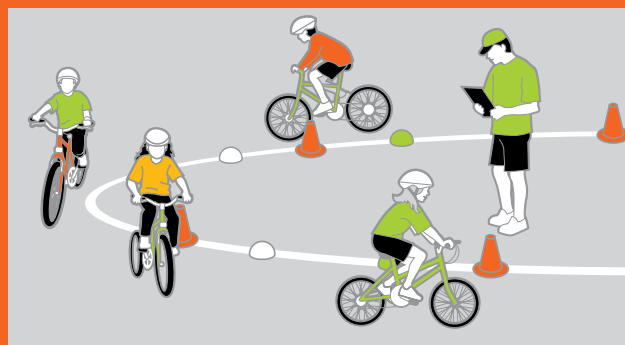
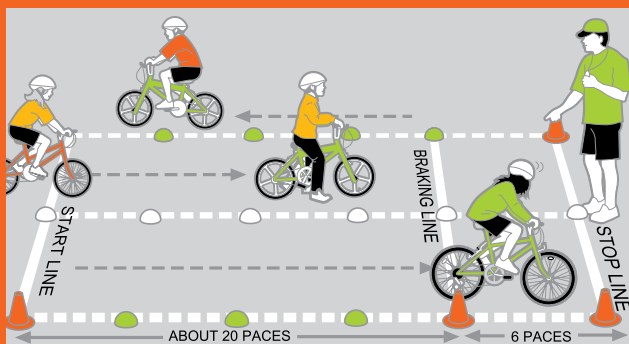


Session 4: Braking

This session aims to instil good and instinctive braking skills.



Session learning outcomes:

By the end of this session, children will be able to:

- ⇒ stop their bikes safely without skidding.
- ⇒ perform an emergency stop.
- ⇒ say which brake has the strongest braking effect.

Safety notes:

- ⇒ When using the stop box, ensure each pair of riders have left the course before the next two start.
- ⇒ Clearly define the safe route for returning riders.
- ⇒ When working on circle stops ensure riders maintain 1-2 bike lengths between each other.

Session content:

Basic braking activity:

- ⇒ Check that riders know which hand operates each brake.
- ⇒ Get riders to walk their bikes forward.
- ⇒ Apply the back brake firmly. Show how the rear wheel skids and the bike does not stop.
- ⇒ Apply the front brake firmly. Show how the bike stops suddenly and rears up on the front wheel.
- ⇒ Ask which brake stops the bike most effectively.
- ⇒ Discuss the implications of suddenly applying the front brake.
- ⇒ Encourage children to apply both brakes gradually.

Stop box:

- ⇒ Set up the stop box course as illustrated.
- ⇒ This exercise is excellent preparation towards children being able to stop safely in an emergency.
- ⇒ Encourage riders to sit as far back as they can in the saddle when braking.

Training Tips:

- ⇒ Apply both brakes evenly.
- ⇒ If you start to skid, release the brakes and apply them again evenly.

Circle stops:

- ⇒ Set up the circle of markers as illustrated.
- ⇒ Encourage children to discuss the negative effects of skidding e.g. (lost control, tyre wear, environmental effect on trails, etc.)
- ⇒ Use a points system to focus attention on stopping quickly without skidding.
- ⇒ Focus initially on safely stopping whilst remaining seated.
- ⇒ During this exercise, get the riders to ride slowly round the circle for a minute without stopping.

Enhancement activities:

To make the activity easier:

- ⇒ start slowly to practise.
- ⇒ make the acceleration zone shorter.
- ⇒ make the stopping zone longer.
- ⇒ use chalk to draw a line for each stage, i.e. acceleration phase, preparing to stop phase, braking phase.

To make the activity harder:

- ⇒ shorten the braking zone.
- ⇒ lengthen the acceleration zone.
- ⇒ add more STOP lines (say 5), within stop zone. Give 5 points for stopping at the closest line, 1 for the farthest.
- ⇒ put a marker at the stopping point for each rider. Each person tries to stop sooner without skidding.

Other ideas:

- ⇒ Set up several stop boxes with different levels of difficulty. Riders can progress to the more difficult ones.
- ⇒ Get riders to try stopping whilst standing and moving their weight back. Pedals/cranks should be level whilst doing this. Get riders to use the back brake only before progressing to the use of front and both brakes.



Training notes:

- ⇒ Start each activity slowly.
- ⇒ Ensure riders look ahead.
- ⇒ Encourage riders to ride with the brakes covered when in close proximity to each other or to hazards or obstacles.
- ⇒ Encourage riders to apply the brakes evenly and progressively; don't snatch them.
- ⇒ Focus initially on stopping whilst sitting. If riders are confident, they may progress to braking whilst standing. This can improve the riders control of the bike and is used in off road cycling. For road cycling, sitting is the recommended mode.
- ⇒ Refer children to the 'Using Your Brakes' section of the Cyclist's Guide.
- ⇒ Encourage children to practise these skills.

Resources required:

- ⇒ Marker/sports cones, preferably a variety of colours.
- ⇒ Playground chalk (optional).

