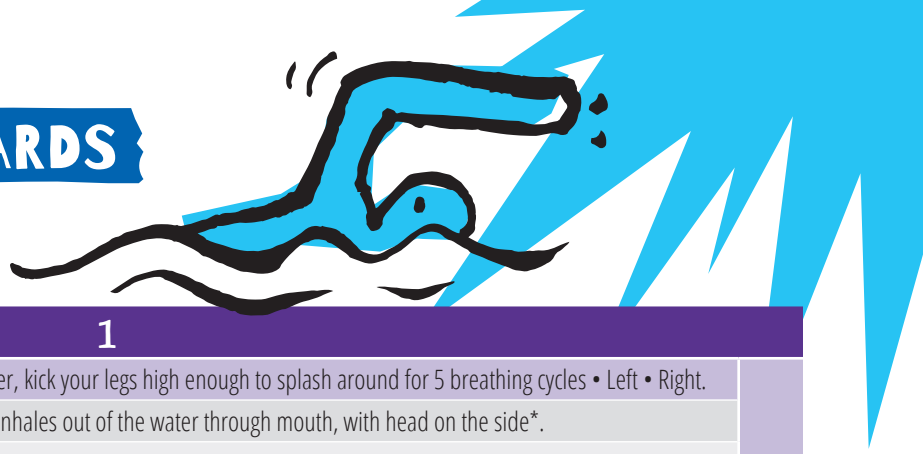
The coach must update the triathlete's tracking sheet on the **triathlete's passport.**

OPTIONAL :

Coaches may also use/keep an updated tracking sheets for their own records.



ACHIEVEMENT STANDARDS



SWIMMING

1

S.1.1 • POOL: With your hands on the wall and your face in the water, kick your legs high enough to splash around for 5 breathing cycles • Left • Right.	T
The athlete exhales underwater through mouth and/or nose and inhales out of the water through mouth, with head on the side*.	
The athlete holds their body in a near-horizontal position*.	
The athlete performs alternating kicks*.	
The athlete kicks from hips*.	
The athlete moves legs in opposite up and down motion*.	T/S
S.1.2 • Swim forward while keeping your head out of the water (10 m).	
The athlete holds their body in a near-horizontal position with the head out of the water.	T/S
The athlete moves forward 10 m, using any propulsive movement.	
S.1.3 • With a buoyant object (board), kick your legs while moving (25 m) forward without stopping.	P
The athlete holds their body in a near-horizontal position*.	
The athlete performs alternating kicks*.	
The athlete kicks from the hips*.	
The athlete moves legs in opposite up and down motion*.	
The athlete moves forward 25 m without stopping.	P
S.1.4 • POOL: Push off the wall (underwater) and swim forward for 25 m at top speed without stopping.	
Push-off: The athlete glides on their stomach in a relaxed fashion, head and body underwater*.	
Push-off: The athlete keeps a streamlined position with arms outstretched in front of them*.	P
The athlete moves forward 25 m without stopping, using any propelling technique.	
S.1.5 • Jump in the water and swim forward 25m at top speed without stopping.	P
The athlete jumps in the water with ease.	
The athlete moves forward 25 m without stopping, using any propelling technique.	P
S.1.6 • Swim forward 50 m without stopping.	
The athlete moves forward 50 m without stopping (except when turning without tumbling at the wall), using any propelling technique.	P

2

S.2.1 • Rotate your arms forward (crawl) while doing effective kicks, breathing on either side.	T
The athlete holds their body in a near-horizontal position with face underwater*.	
The athlete performs continuous alternating kicks from hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings arms out of the water in an alternating and controlled manner*.	
The athlete's hands reach forward, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	

S.2.2 • Rotate your arms backwards (backstroke crawl) while doing effective kicks.	
The athlete maintains a streamlined, near-horizontal body position*.	
The athlete executes a tumble (shoulders, hips and toes)*.	
The athlete keeps head in neutral position with chin slightly tucked*.	
The athlete performs alternating kicks near the surface*.	
The athlete keeps knees below the surface*.	
The athlete comes out of the water with arms outstretched in alternating motion*.	
The athlete pushes off with arms straight or bent to the hips, towards their legs*.	
The athlete's breathing is relaxed. The athlete does not hold breath*.	
S.2.3 • Perform a forward tumble underwater.	
The athlete takes a deep breath before performing a tumble.	
The athlete assumes the position and effectively tumbles forward after entering the water.	
The athlete executes a full forward tumble without deviating from their initial rotation, i.e. without rotating horizontally or diagonally.	
The athlete exercises control and remains calm during the tumble.	
S.2.4 • Crawl (25 m) with your head out of the water and eyes forward.	
The athlete holds their body in near-horizontal position with face in water and eyes forward.	
The athlete performs steady alternating flutter kicks from the hips, near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete's hands reach forward, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
S.2.5 • Knowing and applying overtaking rules in a fair and effective way.	
POOL: The athlete follows lane-traffic direction and uses appropriate lane for their level.	
The athlete does not impede or block other swimmers.	
POOL: The athlete overtakes at the right time and place (end of the lane or as space permits).	
The athlete is respectful of/civil with other swimmers.	
S.2.6 • Using a buoyant object (board), kick to move forward (50 m) without stopping.	
The athlete maintains a streamlined, near-horizontal body position*.	
The athlete performs alternative kicks*.	
The athlete kicks from the hips*.	
The athlete moves legs in opposite up and down motion.	
The athlete moves forward 50 m without stopping.	
S.2.7 • Perform a 100 m-crawl without stopping.	
The athlete maintains a streamlined, near-horizontal body position with face underwater*.	
The athlete performs steady alternative flutter kicks from their hips, close to the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete's hands reach forward, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating their arms above the water*.	
The athlete moves forward 100 m without stopping (except when turning without tumbling at the wall).	

T

T/S

P

S.2.8 • Perform a 50 m-backcrawl without stopping.	P
The athlete maintains a streamlined, near-horizontal body position*.	
The athlete executes a tumble (shoulders, hips and toes)*.	
The athlete keeps head in neutral position with chin slightly tucked*.	
The athlete performs alternating kicks near the surface*.	
The athlete keeps knees below the surface*.	
The athlete comes up and alternates their outreached arms above the water*.	
The athlete pushes off with their arms outstretched or bent down to their hips, towards the legs*.	
The athlete's breathing is relaxed. The athlete does not hold breath*.	
The athlete moves backward 50m without stopping (except when turning without tumbling).	

3

S.3.1 • Rotate your arms forward (crawl) while doing effective kicks, breathing on both sides • Right • Left.	T
The athlete holds their body in a near-horizontal position with face underwater*.	
The athlete performs alternate kicks from the hips near the surface of the water*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete's hands reach forward, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete breathes on both sides (right and left) synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
S.3.2 • Performing effective pulls during crawl (hand positioning).	T
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete's fingers are close together and relaxed, neither too tight nor too far apart.	
S.3.3 • Perform correct breaststroke technique.	
The athlete keeps head and body at or just below the surface*.	
The athlete brings legs back symmetrically by bending knees (knees slightly apart) and bringing heels towards buttocks*.	
The athlete uses feet to steer, keeping ankles wider than knees, while making a circle (kicks may be wide or narrow)*.	
The athlete performs a whip kick with bent feet and goes back to gliding position*.	
Slight scissor kicks are acceptable*.	
The athlete's leg movements increase during the propulsion phase*.	
The athlete brings their arms straight forward, palms together*.	
With palms together (hands turned to attack the water), the athlete pulls hands outwards slightly wider than shoulders*.	
The athlete bends the elbows and pushes their forearms and hands down towards the centre of the chest*.	
The athlete is synchronized: pulling, breathing, kicking, gliding*.	
The athlete starts to exhale during the gliding phase*.	
The athlete glides until their body reaches a streamlined position*.	
S.3.4 • Perform a tumble turn underwater followed by a wall push-off.	T
The athlete takes a deep breath before starting the tumble and does so at the correct distance from the wall.	
The athlete assumes the position and effectively tumbles forward after entering the water.	

The athlete executes a full forward tumble without deviating from their initial rotation, i.e. without rotating horizontally or diagonally.	T
The athlete is close enough to the wall.	
With their legs on the wall, the athlete lunges in the opposite direction.	
The athlete starts an underwater gliding phase.	
The athlete exercises control and remains calm during the tumble.	T/S
S.3.5 • Know and use your (short) sprinting speed, (medium) average speed, and (long) comfortable speed.	
The athlete knows and uses 3 speeds: fast/sprint, medium, slow/comfortable.	T/S
S.3.6 • Crawl with forward breathing and eyes forward.	
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)* and occasionally looks ahead to perform spotting maneuvers (every 6-10 strokes).	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water* while performing forward spotting maneuvers.	P
S.3.7 • Swim breaststroke 50 m without stopping.	
The athlete keeps head and body at or just below the surface*.	
The athlete brings legs back symmetrically by bending knees (knees slightly apart) and bringing heels towards buttocks*.	
The athlete uses feet to steer, keeping ankles wider than knees, while making a circle (kicks may be wide or narrow)*.	
The athlete performs a whip kick with bent feet and goes back to the gliding position*.	
Slight scissor kicks are acceptable*.	
The athlete's leg movements increase during the propulsion phase*.	
The athlete brings their arms straight forward, palms together*.	
With palms together (hands turned to attack the water), the athlete pulls hands outwards slightly wider than shoulders*.	
The athlete bends the elbows and pushes their forearms and hands down towards the centre of the chest*.	
The athlete displays synchronization: pulling, breathing, kicking, gliding*.	
The athlete starts to exhale during the gliding phase*.	
The athlete glides until their body reaches a streamlined position*.	
The athlete moves forward 50 m without stopping (except when turning).	
S.3.8 • Crawl 200 m without stopping.	P
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 200 m without stopping (except when turning without tumbling).	

4

S.4.1 • POOL: Perform an effective wall push-off followed by a 5 m-minimum underwater dolphin kick (flags).		T
Push-off: The athlete glides on their stomach in a relaxed fashion, head and body underwater*.		
Push-off: The athlete keeps a streamlined position with arms outstretched in front of them*.		
Underwater, the athlete lunges forward, body undulating from the hips, keeping soft knees.		
The athlete moves forward 25 m underwater.		
S.4.2 • Breathes with ease on both sides during crawl • Right • Left.		
Exhales through mouth and/or nose underwater and inhales through mouth on both sides (every 3-5 strokes) just above surface*.		
The athlete coordinates their breathing with their strokes, alternating arms above water*.		
S.4.3 • Perform a dive start and swim a minimum of 5 m underwater (flags).		T
The athlete assumes the right position for the dive: feet aligned with shoulders, one foot forward, one back, hips and knees bent.		
The athlete lunges forward headfirst, body streamlined.		
The athlete positions their arms straight out on both sides of the head at ear level.		
The athlete holds their hands together and hugs their head tightly with their arms.		
The athlete looks at the bottom of the pool, not forward.		
The athlete glides a good distance underwater.		
S.4.4 • Going around a buoy while performing a 90° outward turn efficiently, with the right technique and with minimal speed loss.		
The athlete first plans a suitable trajectory, aiming for the outside of the buoy, neither too close nor too far from it.		
After the turn, the athlete quickly recovers both trajectory and speed.		
The athlete quickly spots the next buoy.		
S.4.5 • Perform a mass start in the water in a calm and efficient manner.		T/S
The athlete gets ready for the imminent start and assumes a position that will allow for a quick start.		
At the mark, the athlete quickly takes their position among the swimmers and even anticipates it, whenever possible.		
The athlete remains focused on the task despite a hectic environment.		
The athlete uses an efficient swimming technique that is adapted to the conditions.		
S.4.6 • Crawl 300 m without stopping.		P
The athlete holds their body in a near-horizontal position with the face in the water*.		
The athlete performs continuous alternating kicks from the hips near the surface*.		
The athlete points feet away from head*.		
The athlete brings their arms out of the water in an alternating and controlled manner*.		
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.		
The athlete pulls with hands to shoulders, extending beyond the hips*.		
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.		
The athlete exhales underwater*.		
The athlete coordinates their breathing with their strokes, alternating arms above water*.		
The athlete moves forward 300 m without stopping (except when turning without tumbling).		

5

S.5.1 • POOL: Perform a standard and effective wall-turn while swimming a minimum of 5 m underwater (flags).		T
The athlete takes a deep breath before gliding towards the wall with one arm in front.		
The athlete tumbles at least 1m from the wall.		
Push-off: The athlete glides on their stomach in a relaxed fashion, head and body underwater*.		
Push-off: The athlete keeps a streamlined position with arms outstretched in front of them*.		
Underwater, the athlete lunges forward, body undulating from the hips, keeping soft knees.		
The athlete moves forward 5 m underwater.		

S.5.2 • Swim in a straight line without visual markings on the bottom of the pool (open-water swimming simulation or open-water swimming).	T
The athlete swims straight using an appropriate technique (crawl and spotting techniques).	
S.5.3 • POOL: Getting out of the deep/shallow end quickly and efficiently (with the water up or near the top of the wall).	T/S
1 st step: The athlete places hands on edge of pool at a width wider than the shoulders, fingers pointing forward.	
2 nd step: The athlete pushes off edge with the arms.	
In the shallow end: The athlete can use the bottom of the pool to jump up.	
In the deep end: The athlete moves their legs (frog kick, crawl kick, etc.) to jump up.	
3 rd step: The athlete's legs are in suspension in the water; the arms carry the athlete's body weight.	T/S
4 th step: The athlete turns 90° to sit on the edge before getting up the way they please OR the athlete takes one foot out of the water and places it on the edge of the pool, pushing off the other leg to gain momentum, and stands up.	
S.5.4 • Going around a buoy while performing a 180° outward-turn efficiently, with the right technique and minimal loss of speed.	T/S
The athlete first plans a suitable trajectory, aiming for the outside of the buoy, neither too close nor too far from it.	
After the turn, the athlete quickly recovers both trajectory and speed.	
The athlete quickly spots the next buoy.	
S.5.5 • Crawl 375 m without stopping.	P
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 375 m without stopping (except when turning without tumbling).	
S.5.6 • Crawl 50 m in 60 seconds or less.	
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 50 m in 60 seconds or less.	

6

S.6.1 • POOL: Perform standard and effective wall-turns while swimming a minimum of 5 m underwater (flags).	T
The athlete takes a deep breath before gliding towards the wall with one arm on front.	
The athlete tumbles at least 1 m from the wall.	
Push-off: The athlete glides on their stomach in a relaxed fashion, head and body underwater*.	
Push-off: The athlete keeps a streamlined position with arms outstretched in front of them*.	
Underwater, the athlete lunges forward, body undulating from the hips, keeping soft knees.	
The athlete moves forward 5 m underwater.	
The athlete performs a series of crawl turns for 200 m.	

S.6.2 • Identify visual markings to adequately and calmly find your bearings in open (calm) water with or without directional buoys.	T
Without directional buoys: The athlete analyses the environment and uses precise landmarks (specific tree, building, posts, etc.) to find their bearings.	
With directional buoys : The athlete analyses the environment and uses precise landmarks (buoys) to find their bearings.	
The athlete takes casual forward breaths (every 5-6 strokes) to quickly spot landmarks and adjusts course accordingly.	
S.6.3 • Master aquatic drafting.	T/S
The athlete enters another swimmer's draft zone.	
The athlete closely follows another athlete ahead by positioning themselves right behind (hands 5-20 cm behind the other athlete's feet).	
S.6.4 • Get out of open water (beach exit) in a fast and efficient manner. Run forward and avoid water resistance (by lifting your feet).	T/S
The athlete runs with knees raised high enough for legs to be completely out of the water during strides (to avoid water resistance).	
The athlete can rotate knees inward to allow feet to be wider than knees to avoid water resistance more easily.	
S.6.5 • Crawl 500 m without stopping.	P
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 500 m without stopping (except when turning without tumbling).	
S.6.6 • Crawl 50 m in 50 seconds or less.	
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 50 m in 50 seconds or less.	

7

S.7.1 • Identify visual markings to adequately and calmly find your bearings in open water with or without directional buoys (in harsher conditions: current, waves, seaweed, etc.)	T
Without directional buoys: The athlete analyses the environment and uses precise landmarks (specific tree, building, posts, etc.) to find their bearings.	
With directional buoys : The athlete analyses the environment and uses precise landmarks (buoys) to find their bearings.	
The athlete takes casual forward breaths (every 5-6 strokes) to quickly spot landmarks and adjusts their course accordingly.	
S.7.2 • Crawl 500-750 m in open-water, on a course that includes a water entrance, various buoy turns and a water exit.	T/S
The athlete meets the crawl, turning, and spotting Achievement Standards.	
The athlete finishes the full course.	

S.7.3 • Understand swimming performance metrics • Stroke • Time • Respecting intervals.	T/S
Number of strokes: Can be increased/decreased by various factors (fatigue, kick strength, etc.)	
Time: Can be measured on a clock/stopwatch. Minutes must be added to seconds.	
Respecting Intervals: Observing and understanding the coach's instructions and terminology.	
S.7.4 • Perform dolphin dives when entering and exiting the water (in a competition, only do so when dolphining is allowed).	T/S
The athlete's dolphin dives are performed at the appropriate depth and in a safe environment.	
The athlete plants feet (one foot behind the other, as for a start) and hands on the bottom of the pool/ground and only uses legs to dive forward.	
The athlete dives long and keeps arms extended forward.	
The athlete plants hands on the bottom/ground, brings legs towards hands (one foot before the other) and repeats.	
S.7.5 • Crawl 750 m without stopping.	
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 750 m without stopping (except when turning without tumbling).	
S.7.6 • Crawl 200 m in 3 minutes 20 seconds or less.	P
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 200 m in 3 minutes 20 seconds or less.	
S.7.7 • Crawl 50 m in 40 seconds or less.	
The athlete holds their body in a near-horizontal position with their face in the water*.	
The athlete performs continuous alternating kicks from the hips near the surface*.	
The athlete points feet away from head*.	
The athlete brings their arms out of the water in an alternating and controlled manner*.	
The athlete reaches forward with hands, entering water in front of head and in line with shoulders*.	
The athlete pulls with hands to shoulders, extending beyond the hips*.	
The athlete inhales on the side synchronously, keeping one ear in water (without stopping)*.	
The athlete exhales underwater*.	
The athlete coordinates their breathing with their strokes, alternating arms above water*.	
The athlete moves forward 50 m in 40 seconds or less.	

*Canadian Red Cross, Red Cross Swim, Instructor Worksheet, referenced on October 1, 2019.



CYCLING



1

C.1.1 • Ride and control your bicycle on a simple, set course.	T
The athlete rides their bicycle, maintaining balance, on a simple, set course.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.1.2 • Master cycling straight on a bicycle.	
The athlete cycles straight, maintaining balance on their bike.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.1.3 • Break and plant foot on the ground • Front brake • Back brake.	
The athlete breaks with front brake by pulling the lever positioned on the left-hand side of the handlebar.	
The athlete breaks with back brake by pulling the lever positioned on the right-hand side of the handlebar.	
The athlete understands the risks of only using the front brake, and favours using the back brake.	
After stopping, the athlete dismounts by tilting the bicycle to the appropriate side.	
C.1.4 • Learn standard hand signals • Stop • Right turn • Left turn.	T/S
See Passport.	
The athlete knows: Stop: Left hand down, palm facing back.	
The athlete knows: Right turn: Left hand up, elbow at 90° OR Right hand points right.	
The athlete knows: Left turn: Left hand points left.	
C.1.5 • Recognize potential obstacles and danger on a course (potholes, gravel/sand/dust, sidewalk, train tracks, sewer grates, posts, sun/heat, water, etc.)	
The athlete recognizes danger: potholes, gravel/sand/dust, sidewalk, train tracks, sewer grates, sun/heat, water, etc.	
C.1.6 • Learn the main bicycle components.	P
The athlete knows the components: saddle, seat post, stem, handlebar, frame, fork, front brake, spoke, tire, rim, valve, pedals, front derailleur, crankset, chain, back derailleur, back brake.	
C.1.7 • Cycle 10 minutes on a simple, set course.	
The athlete cycles 10 minutes on a simple, set course.	
C.1.8 • Cycle at a steady pace for 1.5 km.	P
The athlete cycles at a steady pace for 1.5 km.	

2

C.2.1 • Proficiently cycle on a course that includes wide 0° to 90° corners (tilting the bicycle, minimal handlebar rotation).	T
The athlete rides their bicycle, maintaining balance, on a course that includes wide 0° to 90° corners (tilting the bicycle with minimal handlebar rotation).	
The athlete maximizes bicycle tilting and minimizes handlebar rotation as needed.	
C.2.2 • Master cycling straight with only one hand: • Right • Left.	
The athlete cycles using only one hand, maintaining balance and straight trajectory.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	

C.2.3 • Master cycling straight while looking over your • Left • Right shoulder.	T
The athlete cycles, maintaining balance and straight trajectory, while checking over their shoulder.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.2.4 • After gathering speed, stand on the pedals and cycle for 5 seconds without pedalling • One pedal at 12 o'clock (up), one pedal at 6 o'clock (down) • One pedal at 3 o'clock (front or back), one pedal at 9 o'clock (front or back).	T
The athlete stands on the pedals without losing balance or pedalling.	
The athlete rests solely on the pedals and handlebars (without the help of the saddle).	
The athlete looks straight ahead and cycles with ease.	
C.2.5 • Learn the Highway Safety Coat • Rules & Regulations • Bicycle lanes • Road Signs.	T/S
See Passport.	
Rules & Regulations: Use signals, follows lanes and traffic, wear visible clothing and a helmet, refrain from using audio equipment, other standard rules.	
Bicycle lanes: paved shoulders, bicycle lanes/tracks/paths, designated bikeways.	
Road Signs: See Passport.	T/S
C.2.6 • Use standard hand signals • Stop • Right turn • Left turn.	
See Passport.	
The athlete uses Stop: Left hand down, palm facing back.	
The athlete uses: Right turn: Left hand up, elbow at 90° OR Right hand points right.	T/S
The athlete uses: Left turn: Left hand points left.	
C.2.7 • Perform an emergency brake (using the back brake).	
The athlete performs an emergency brake using the back brake, leading to a quick and full stop.	
The athlete does not show hesitation while performing maneuver.	T/S
C.2.8 • Perform a basic check-up of the bicycle before use • Tire pressure • Chain • Brakes • Visibility equipment.	
See Passport.	
Tire pressure: The athlete can tell right tire pressure from wrong according to equipment recommendations.	
Chain: The athlete recognizes when chain is in adequate/inadequate condition.	T/S
Brakes: The athlete recognizes when brakes are working or not.	
Visibility equipment: The athlete knows when they have a full set of gear and whether it's regulatory or not.	
C.2.9 • Shift gears on a flat terrain.	
The athlete is able to shift gears and understand that they can adjust resistance to compensate for potential issues (environment, fatigue, etc.).	P
C.2.10 • Cycle 20 minutes on a simple, set course.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
The athlete cycles 20 minutes on a simple, set course.	P
C.2.11 • Cycle at a steady pace for 3 km.	
The athlete cycles at a steady pace for 3 km.	

3

C.3.1 • Keep soft elbows & wrists to absorb road shocks.	T
The athlete has soft elbows and wrists to absorb road shocks.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	

C.3.2 • Know and use all hand positions on a road bicycle handlebar • 1 "Narrow flat bar" • 2 "Hoods" • 3 "Drops".	T
The athlete knows and is able to execute all 3 handlebar positions.	
The athlete uses: 1: Flat bar: Straight back, leaning forwards. Hands in a pronated grip on the flat bar.	
The athlete uses: 2: Hoods: Straight back, leaning forward. Hands in a neutral grip around the hoods.	
The athlete uses: 3: Drops: Straight back, leaning forward. Hands in a neutral grip on the drop bar.	
The athlete looks straight ahead and cycles with ease.	
C.3.3 • Use the right technique to cycle off the saddle.	
The athlete starts by increasing the gear's resistance.	
The athlete stands on the pedals and keeps their balance as they cycle.	
The athlete transfers their weight with each pedal stroke.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.3.4 • Learn and use hand signals for riding in groups • Pothole/Bump • Gravel/Sand • Train tracks • Speedbumps • Take pulls • Drink • Narrowing lane • Follow/Continue.	T/S
See Passport.	
The athlete knows and uses: Pothole/Bump: Point out the obstacle with the index finger.	
The athlete knows and uses: Gravel/Sand: Point out the obstacle, palm down; slightly wave your hand.	
The athlete knows and uses: Train tracks: Place one hand behind back; make a V shape with index and middle fingers.	
The athlete knows and uses: Speedbumps: Extend arm to the side and trace the shape of the speedbump with the hand.	
The athlete knows and uses: Take pulls: Elbow at 90°, use index finger to point to the sky; draw small circles with the hand.	
The athlete knows and uses: Drink: Take the bottle; extend arm to the side to show the bottle.	
The athlete knows and uses: Narrowing lanes: Place one hand behind back; make sweeping motion with hand.	
The athlete knows and uses: Follow/Continue: Draw large circles forward with the arm.	
C.3.5 • Check blind spots before changing lanes or overtaking • Right • Left.	P
The athlete checks blind spots before changing lanes or overtaking.	
The athlete stays on course during the maneuver.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.3.6 • On a flat course, shift gears progressively in ascending/descending order • Smallest to biggest gear • Biggest to smallest gear.	
The athlete is able to shift gears and understands that they can adjust resistance to compensate for potential issues (environment, fatigue, etc.).	
The athlete is able to shift gears in ascending/descending order.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.3.7 • Adjust resistance according to the terrain.	
The athlete is able to shift gears and to adjust resistance to compensate for potential issues (environment, fatigue, etc.).	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.3.8 • Cycle 30 minutes on a simple, set course.	P
The athlete cycles 30 minutes on a simple, set course.	
C.3.9 • Cycle at a steady pace for 5 km.	P
The athlete keeps a steady pace for 5 km.	

4

C.4.1 • Build an efficient pedal stroke using quadriceps, hip flexors, glutes, and hamstrings (cleats or toe-clips) • High transition • Push • Low transition • Traction.	T
The athlete optimizes their strokes by pushing/pulling on the pedals.	
C.4.2 • Execute a figure-8 around 2 objects 2m apart.	
The athlete proficiently executes a figure-8 around the obstacles without disrupting them.	
The athlete shifts gear as needed during the exercise.	
The athlete maximizes their weight transfer while minimizing handlebar rotation.	
C.4.3 • Execute a one-wheel jump; Lift the front wheel of the bicycle.	
The athlete executes a considerable jump on one wheel.	
The athlete coordinates a series of motions leading to a one-wheel jump.	
C.4.4 • Grab, drink from and put back water bottle while cycling.	
The athlete is able to use handlebar with only one hand, grab their bottle, take a sip and put the bottle back while staying on course.	
The athlete cycles with ease and looks ahead as soon as they can.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.4.5 • Understand drafting and non-drafting zones.	T/S
The athlete understands that drafting is prohibited during races, except for the Youth Québec Cup that allows U13-U15 categories to draft. Otherwise, each athlete must keep at least 10 m between their front wheel and the front wheel of the cyclist ahead of them. Once inside the 10 m zone, the athlete has a maximum of 20 seconds to overtake. Once the front wheel has overtaken the formerly leading athlete's front wheel, the overtaken athlete has 10 seconds to fall back 10 m to avoid drafting.	
C.4.6 • Efficiently and safely tuck in close (draft) behind a teammate.	
The athlete is able to efficiently draft behind a teammate.	
The athlete assumes a strategic position to minimize drag (air resistance).	
The athlete assumes a safe and aerodynamic position: soft elbows, hands on the drops, easy access to brakes, eyes forward.	
The athlete follows the cyclist in front of them at a distance of ½ a wheel or less.	
The athlete's front wheel does not overlap with the cyclist in front of them.	
C.4.7 • Cycle 45 minutes on a complex set course (uphill, downhill, corners...).	P
The athlete cycles 45 minutes on a complex set course.	
C.4.8 • Cycle at a steady and rapid pace for 8 km.	
The athlete cycles at a steady pace for 8 km.	

5

C.5.1 • Cycle on a course that includes sharp 90° to 180° corners (tilting the bicycle, minimal handlebar rotation).	T
The athlete cycles, maintaining their balance, on a course that includes sharp 90° to 180° corners (tilting the bicycle with minimal handlebar rotation).	
The athlete maximizes bicycle tilting and minimizes handlebar rotation as needed.	
C.5.2 • Assume the most aerodynamic position for the course • Straight line • Corners.	
The athlete assumes a safe and aerodynamic position: soft elbows, hands on drops, easy access to brakes, eyes forward.	
The athlete cycles in a straight line and holds/adjusts their position to compensate for corners.	
C.5.3 • Execute a two-wheel jump.	
The athlete executes a considerable jump on two wheels.	
The athlete coordinates a series of motions leading to a two-wheel jump.	

C.5.4 • Safely cycle in a small group • Stay on track • Use hand signals for group riding • Take pulls.	T/S
The athlete assumes a safe and aerodynamic position: soft elbows, hands on drops, easy access to brakes, eyes forward.	
The athlete takes safe pulls: Checks blind spots, uses verbal and non-verbal signals.	
The athlete follows the cyclist in front of them at a distance of ½ a wheel or less.	
The athlete's front wheel does not overlap with the cyclist in front of them.	
The athlete uses hand signals for group riding.	T/S
C.5.5 • Shift gears to match the speed of other cyclists from the group.	
The athlete shifts gears to match the speed of other cyclists from the group.	
C.5.6 • Learn the steps to repair/replace a bicycle tube.	P
The athlete knows the bicycle tube repair procedure.	
The athlete knows the bicycle tube replacement procedure.	
C.5.7 • Cycle 60 minutes on a complex set course (uphill, downhill, corners...).	P
The athlete cycles 60 minutes on a complex set course.	
C.5.8 • Cycle at a steady and rapid pace for 10 km.	
The athlete cycles at a steady pace for 10 km.	

6

C.6.1 • Master cycling with one hand as you negotiate a corner • Right • Left.	T
The athlete cycles with one hand, maintaining their balance as they negotiate a corner.	
The athlete looks ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.6.2 • Climb a steep hill, cycling off the saddle.	T
The athlete starts by increasing their bicycle's resistance.	
The athlete stands on the pedals and keeps their balance as they cycle.	
The athlete transfers their weight with each pedal stroke.	
The athlete looks straight ahead and cycles with ease.	
The athlete rides smoothly, avoiding abrupt maneuvers.	T/S
C.6.3 • Quickly avoid obstacles (potholes, bumps, cracks...) while cycling • Right • Left.	
The athlete is able to quickly maneuver their bicycle on the right and left to avoid an obstacle.	
The athlete keeps their balance during maneuver.	
C.6.4 • Quickly avoid obstacles (potholes, bumps, cracks...) while cycling in a group, signaling your intentions to others.	
The athlete is able to quickly maneuver their bicycle on the right and left to avoid an obstacle.	
The athlete keeps their balance during maneuver.	
The athlete is aware of other athletes in their environment and safely avoids the obstacle.	
The athlete signals the obstacle to the other athletes.	T/S
C.6.5 • Overtake and take pulls (paceline) in a small group while riding straight.	
The athlete takes safe pulls: blind spots, verbal and non-verbal signals.	
The athlete follows the cyclist in front of them at a distance of ½ a wheel or less.	
The athlete's front wheel does not overlap with the cyclist in front of them.	
The athlete uses hand signals for group riding.	P
C.6.6 • Cycle 75 minutes on a complex set course (uphill, downhill, corners...).	
The athlete cycles 75 minutes on a complex set course.	
C.6.7 • Cycle at a steady and rapid pace for 15 km.	P
The athlete cycles at a steady pace for 15 km.	

C.7.1 • Learn to • Accelerate • Reaccelerate • Sprint.	T
The athlete is able to accelerate: Increase and then maintain speed over a medium to long period of time.	
The athlete is able to reaccelerate: Quickly regain speed after having slowed down.	
The athlete is able to sprint: Greatly and quickly increase speed, maintain speed for a short period of time.	
C.7.2 • Pick something up (the size of a water bottle) off the ground while cycling.	
The athlete is able to pick up an object while cycling without losing balance.	
The athlete rides smoothly, avoiding abrupt maneuvers.	
C.7.3 • Cycle on a course that includes sharp 180° to 360° corners (tilting the bicycle, minimal handlebar rotation).	
The athlete cycles, maintaining their balance, on a course that includes sharp 180° to 360° corners (tilting the bicycle with minimal handlebar rotation). The athlete maximizes bicycle tilting and minimizes handlebar rotation as needed.	
C.7.4 • Manage your supplies (hydration, nutrition) on your own, without under/overdoing it.	T/S
The athlete knows when they need to drink water/electrolyte drink.	
The athlete appropriately fulfils their needs.	
C.7.5 • Repair/Replace a bicycle tube on your own.	
The athlete carries out the bicycle tube repair procedure.	
The athlete carries out the bicycle tube replacement procedure.	
C.7.6 • Put your chain back while cycling.	
The athlete is able to put their bicycle chain back while cycling without having to stop.	
C.7.7 • Safely cycle down a steep hill while keeping your speed in check.	
The athlete understands the risks of going downhill and adjusts their speed accordingly. The athlete assumes a safe and aerodynamic position: soft elbows, hands on drops, easy access to brakes, eyes forward. The athlete anticipates possible stops and speed reductions and executes the necessary maneuvers to ensure their safety and the safety of others.	
C.7.8 • Take pulls (paceline) in a small group on a course that includes corners.	P
The athlete takes safe pulls: blind spots, verbal and non-verbal signals.	
The athlete follows the cyclist in front of them at a distance of ½ a wheel or less.	
The athlete's front wheel does not overlap with the cyclist in front of them.	
The athlete uses hand signals for group riding.	
C.7.9 • Corner sharp turns with minimal loss of speed • Right • Left.	
The athlete downshifts in anticipation of the upcoming corner. The athlete cycles, maintaining their balance, on a course that includes sharp 180° to 360° corners (tilting the bicycle with minimal handlebar rotation). The athlete maximizes bicycle tilting and minimizes handlebar rotation as needed.	
C.7.10 • Cycle 90 minutes on a complex set course (uphill, downhill, corners...).	
The athlete cycles 90 minutes on a complex set course.	
C.7.11 • Cycle at a steady and rapid pace for 20 km.	
The athlete cycles at a steady pace for 20 km.	





RUNNING

1

R.1.1 • Learn to distinguish and progressively perform: Walking, power walking, running and sprinting.	T
The athlete knows that there are different walking/running paces and is able to perform at least 4: Walking, power walking, running and sprinting.	
R.1.2 • Learn the importance of wearing good shoes that are securely tied • To reduce the risk of injury • For performance.	T/S
The athlete understands the importance of good shoes that are securely tied.	
The athlete can recognize shoes in good condition and securely tied laces.	
R.1.3 • Recognize potential obstacles and danger on a course (potholes, gravel/sand/dust, sidewalk, sewer grates, poles, sun/heat, etc.).	
The athlete recognizes potential obstacles and danger for runners.	P
The athlete understands that vigilance lessens the risks of being impacted by potential danger.	
R.1.4 • Run/Walk for 10 minutes on a flat surface.	
The athlete is able to run/walk for 10 minutes.	P
The athlete spends less than 25% of the run walking.	
R.1.5 • Run 500 m at a steady pace.	
The athlete keeps a steady pace for 500 m.	

2

R.2.1 • Demonstrate efficiency, fluidity and coordination between upper and lower body movements.	T
The athlete's running gait is natural.	
The athlete's foot and opposing arm are front while the other foot and opposing elbow are back.	
The athlete minimizes trunk rotation.	
R.2.2 • Keep elbows at 70°-90° when running.	
The athlete keeps the elbows at 70°-90° when running.	
The athlete performs a pendulum motion from the shoulder while maintaining 70°-90° elbows.	P
R.2.3 • Adopt proper running form.	
The athlete's back is straight, without lordosis or kyphosis.	
The athlete's eyes are forward.	
The athlete's shoulders are relaxed.	P
The athlete minimizes trunk twisting and side-to-side swaying.	
R.2.4 • Run/Walk for 12 minutes 30 seconds on a flat surface.	
The athlete is able to run/walk for 12 minutes 30 seconds.	P
The athlete spends less than 25% of the run walking.	
R.2.5 • Run 1 km at a steady pace.	
The athlete keeps a steady pace for 1 km.	

3

R.3.1 • Practice safe and efficient strides • Cushioning • Support • Push-off • Suspension.	T
The athlete makes contact mid-sole (not on the toes nor on the heel) and rolls foot towards toes.	
The athlete minimizes stride height in favour of stride length without affecting stride efficiency and safety.	
R.3.2 • Move the arms fluidly and coordinately from front to back from the shoulder (pendulum motion), maintaining appropriate elbow angle.	
The athlete's shoulders are relaxed.	T/S
The athlete uses the arms to propel themselves forward.	
R.3.3 • Identify and follow a "rabbit".	
The athlete is able to identify another athlete ahead whose speed is similar to their own.	P
The athlete is able to follow the identified athlete.	
The athlete tries to overtake the identified athlete.	
R.3.4 • Run/Walk for 15 minutes on a flat terrain.	P
The athlete is able to run/walk for 15 minutes.	
The athlete spends less than 25% of the run walking.	
R.3.5 • Run 1.5 km at a steady pace.	P
The athlete keeps a steady pace for 1.5 km.	

4

R.4.1 • Adopt a pace approaching 180 strides per minute.	T
The athlete adopts an efficient and safe running pace.	
The athlete's strides are the right length to allow them to have a 180 strides per minute pace.	
R.4.2 • Minimize stride height in favour of stride length.	
The athlete maximizes forward propulsion while maintaining correct foot-to-ground contact (see C.3.1).	T
The athlete minimizes the height of their stride, as it is inefficient for propulsion and represents an unnecessary waste of energy.	
R.4.3 • Perform ABC Skips while walking.	
A Skip: The athlete has "high knees" when walking and coordinates their upper-body movements.	T/S
B Skip: The athlete has "high knees" and "claws at the ground" when walking and coordinates their upper-body movements	
C Skip: The athlete has "high knees" and does "butt kicks" when walking and coordinates their upper-body movements.	
R.4.4 • Adjust running pace and technique to fit surface • Slippery surface: shorter strides • Gripping surface: longer strides.	
The athlete adjusts their running speed to the surface, thinking about efficiency and safety.	T/S
The athlete takes shorter strides on slippery surfaces and longer strides on gripping surfaces.	
R.4.5 • Use different paces depending on the distance to run • Fast for short distances • Moderate to fast for medium distances • Slow to moderate for long distances.	
The athlete chooses a running pace that fits the distance to run.	
The athlete chooses a fast-to-ultra-fast pace for short distances.	
The athlete chooses a moderate-to-fast pace for medium distances.	
The athlete chooses a slow-to-moderate pace for long distances.	

R.4.6 • Run/Walk for 20 minutes on a course that includes some hills.	P
The athlete is able to run/walk for 20 minutes.	
The athlete spends less than 25% of the run walking.	
R.4.7 • Run/Walk 15 minutes, increasing and holding speed for the last minute of the race.	
The athlete is able to run/walk for 15 minutes.	
The athlete spends less than 25% of the run walking.	
The athlete increases speed during the last minute.	
R.4.8 • Run 2 km at a steady and fast pace.	
The athlete keeps a steady and fast pace for 2 km.	

5

R.5.1 • Match running technique to running pace.	T
The athlete matches their running technique to their running pace.	
Slow pace: The athlete takes shorter strides, does not bring knees as high, and shoulders have smaller range of motion. Fast pace: The athlete takes longer strides, brings knees higher, and shoulders have greater range of motion.	
R.5.2 • Match running technique to course characteristics • Uphill/Downhill: smaller strides, same pace.	
The athlete matches their running technique to fit course characteristics. Uphill/Downhill: The athlete takes smaller strides, maintaining their pace.	
R.5.3 • Match running pace to other runners or increase pace.	T/S
Whenever possible, the athlete should, in order to stay in the competition, to stay motivated, to keep the pace and to follow the group, match their running pace to that of other runners.	
R.5.4 • Find comfortable pace (slight shortness of breath that can be maintained for a long period).	
The athlete understands their physical capabilities and recognizes optimal running pace for different distances.	
R.5.5 • Run/Walk for 25 minutes on a course that includes some hills.	P
The athlete is able to run/walk for 25 minutes.	
The athlete spends less than 25% of the run walking.	
R.5.6 • Progressively increase running speed over 1 km (using a 400 m track is recommended).	
The athlete is able to progressively increase their running speed over 1 km. On a 400 m track, the time required to complete a lap or half-lap (200 m) should decrease.	
R.5.7 • Run 2.5 km at a steady and fast pace.	
The athlete keeps a steady pace for 2.5 km.	

6

R.6.1 • Drink water/electrolyte drink while maintaining running pace.	T
The athlete is able to hydrate while maintaining their running pace (or with a slight drop in speed).	
R.6.2 • Perform ABC Skips while skipping.	
A Skip: The athlete has “high knees” while skipping with a slight bounce and coordinates their upper-body movements. B Skip: The athlete has “high knees” and “claws at the ground” while skipping with a slight bounce and coordinates their upper-body movements. C Skip: The athlete has “high knees” and does “butt kicks” while skipping with a slight bounce and coordinates their upper-body movements.	
R.6.3 • Change pace according to participants coming up the rear • Increase speed to stay in the lead.	T/S
Whenever possible, the athlete should, in order to stay in the competition, to stay motivated, and to maintain their pace, increase speed to stay in the lead.	

R.6.4 • Run/Walk for 35 minutes on a course that includes several hills.	P
The athlete is able to run/walk for 35 minutes.	
The athlete spends less than 25% of the run walking.	
R.6.5 • Progressively increase running speed over 2 km (using a 400 m track is recommended).	
The athlete is able to progressively increase their running speed over 2 km.	
On a 400 m track, the time required to complete a lap or half-lap (200 m) should decrease.	
R.6.6 • Run 3 km at a steady and fast pace.	P
The athlete keeps a steady pace for 3 km.	

7

R.7.1 • Manage your supplies (hydration, nutrition) on your own, without under/overdoing it.	T
The athlete knows when they need to drink water/electrolyte drink.	
The athlete appropriately fulfils their needs.	T
R.7.2 • Perform ABC Skips while doing unilateral skips.	
A Skip: The athlete has “high knees” while skipping with a slight bounce and coordinates their upper-body movements.	
B Skip: The athlete has “high knees” and “claws at the ground” while skipping with a slight bounce and coordinates their upper-body movements	
C Skip: The athlete has “high knees” and does “butt kicks” while skipping with a slight bounce and coordinates their upper-body movements.	T/S
R.7.3 • Manage your intensity to maintain a constant or progressively ascending pace for the whole interval/run, following given instructions (on appropriate competition distance).	
The athlete adequately manages their effort.	
The athlete does not start an event at too high an intensity, leading to a drop in energy by the end of the event.	T/S
The athlete does not start an event at too low an intensity, leaving him an unused amount of energy by the end of the event.	
R.7.4 • Run/Walk for 45 minutes on a course that includes several hills.	P
The athlete is able to run/walk for 45 minutes.	
The athlete spends less than 25% of the run walking.	
R.7.5 • Run 1500 m in 6 minutes 15 seconds (boys)/6 minutes 30 seconds (girls) or less.	
The athlete meets the Achievement Standards for running, earning the “promising athlete” badge: 1500 m in 6 minutes 15 seconds (boys)/6 minutes 30 seconds (girls) or less.	
R.7.6 • Run 5 km at a steady and fast pace.	
The athlete keeps a steady pace for 5 km.	



TRANSITION

1

T.1.1 • Easily mount/dismount bicycle	T
The athlete is able to easily mount and dismount bicycle.	
The athlete is able to correctly swing their leg over bicycle.	
The athlete does not lose balance or control during maneuvers.	T
T.1.2 • Easily run alongside your bicycle.	
The athlete runs alongside the bicycle and pushes it with the handlebar and/or saddle.	
The athlete does not trip over the bicycle.	T/S
T.1.3 • Put on and clip helmet/Unclip and take off helmet on your own.	
The athlete is able to properly and quickly put on and clip their helmet.	
The athlete is able to properly and quickly unclip and take off their helmet.	T/S
T.1.4 • Properly, quickly and independently put on/tie shoes (ideally with elastic ties).	
The athlete is able to quickly, properly (securely), and independently tie their shoes.	
T.1.5 • Run 50 m to bicycle, put on helmet, move bicycle 25 m, mount bicycle, ride 100 m (respecting the mount/dismount lines).	P
The athlete is able to do part of the first transition.	
The athlete properly and quickly executes all steps.	

2

T.2.1 • Easily run alongside bicycle, partially or fully steering it straight, from the saddle.	T
The athlete is able to run alongside bicycle, steering it from the saddle.	
The athlete does not trip over their bicycle.	
The athlete steers bicycle from saddle, using the incline in their favour.	T
T.2.2 • Quickly and adequately store bicycle on/take bicycle out of rack.	
The athlete is able to securely store their bicycle on the rack.	
The athlete is able to take their bicycle out of the rack.	T/S
T.2.3 • Properly, quickly and independently put on and tie shoes (ideally with elastic ties) with wet feet.	
The athlete is able to properly (securely), quickly and independently put on their shoes.	
T.2.4 • Run barefoot with wet feet both quickly and carefully • Short strides.	T/S
The athlete recognizes the different types of surfaces on which they might have to run barefoot or with wet feet and adjusts their running technique accordingly.	
On a smooth and potentially slippery surface: The athlete takes short strides to avoid slipping and falling.	
On a rough and non-slippery surface: The athlete's strides are fast and remain almost unchanged despite wet feet.	
The athlete analyses the surface ahead of time (before the run) and knows what to expect to remain efficient and safe during the run.	T/S
T.2.5 • Run 100 m to bicycle, put on helmet, move bicycle 25 m, mount bicycle, ride 200 m (respecting the mount/dismount lines).	
The athlete is able to do part of the first transition.	
The athlete properly and quickly executes all steps.	P

3

T.3.1 • Quickly and easily mount/dismount bicycle.		T
The athlete is able to easily mount bicycle.		
The athlete swings leg over bicycle properly, taking a small swing before mounting and increasing speed before dismounting.		
The athlete does not lose balance or control in their maneuvers, taking a small swing before mounting and increasing speed before dismounting.		T
T.3.2 • Easily run alongside bicycle, partially or fully steering it from the saddle around corners.		
The athlete runs alongside bicycle, steering it from the saddle.		
The athlete does not trip over their bicycle.		T/S
The athlete steers bicycle from saddle, using the incline in their favour.		
T.3.3 • Perform T1+T2 without personal or equipment mistakes.		
T1: The athlete exits the water, removes and drops top of wetsuit (when necessary), goggles and cap in their transition spot.		T/S
T1: The athlete removes whole wetsuit and drops it in their transition spot.		
T1: The athlete puts on and clips helmet, running/cycling shoes (when cycling shoes are not already on the bike), takes their bicycle out (from the saddle) and steers it from the saddle to the mounting line (crossing it).		
T2: The athlete gets off the bicycle before the dismount line (without crossing it) and steers the bicycle from the saddle to their transition zone.		
T2: The athlete stores bicycle from handlebars, unclips and removes helmet, biking shoes (if need be and if not already removed while on bicycle), puts on running shoes and bib (when applicable).		
T.3.4 • Understand and apply equipment rules when not using a transition bin.		T/S
The athlete uses a small towel or mat (when allowed) to set down their gear.		
The athlete only uses their transition spot (75 cm wide) and respects their neighbours'.		

4

T.4.1 • Put on bib and other accessories (goggles, sunglasses...) while running.		T
The athlete is able to put on and secure bib (ideally on their bib belt), while running at a considerable speed, i.e. close to their usual running pace without added gear.		
The athlete is able to put on other accessories while running at a considerable speed, i.e. close to their running pace without added gear.		T
T.4.2 • Mount bicycle (sliding/jumping on saddle) and anticipate optimal resistance.		
Both the athlete's hands are on the handlebar.		
The athlete backswings.		
Following the backswing, the athlete swings the leg closest to bicycle behind the saddle and mounts bicycle with a small jump.		
The athlete sits on the saddle and puts feet on pedals.		T
T.4.3 • Dismount moving bicycle.		
The athlete starts by removing their cycling shoes (when applicable).		
Both the athlete's hands are on the handlebar.		
The athlete stands on the pedals.		
The athlete swings the right leg behind the saddle, standing on only one pedal (left leg supporting weight on the pedal, right leg between the bicycle and pedal).		T
The athlete keeps their balance on the bicycle.		
The athlete swings their right leg forward (between the left leg supporting the weight on the pedal and the bicycle), dismounts and uses momentum to continue running (right leg absorbing the dismount shock).		

T.4.4 • Perform T1+T2 without personal or equipment mistakes as fast as possible (timed from bicycle rack arrival to departure).		T/S
T1: The athlete exits the water, removes and drops top of wetsuit (when necessary), goggles and cap in their transition spot.		
T1: The athlete removes whole wetsuit and drops it in their transition spot.		
T1: The athlete puts on and clips helmet, running/cycling shoes (when cycling shoes are not already on the bike), takes their bicycle out (from the saddle) and steers it from the saddle to the mounting line (crossing it).		
T2: The athlete gets off the bicycle before the dismount line (without crossing it) and steers the bicycle from the saddle to their transition zone.		
T2: The athlete stores bicycle from handlebars, unclips and removes helmet, biking shoes (if need be and if not already removed while on bicycle), puts on running shoes and bib (when applicable).		
For this skill, the coach will set acceptable time according to available facilities.		
T.4.5 • Understand and apply equipment rules when using a transition bin.		
The athlete's bin is empty at the beginning of the race.		
The athlete only uses their transition spot (75 cm wide) and respects their neighbours'.		
The athlete does not setup a towel or mat next to their bin.		
Throughout the event, the athlete puts all belongings in their bin as they go. The athlete does not leave any belonging outside their bin.		

5

T.5.1 • Remove wetsuit on your own, quickly and efficiently, after swimming event.		T
The athlete peels wetsuit off inside out.		
The athlete removes wetsuit in two steps: top (two arms and torso) followed by bottom (hips and two legs).		
The athlete takes each section off separately (arms and legs) using wide motions.		
The athlete does not experience any problems in completing and fluidly executing the maneuver (no stuck limbs).		T/S
T.5.2 • Quickly perform T1+T2 without personal or equipment mistakes and with other participants in the zone.		
T1: The athlete exits the water, removes and drops top of wetsuit (when necessary), goggles and cap in their transition spot.		
T1: The athlete removes whole wetsuit and drops it in their transition spot.		
T1: The athlete puts on and clips helmet, running/cycling shoes (when cycling shoes are not already on the bike), takes their bicycle out (from the saddle) and steers it from the saddle to the mounting line (crossing it).		
T2: The athlete gets off the bicycle before the dismount line (without crossing it) and steers the bicycle from the saddle to their transition zone.		
T2: The athlete stores bicycle from handlebars, unclips and removes helmet, biking shoes (if need be and if not already removed while on bicycle), puts on running shoes and bib (when applicable).		
T.5.3 • Keep station orderly and respect max width of 75 cm for all transitions.		
The athlete follows bin/no bin rules.		
The athlete only uses their transition spot (75 cm wide) and respects their neighbours'.		P
The athlete arranges gear strategically and orderly before and during competition.		
T.5.4 • Cycle 10 km after swimming 375 m.		
The athlete is able to transition between first two disciplines.		
The athlete properly performs all steps.		
T.5.5 • Run 2.5 km after cycling 10 km.		
The athlete is able to transition between first two disciplines.		
The athlete properly performs all steps.		

6

T.6.1 • Mount moving bicycle in a group and anticipate optimal resistance.		
Both the athlete's hands are on handlebar.		
The athlete backswings.		
Following the backswing, the athlete swings leg closest to bicycle behind saddle and mounts bicycle with a small jump.		
The athlete sits on saddle and puts feet on pedals.		
The athlete keeps an eye on other members of the group, maintains trajectory, and spots potential obstacles.		
T.6.2 • Dismount moving bicycle in a group and anticipate optimal resistance.		
The athlete starts by removing their cycling shoes (when applicable).		
The athlete stands on the pedals.		
The athlete swings the right leg behind the saddle, standing on only one pedal (left leg supporting weight on the pedal, right leg between the bicycle and pedal).		
The athlete keeps their balance on the bicycle.		
The athlete swings their right leg forward (between the left leg supporting the weight on the pedal and the bicycle), dismounts and uses momentum to continue running (right leg absorbing the dismount shock).		
The athlete keeps an eye on the other members of the group, maintains trajectory and spots potential obstacles.		T
T.6.3 • Toe clips/Clipless: Put on shoes while cycling.		
The athlete starts putting on shoes after gaining enough speed.		
The athlete uses right hand to put on/clip right shoe and left hand for left shoe.		
The athlete holds trajectory and spots potential obstacles.		
T.6.4 • Toe clips/Clipless: Remove shoes while cycling.		
The athlete unties shoes, taking feet out of them.		
The athlete uses right hand to untie and remove right shoe, and left hand for left shoe.		
The athlete keeps feet on shoes and continues to cycle (if necessary).		
The athlete starts to initiate the dismount procedure at an adequate distance of the dismount line (not too close nor too far).		
The athlete holds trajectory and spots potential obstacles.		
T.6.5 • Remove wetsuit on your own, quickly and efficiently, after intense swimming event (with shortness of breath).		
The athlete follows bin/no bin rules.		
The athlete only uses their transition spot (75 cm wide) and respects their neighbours'.		
The athlete arranges their gear strategically and orderly before and during the competition.		
T.6.6 • Elastic laces: Put on and tie shoes properly, quickly and independently with wet feet.		
The athlete has put baby powder in shoes ahead of time.		
The athlete has adjusted laces ahead of time.		
The athlete quickly puts on shoes and makes necessary adjustments.		
T.6.7 • Transition between 375 m-swim, 10 km-cycle, 2.5 km-run.		
The athlete is able to transition between all three disciplines.		
The athlete properly performs all steps.		P

7	
T.7.1 • Toe clips/Clipless: Put on shoes while cycling in a group.	T
The athlete starts putting on shoes after gaining enough speed.	
The athlete uses right hand to put on/clip right shoe and left hand for left shoe.	
The athlete keeps an eye on other members of the group, holds trajectory and spots potential obstacles.	
T.7.2 • Toe clips/Clipless: Remove shoes while cycling in a group.	
The athlete unties shoes, taking feet out of them.	
The athlete uses right hand to untie and remove right shoe, and left hand for left shoe.	T
The athlete keeps feet on shoes and continues to cycle (if needed).	
The athlete starts to initiate the dismount procedure at an adequate distance of the dismount line (not too close nor too far).	
The athlete keeps an eye on other members of group, holds trajectory and spots potential obstacles.	
T.7.3 • Participate in a “Regional Final” or “Québec Cup” event.	P
The athlete is able to finish a “Regional Final” or “Québec Cup” event.	

PRE-RACE

BRONZE

BRONZE	
PR.TB.1 • Prepare and bring your own gear with the help of a responsible adult.	T
The athlete prepares and brings: trisuit (if applicable), bathing suit (if applicable), other items of clothing (sweater, cycling shorts, etc., if applicable), wetsuit (if applicable), swim goggles, bicycle, helmet, cycling/running sunglasses (if applicable), running shoes, socks and/or baby powder, bib belt, water bottle/ electrolyte drink, snacks, etc. (cap, lotion...).	
The athlete prepares and groups gear in bag ahead of time.	
PR.TB.2 • Follow time-management instructions given by coach or responsible adult and leave for pre-race briefing on time.	
The athlete arrives on site on time.	
The athlete’s time-management skills translate into arriving on site, for check-in, to setup their transition zone, for warmups, and for pre-race briefing both ready and on time.	
PR.TB.3 • Watch a responsible adult inflate tire.	T
The athlete watches how tires are inflated: Look for pressure markings on tire, find valve, unscrew cap and use adaptor if needed, hook pump to valve, inflate to recommended pressure, unhook pump and remove adaptor (if used), screw on cap.	
The athlete shows interest in learning.	
PR.TB.4 • Organize spot efficiently in transition zone with your coach’s help.	T/S
The athlete follows regulations and sets up gear strategically in transition zone: use of 75 cm width, follows event regulations (mat, towel, bin, etc.), gear is ready to use, readily accessible and laid out in order of use.	
The athlete only uses the strict minimum in their transition zone.	
PR.TB.5 • Find your bearings in the transition zone and analyse upcoming moves with the help of your coach.	T/S
The athlete learns the route and how the transition zone works: where their bicycle is, direction of traffic, entrance/exit, mounting/dismounting lines, etc.	
PR.TB.6 • Perform a dynamic warm-up routine tailored to the event with the help of your coach.	P
The athlete performs a triathlon-specific dynamic warm-up routine wasting much energy.	
The athlete uses learned techniques.	

SILVER

PR.TS.1 • Independently prepare and bring own gear (checked by a responsible adult).

The athlete prepares and brings: trisuit (if applicable), bathing suit (if applicable), other items of clothing (sweater, cycling shorts, etc., if applicable), wetsuit (if applicable), swim goggles, bicycle, helmet, cycling/running sunglasses (if applicable), running shoes, socks and/or baby powder, bib belt, water bottle/ electrolyte drink, snacks, etc. (cap, lotion...).

The athlete prepares and groups gear in bag ahead of time.

PR.TS.2 • Manage time and arrive at pre-race briefing on time under the supervision of coach/responsible adult.

The athlete arrives on site on time.

The athlete's time-management skills translate into arriving on site, for check-in, to setup their transition zone, for warmups, and for pre-race briefing both ready and on time.

PR.TS.3 • Watch a responsible adult inflate tire OR partly inflate tire on your own.

The athlete watches how tires are inflated: Look for pressure markings on tire, find valve, unscrew cap and use adaptor if needed, hook pump to valve, inflate to recommended pressure, unhook pump and remove adaptor (if used), screw on cap.

The athlete shows interest in learning.

PR.TS.4 • Organize transition-zone spot efficiently, checking with your coach.

The athlete follows regulations and sets up gear strategically in transition zone: use of 75 cm width, follows event regulations (mat, towel, bin, etc.), gear is ready to use, readily accessible and laid out in order of use.

The athlete only uses the strict minimum in transition zone.

PR.TS.5 • Find your bearings in the transition zone and analyse upcoming moves, checking with your coach.

The athlete learns the route and how the transition zone works: where their bicycle is, direction of traffic, entrance/exit, mounting/dismounting lines, etc.

PR.TS.6 • Perform a dynamic warm-up routine tailored to the event own your own, under the supervision of your coach.

The athlete performs a triathlon-specific dynamic warm-up routine wasting much energy.

The athlete uses learned techniques.

T

T/S

P



GOLD

PR.TG.1 • Independently prepare and bring own gear.		T
The athlete prepares and brings: trisuit (if applicable), bathing suit (if applicable), other items of clothing (sweater, cycling shorts, etc., if applicable), wetsuit (if applicable), swim goggles, bicycle, helmet, cycling/running sunglasses (if applicable), running shoes, socks and/or baby powder, bib belt, water bottle/ electrolyte drink, snacks, etc. (cap, lotion...).		
The athlete prepares and groups gear in bag ahead of time.		
PR.TG.2 • Independently manage time and arrive at pre-race briefing on time.		
The athlete arrives on site on time.		
The athlete's time-management skills translate into arriving on site, for check-in, to setup their transition zone, for warmups, and for pre-race briefing both ready and on time.		
PR.TG.3 • Partly or fully inflate tire on your own when possible.		T/S
The athlete watches how tires are inflated: look for pressure markings on tire, find valve, unscrew cap and use adaptor if needed, hook pump to valve, inflate to recommended pressure, unhook pump and remove adaptor (if used), screw on cap.		
The athlete shows interest in learning.		
PR.TG.4 • Organize transition-zone spot efficiently and independently.		T/S
The athlete follows regulations and sets up gear strategically in transition zone: use of 75 cm width, follows event regulations (mat, towel, bin, etc.), gear is ready to use, readily accessible and laid out in order of use.		
The athlete only uses the strict minimum in transition zone.		P
PR.TG.5 • Find your bearings in the transition zone and analyse upcoming moves on your own.		
The athlete learns the route and how the transition zone works: where their bicycle is, direction of traffic, entrance/exit, mounting/dismounting lines, etc.		P
PR.TG.6 • Perform a dynamic warm-up routine tailored to the event own your own.		
The athlete performs a triathlon-specific dynamic warm-up routine wasting much energy.		P
The athlete uses learned techniques.		



RESPONSIBLE TRIATHLETE

RESPONSIBLE

- RT.1 • The athlete attends all scheduled training sessions and is early or on time.
- RT.2 • The athlete follows instructions given by coach and/or qualified staff and group guidelines. They respect their peers and take proper care of the equipment at their disposal.
- RT.3 • The athlete is respectful towards officials and volunteers during competitions and demonstrates good sportsmanship with competitors.
- RT.4 • Regardless of personal athleticism, the athlete participates during training and activities, and shows positivity and motivation.
- RT.5 • The athlete shows effort, commitment and perseverance in the process of becoming a better athlete.
- RT.6 • The athlete knows safety rules for both training sessions and races (ex: road and running safety regulations).
- RT.7 • The athlete knows the importance of equipment maintenance (tune-ups, cleanings).
- RT.8 • The athlete knows the importance of appropriate clothing and gear for all weather conditions.
- RT.9 • The athlete applies basic principles learned on different subjects (nutrition: before/during/after training sessions & competitions, doping, etc.)
- RT.10 • The athlete is able to fix some equipment failures (ex: flat) or, at the very least, always has a repair kit with them.
- RT.11 • The athlete understands the importance of pre-race mental training (focus, visualization, positivity, stress management, etc.).



The logo for Triathlon Québec features the word "TRIATHLON" in a bold, white, sans-serif font. Below it is a stylized graphic of three curved lines representing a swimmer's stroke, followed by the word "QUÉBEC" in the same bold, white, sans-serif font.

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