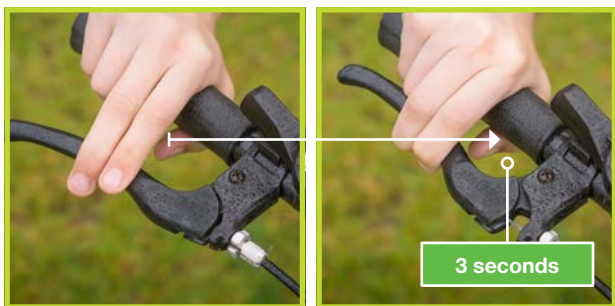


Focus: Controlled braking

Practise: In a stationary position with feet down have the rider pull on **both** brake levers at the same time. Practise pulling the levers towards the handle bars *slowly* (approx. 3 seconds).

Have the rider pedal three rotations and then carry out a controlled brake procedure.

Practise stopping at a particular point e.g. the end line on a basketball court.



Discuss: What would it be like for other traffic if bike riders used an *emergency* brake all the time? When should you use a *controlled* brake procedure? Why?

Practise: Ride at different speeds and stop at exactly the same spot.

Discuss: What happens if:

- you don't pull the brake levers hard enough?
- you pull the brake levers quickly?

How does speed affect the amount of pressure you apply to the brakes in order to stop at the same spot?

Tip: If the rider is using their feet to stop remind them to use their brakes.

**Coasting – When a bike rider stops pedalling and maintains speed.
Practice coasting then braking to stop.**

Focus: Direction

Practise and discuss:



Slight turn – have the rider practice a slight body lean in the direction of the turn. The change in weight balance should mean that they do not need to turn the handlebars.

Tight turn – practise braking enough to reduce speed before the turn. Turn the handlebars to control the direction. They should not need to lean heavily on a tight turn.

Bring it all together...

Create an obstacle course with cones. Different levels of difficulty can be achieved by changing the cone spacing. Incorporate combinations or all of the basics skills e.g.:

- slow controlled riding
- varied speed followed by controlled braking
- weaving through cones
- using the court lines to prompt tight turns
- riding with one hand on the handlebars



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Developing basic bike handling skills Activities guide for teachers and parents

Before you start...

- Locate a quiet open space with little or no obstacles e.g. basketball or tennis court.
- Check that the bike is roadworthy and the right size. Talk to them about what you will be looking for as you progress.



Practise and discuss: Sit on the bike and grasp the handlebars. What are the handlebars and brake levers for? (Controlling direction and speed).

Focus: Getting on the bike from the left side

Practise and discuss: Mount the bike. Why it is safer to mount a bike from the left side?



Focus: Balancing body weight

Practise: Keeping the feet on the ground lean left and then right then move back to the centre to balance.



Discuss: What keeps you balanced? (weight evenly spread) Clarify that a person's weight needs to be balanced in the middle in order for them to travel in a straight line.

Focus: Power position and pedalling

Practise: Put the pedal into the power position. Do one big push with the right leg, lift the left foot onto the pedal and KEEP PEDALLING.

Aim for 3 pedals in a row and build on from there.

Tip: Tell the rider to keep their EYES UP and look to where they want to go, not at the pedals.



Discuss: The benefit of starting in power position. Compare with other positions e.g. 6 o'clock. What happens if you stop pedalling?

Tip: If the rider is leaning have them stop and find their balance before trying again. Check that he/she is not pulling the handlebars to the left and right (oversteering) to find their balance.

Reinforce - loose hands and a balanced body.

If the rider is very anxious or struggling to balance you can remove the pedals and lower the seat to a point where their knees are slightly bent. Try Focus: Developing balance through scooting, then go back to pedalling when he/she is able to balance.

Focus: Developing balance through scooting



Practise: Push with one foot after the other to move the bike forward. Encourage the rider to gain momentum and then raise their feet for a few seconds before placing them back on the ground. Once they gain confidence challenge them to try for a few seconds longer each time.

Once they can balance without wobbling reattach the pedals and practise balancing.