

# PROJECT 5: *Emergency Braking*

## LEARNING INTENTIONS

### We are learning to:

- » Be aware of the dangers when braking suddenly
- » Control a bike under emergency braking conditions

## SUCCESS CRITERIA

- » I can brake safely when riding
- » I can identify the influences of speed on braking
- » I can identify a variety of conditions that influence safe braking
- » I can use safe cycling skills to participate safely in a variety of bike games

## AUSTRALIAN CURRICULUM LINKS

- » Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)
- » Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMPO80)
- » Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMPO83)
- » Evaluate and justify reason for decisions and choices of action when solving movement challenges (ACPMPO87)

## EQUIPMENT AND PREPARATION

Bikes  
Helmets  
Cones/markers  
Large open area (ideally grass or a soft surface)

## TUNING IN

Explain to students that they have learnt how to handle their bike and be safe when riding. Today's lesson will be reinforcing the skills needed to be able to choose and use the correct brake and brake safely as speed is increased and conditions change. Ask students to complete Quick Quiz 9.

## SKILL DEVELOPMENT

### Teacher explanation of:

- » Brakes - front and back, use and technique
- » Different bike conditions influence times and distances (dry, wet, tired, conditions of the brakes)
- » How different speeds influence braking times and stopping distances

## Braking instructions

- » If your bike has two brakes, one for each hand, and you want to stop as safely as possible, you need to pay attention to how you use each of them
- » The front brake applies the most braking power and will help you stop the quickest, but it is better to use both brakes at the same time for maximum effect
- » Make sure you don't just jam the brakes on as hard as you can or you run the risk of skidding, losing control of your bike or going over your handlebars
- » When braking heavily move your body position back as far as you can. This will minimise the risk of going over the handlebars
- » As you get more experienced at braking you may notice that adjusting how hard you apply the front and rear brake will improve your braking technique

## 'Power slide' instructions

- » The 'power slide' is often used by young riders on small bikes with a back-pedal brake
- » The back-pedal brake is applied and the rider leans the bike sideways and slides the bike 90 degrees to the direction of travel

## SAFETY FIRST

Students collect bikes and helmets and perform the ABC TIGHT Bike Safety Check and The Three 2s Helmet Check. Teacher completes Safety First Worksheet.

## ACTIVITY 1: BRAKING PRACTICE

Have students get into groups of three and assign a braking technique to each student.

One uses the front brakes only, one uses the back brakes only and one uses a combination of both.

Swap each role within the group until all members have practiced the different braking techniques.

Practice braking over different surfaces and highlight the correct body position when braking.

## ACTIVITY 2: BRAKING PRACTICE WITH SPEED

Create two parallel lines 25 metres apart.

Students start on one line and ride towards the second line. The aim is to stop their bike in as short a space as possible.

Begin at a slow pace and with each turn gradually increase the pace.

Let students see how the braking distances increase with speed.

## ACTIVITY 3: BIKE GAMES

Choose a range of games to play from the bike games list (available to download via the online course).

Game 15 - Whistle Stop is a good one for practicing braking skills.

## REFLECTION

### Facilitate a group discussion on the activity:

- » What braking technique do you instinctively do when faced with an emergency?
- » Which braking technique would you use most often and why?

### ASK STUDENTS TO:

- » Complete a quick scenario activity. In pairs ask students to think of a short scenario that involves emergency braking. Their partner explains how and what type of braking they would use to stay safe in that situation
- » Complete Quick Quiz 10