



SKILL-BASED ACTIVITY **Quick Stop**

Timeframe

Beginner: N/A

Intermediate: 20 minutes Advanced: 15 minutes

Objectives

At the conclusion of this activity the student will be able to:

1. Demonstrate an exceptional or reliable Quick Stop as measured by the

hazard-avoidance rubric. (Psychomotor)

2. Demonstrate exceptional or reliable social behavior as measured by

the social behavior rubric. (Affective)

National Standards Standard 1

Standard 2 Standard 3 Standard 4

Equipment

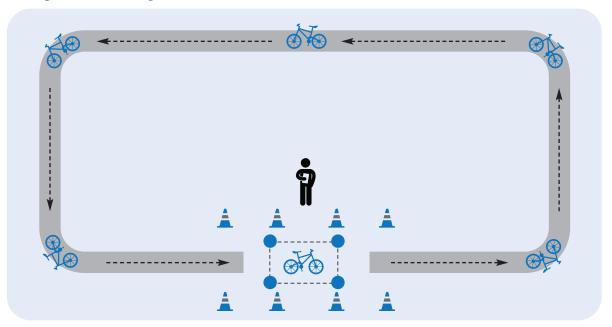
- Helmets
- · Head barriers
- Bicycles
- · Bicycle pump
- · Allen wrench
- · Cones, domes, polyspots or chalk to mark riding course
- · Red floor tape

Teacher Overview This activity teaches and/or strengthens the emergency bicycle handling skill of stopping quickly in a limited space. Learning to stop a bicycle in a controlled manner is one of the most important safety maneuvers that can be learned. A typical braking maneuver tends to use more rear braking power, often resulting in a skid. The drawback to this type of braking is that it requires a greater braking distance to stop and the rider does not have as much control over the bicycle. The quick stop enables the rider to make an immediate stop, by using both the front and rear brakes and requires a much shorter braking distance.

Preparation

- 1. Designate a riding course that enables the teacher to see the students at all times. This will enable students to ride throughout the class period, even when they are not performing skills.
- 2. Set up a "chute" using cones, to indicate where the student will perform the skill and the teacher will conduct the assessment. This area should also serve as a teaching station in which the skill will be demonstrated for the students and where students will return when instructed.
- 3. Within the chute, place 4 cones, domes or polyspots creating a square that is the length of about one bicycle.
- 4. Practice the Quick Stop skill before demonstrating to students.

Diagram: Quick Stop Course



Directions

1. Introduce this activity using the following prompt:

Learning to stop a bicycle in a controlled manner is one of the most important safety maneuvers that can be learned. A typical braking maneuver tends to use more rear braking power, often resulting in a skid. The drawback is that it requires a greater braking distance to stop and the rider does not have as much control over the bicycle. This type of braking would not work well if you had to stop in an emergency without a lot of room. So today, we will be learning about the Quick Stop. The Quick Stop enables the rider to make an immediate stop, by using both the front and rear brakes and requires a much shorter braking distance.

2. Use the following sample questions to prompt students' thinking about the content in this activity.

Q: Why might you have to stop suddenly on a bicycle?

- A: Any of the following:
 - · A vehicle turns in front of you
 - · A child or dog runs out in front of you
 - · Other responses may be accepted

Q: If you have ever stopped suddenly, what did it feel like?

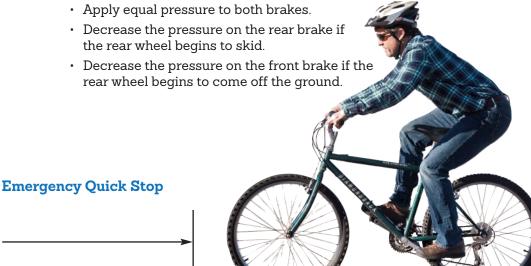
- **A**: Any of the following:
 - · Like I might fly over the handlebars
 - · Out of control
 - · Like I might fall
 - · Other responses may be accepted



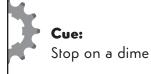


3. Complete the following steps #4-10 if Helmet Fit and ABC Quick Check have not been completed as part of the current day's lesson; otherwise proceed to step #11.

- 4. Divide students into groups of two or three.
- 5. Instruct students to fit helmets and have partner(s) check if the helmet is fitted correctly.
- **6**. Instruct students to retrieve bicycles according to number assigned.
- 7. Instruct one student to complete the ABC Quick Check while the other student observes to ensure that the check was completed properly and to provide prompts if an item was missed.
- 8. Switch roles so the other partner(s) completes the ABC Quick Check.
- 9. Instruct pairs to proceed to the riding area to meet teacher after students have successfully completed the helmet fit and ABC Quick Check.
- **10**. Inspect helmets and instruct students to proceed on the riding course for the 'Check' of the ABC Quick Check and when finished return to the teaching station.
- 11. Explain and demonstrate the Quick Stop skill to students in the teaching station, reinforcing the following points. Riders should:
 - · Position body weight over the rear tire. The position is similar to the ready position, but more body weight should be over the rear tire. This is critical, so the bicyclist will not flip over the handlebars.



- - 12. Instruct students to jog, next to the bicycle and apply just the rear brake. Observe how the bicycle stops.
 - 13. Instruct students to jog next to the bicycle, apply just the front brake. Observe how the bicycle stops.
 - 14. Instruct students to jog next to the bicycle, and equally apply both the front and rear brakes. Observe how the bicycle stops. (Red floor tape is taken off of front brake to teach this skill.)



- 15. Instruct students to begin riding the designated course with a power start.
- 16. Instruct students to perform the Quick Stop and stop within the square in the chute. (Cue)
- **17**. Provide more practice opportunities by instructing students to ride multiple laps around the designated riding course. While students are riding, blow a whistle to signal students to perform the Quick Stop and then continue riding.

Assessment

1. Assess Quick Stop of each student using the following rubric.

PERFORMANCE RUBRIC: QUICK STOP



Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student is able to stop quickly and maintain balance (body back over rear tire) so that she can then continue riding without placing her feet on the ground; Student uses equal pressure on both front and rear brakes; Student is able to judge when to apply more or less pressure to one brake, given the situation (rear wheel skidding or rear wheel leaving the ground).	Student is able to stop quickly and maintain balance (body back over rear tire) on most attempts; Student may not be able to maintain balance well enough after stopping that she can then continue riding, without placing her feet on the ground; Student is able to use equal pressure on both front and rear brakes; Student may have difficulty judging when to apply more or less pressure on one brake, given the situation (rear wheel skidding or rear wheel leaving the ground).	Student is able to stop, but not quickly enough for an emergency situation; Student has difficulty maintaining balance and needs to put her feet on the ground; Student may not be able to keep body weight over back tire. Student does not fully understand how to apply equal pressure on both brakes, and typically has more pressure on one brake, causing the bike to skid or the rear wheel to leave the ground.	Student is unable to perform a Quick Stop and must continue to work on controlled braking; Student may not understand when it is appropriate to use the front brake, and does so in an unsafe manner.

2. Assess the performance of social behavior for each student using the following rubric.

PERFORMANCE RUBRIC: SOCIAL BEHAVIOR



Exceptional	Reliable	Inconsistent	Struggling/ Survival
Student is respectful toward classmates, teacher, and equipment; Student receives and uses feedback from teacher and peers in a courteous manner; Student participates fully, without teacher prompting or supervision; Student is able to work cooperatively and productively with classmates, including during peer assessments; Student perseveres, even through difficult skills/activities, and maintains a positive attitude; Student is committed to learning; Student is committed to engaging in bicycling in a safe manner, and keeping all classmates safe during the bicycling unit.	Student is respectful toward classmates, teacher, and equipment; Student receives and uses feedback from teacher and peers in a courteous manner; Student participates fully, but needs some teacher prompting and/or supervision; Participates in most class activities at an appropriate and productive level; Student is most often able to work cooperatively and productively with classmates, including during peer assessments; Student is able to work hard and not get frustrated with setbacks; Student is committed to learning; Student is committed to engaging in bicycling in a safe manner, and keeping all classmates safe during the bicycling unit.	Student may not always be respectful toward classmates, teacher, and equipment; Student may listen to feedback from teacher or peers, but may not attempt and/or have difficulty applying it; Student requires some teacher supervision, but does exhibit some self-control at times; Student demonstrates the ability to work cooperatively and productively with classmates, but may need teacher direction or supervision; Student participates in most class activities; Student is willing to try, but may get frustrated with setbacks, and pout and/or verbalize frustration; Student may fluctuate between riding safely and unsafely at times.	Student may struggle with being respectful toward classmates, teacher, and equipment and/or show anger and/or blame others for cycling mishaps; Student does not listen to feedback from teacher or peers, and does not attempt to apply it; Student requires ongoing supervision and does not ride safely; Student may be unprepared and show very little interest in learning or the activity; Student becomes frustrated easily and may quit participating.

Safety



- 1. Follow the 2-2-2-2 Rule (2 wheels on the ground; 2 feet on the pedals; 2 hands on the handlebars; 2 fingers on the brake levers) while riding the bicycle.
- **2.** Instruct students to ride the bicycles on the designated course and demonstrate the skill components in the "chute."
- 3. Instruct students to keep at least three-bikes-lenghts between each rider.

Differentiating Instruction

Adapted and Beginner

- This skill is difficult to perform. It should be taught only to intermediate/advanced level riders.
- Continue to practice controlled braking.

Intermediate

 When performing the quick stop, students can place one or both feet on the ground after stopping and then continue riding.

Advanced

 When performing the quick stop, students should be able to stop without placing feet on the ground and then continue riding.

Best Practices

1. Provide a discreet opportunity and safe environment for students to share information pertaining to their ability and comfort level for riding a bicycle.



- 2. Always complete the Helmet Fit and ABC Quick Check at the beginning of every class in which the students will be riding. The use of peers/partners to practice, inspect, and correct each other will make the most efficient use of class time and reinforce bicycle safety skills. This should not replace teacher assessment.
- 3. Review the three-bicycles-length rule to promote safe riding. The three-bicycles-length rule is a reminder of keeping a safe distance between bicyclists while riding single-file. To help maintain proper spacing, have a marker on the course that allows students to see when it is their turn to go: when the person in front of them gets to the marker, the next student may start riding.