

2.1 Cycling – Mount & Dismount.



COACH		DATE & TIME	
GROUP ABILITY		OTHERS INVOLVED	
AREA/VENUE	Car park (traffic free), running track/grassed area	TIME:	60 minutes
THEME	Bike mounting and dismounting	OBJECTIVE	Safe bike mounting and dismounting technique [stationary]
SKILL SUMMARY	Athletes will be able to demonstrate safe and effective stationary bike mounting skills	EQUIPMENT	Whistle, stopwatch, clipboard, 20+ cones, chalk
PRE-SESSION SAFETY CONSIDERATIONS	Review session plan with supervising coach. Review facility documentation - confirm first aid/CPR coverage.	Review update athlete safety and welfare information Bike, helmet and equipment safety check	

ACTIVITY & TIME	SKILL FOCUS & ACTIVITY INFORMATION Set up, group organisation, instructions, progressions – how to CHANGE IT		KEY COACHING POINTS Reinforce what is important and why	QUESTIONS Challenge athletes to find solutions
Introduction [8 min] 0 – 8 min	Pre-cycle brief: “Around the venue” safety brief, bike, helmet and equipment check, cycling etiquette	Explanation/Demonstration: Bike mount and dismount explanation and demonstration introduce basic coaching cues	Safe and effective bike mounting and dismounting [stationary]	Why is it important to confirm bike safety prior to each session?
Bike Safety [3 min] 9 – 12 min	Complete Bike Helmet Fitting for all athletes	Complete Bike Safety M-Check for all athletes	Focus: Basic bike and helmet safety	Why is bike safety check important before every session?
Warm Up [5 mins] 13 – 18 min	On bike – ride around venue in a group/long line; keep safe distance between riders. Start in low gear and increase cadence, rather than speed.	Mobilise on bike by changing position - seated/standing and changing hand positions.	Safety during session: ensure 2 bike lengths between riders, set each rider off individually to prevent collisions	Why do we warm up with increased cadence rather than speed?
Mount [12 mins] 19 – 30 min	Set a straight line course, riders to approach the ‘mount line’ walking with bike Perform a 5 stationary mount.	1) apply brakes, check behind, 2) swing leg over saddle, put feet on pedal. 3) Check clear before moving off 4) Release brakes and push off.	Coaching Cues: Keep looking forwards Use body weight to balance the bike	
	Repeat 5 times ensuring all are able to perform.	More able riders can race it against each other.	Feet must be in contact with floor on the transition side of a mount line, otherwise a penalty is applied.	Why is it essential to apply the brakes throughout a stationary mount of your bike?

2.1 Cycling – Mount & Dismount.

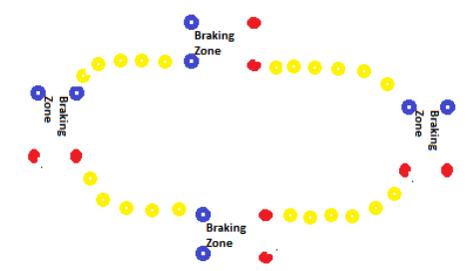


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Dismount [12 mins] 31 – 43 min	Set riders off one at a time and get them to stop at a specified line (dismount line). Get off the bike using a stationary dismount.	1) Apply brakes to stop and continue until dismounted. 2) Check behind before dismounting bike. 3) Place dismount side foot on floor. 4) Take leg over behind saddle.	Coaching Cues: Keep looking forwards Use body weight to balance the bike	
	Repeat 5 times ensuring all are able to perform.	More able riders can race it against each other.	Feet must be in contact with floor on the bike course of dismount line, otherwise a penalty is applied.	Why is it essential to apply the brakes throughout a stationary dismount of your bike?
Warm Down [8 mins] 44 – 52 min	Gentle riding around facility [3 mins]	Stretching session of major muscle groups used. [Children – 20 minutes' bike play]	Hold static stretches for 30 secs.	Reminder: Why is stretching important following a session?
REVIEW & KEY POINTS Review session, reinforce key points and “take home messages”	Recap: session objective and skill summary	Revisit: session objective – has it been achieved? Summarise: the session, reiterating the key “coaching points”	Feedback: Obtain feedback as to: <ul style="list-style-type: none"> • Bike handling confidence • session intensity • understanding of technique • mount/dismount technique 	Use this time to encourage team-building, inclusivity and confidence to ask questions
WHATS NEXT? Brief explanation of next session.	Praise and thank the group for attending Looking forward to next session	Remind: next session venue, session start time and equipment to bring along: <ul style="list-style-type: none"> • clothing and equipment • drink bottle 	Overview: Provide an overview of the next sessions theme and content	

2.2 Cycling – Braking.



COACH		DATE & TIME	
GROUP ABILITY		OTHERS INVOLVED	
AREA/VENUE	Car park (traffic free), running track/grassed area	TIME:	60 minutes
THEME	Braking	OBJECTIVE	Safe bike braking techniques
SKILL SUMMARY	Athletes will be able to demonstrate safe and effective braking skills and apply them with confidence to a variety of training and racing scenarios	EQUIPMENT	Whistle, stopwatch, clipboard, 20+ cones, chalk, bike course diagram
PRE-SESSION SAFETY CONSIDERATIONS	Review session plan with supervising coach. Review facility documentation - confirm first aid/CPR coverage.	Review update athlete safety and welfare information Bike, helmet and equipment safety check	

ACTIVITY & TIME	SKILL FOCUS & ACTIVITY INFORMATION Set up, group organisation, instructions, progressions – how to CHANGE IT		KEY COACHING POINTS Reinforce what is important and why	QUESTIONS Challenge athletes to find solutions
Introduction [8 min] 0 – 8 min	Pre-cycle brief: “Around the venue” safety brief, bike, helmet and equipment check, cycling etiquette	Explanation/Demonstration: Bike braking explanation and demonstration introduce basic coaching cues	Safe and effective bike braking	Why is it important to confirm bike safety prior to each session?
Bike Safety [3 min] 9 – 12 min	Complete Bike Helmet Fitting for all athletes	Complete Bike Safety M-Check for all athletes	Focus: Basic bike and helmet safety	Are you familiar with your brakes, which brake lever works for which wheel? Assist those who are not familiar.
Warm Up [5 mins] 13 – 18 min	On bike – ride around venue in a group/long line; keep safe distance between riders. Start in low gear and increase cadence, rather than speed.	Mobilise on bike by changing position - seated/standing and changing hand positions.	Safety during session: ensure 2 bike lengths between riders, set each rider off individually to prevent collisions	Why do we warm up with increased cadence rather than speed?
Activity A [10 mins] 19 – 28 min	Riders to walk around a course holding handlebars so they can apply brakes. On command from coach apply just the rear brake, while continuing to walk. Rear wheel should skid. Repeat with front brake only, rear wheel should lift. Repeat with both brakes, bike should not skid or rear wheel lift.		Coaching Cues: Keep looking forwards Use body weight to balance the bike	Why does the rear wheel lift when we use the front brake?

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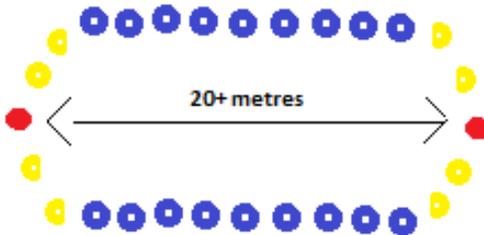
ACTIVITY & TIME	SKILL FOCUS & ACTIVITY INFORMATION Set up, group organisation, instructions, progressions – how to CHANGE IT		KEY COACHING POINTS Reinforce what is important and why	QUESTIONS Challenge athletes to find solutions
Activity B [10 mins] 29 – 38 min	Riders to ride circuit and perform a complete stop inside each braking zone. Gradually increase speed and reduce the size of the stopping area, alternate between a complete stop and just reducing speed.	Coach to observe and provide individual feedback on coaching points. Dry conditions - 2/3 front brake, 1/3 rear. Wet - use evenly	Coaching Points: 1) Keep both brakes covered when anticipating braking 2) Keep looking forward 3) Stop pedalling, consider unclipping from pedals. 4) Keep bike travelling in straight line in direction of travel. 5) Shift weight towards the rear of the bike, with arms straight.	Which handlebar position provides greatest control over braking? Why do we use more front brake than back brake in the dry?
	Riders come to a complete stop and maintain balance for 2 seconds before starting again.	Even weight on pedals in 9 o'clock & 3 o'clock position		Why is the 9 o'clock & 3 o'clock pedal position most effective for balance on a bike?
Activity C [10 mins] 39 – 48 min	Riders apply brakes on the whistle (any part of the course)	Keep both brakes covered when anticipating braking	Focus: respond to unseen need to stop.	Why is the ability to respond to unseen need to brake important for cycling?
	Riders in pairs to ride to the red cones, at the red cones they apply brakes. Ensure sufficient run off area. More riders can be added if riders are competent.	Points could be offered for first person to reach red cone, and then for person who stops in the shortest distance whilst maintaining control of the bike.	Focus: encourage them to ride quickly, but then have to be able to brake from realistic speeds.	Why does the drops position allow for greater control over the bike during braking? lowers body, therefore centre of gravity, thus more stability
Warm Down [8 mins] 49 – 57 min	Gentle riding around facility [3 mins]	Stretching session of major muscle groups used. [Children – 20 minutes' bike play]	Hold static stretches for 30 secs.	Reminder: Why is stretching important following a session?

REVIEW & KEY POINTS Review session, reinforce key points and "take home messages"	Recap: session objective and skill summary	Revisit: session objective – has it been achieved? Summarise: the session, reiterating the key "coaching points"	Feedback: Obtain feedback as to: <ul style="list-style-type: none"> bike handling confidence session intensity understanding of technique braking technique 	Use this time to encourage team-building, inclusivity and confidence to ask questions
WHATS NEXT? Brief explanation of next session.	Praise and thank the group for attending Looking forward to next session	Remind: next session venue, session start time and equipment to bring along: <ul style="list-style-type: none"> clothing and equipment drink bottle 	Overview: Provide an overview of the next sessions theme and content	

2.3 Cycling – Cornering.



COACH		DATE & TIME	
GROUP ABILITY		OTHERS INVOLVED	
AREA/VENUE	Car park (traffic free), running track/grassed area	TIME:	60 minutes
THEME	Cycling Skills - Cornering	OBJECTIVE	Safe bike cornering techniques
SKILL SUMMARY	Athletes will be able to demonstrate safe and effective cornering skills and apply them with confidence to a variety of training and racing scenarios	EQUIPMENT	Whistle, stopwatch, clipboard, 30+ cones, chalk, bike course diagram
PRE-SESSION SAFETY CONSIDERATIONS	Review session plan with supervising coach. Review facility documentation - confirm first aid/CPR coverage.	Review update athlete safety and welfare information Bike, helmet and equipment safety check	

ACTIVITY & TIME	SKILL FOCUS & ACTIVITY INFORMATION Set up, group organisation, instructions, progressions – how to CHANGE IT		KEY COACHING POINTS Reinforce what is important and why	QUESTIONS Challenge athletes to find solutions
Introduction [8 min] 0 – 8 min	Pre-cycle brief: “Around the venue” safety brief, bike, helmet and equipment check, cycling etiquette	Explanation/Demonstration: Bike cornering explanation and demonstration introduce basic coaching cues	Safe and effective bike cornering	Why is it important to confirm bike safety prior to each session?
Bike Safety [3 min] 9 – 12 min	Complete Bike Helmet Fitting for all athletes	Complete Bike Safety M-Check for all athletes	Focus: Basic bike and helmet safety	Are you familiar with your brakes, which brake lever works for which wheel? Assist those who are not familiar.
Warm Up [5 mins] 13 – 18 min	On bike – ride around venue in a group/long line; keep safe distance between riders. Start in low gear and increase cadence, rather than speed.	Mobilise on bike by changing position - seated/standing and changing hand positions.	Safety during session: Ensure 2 bike lengths between riders, set each rider off individually to prevent collisions	Why do we warm up with increased cadence rather than speed?
Activity A [10 mins] 19 – 28 min	Mark out a large oval shape with cones in a safe environment or use 2 corners on a closed circuit. Use different colours for different elements (straight, apex, bend). Group to ride around oval (with 2 bike length gaps)			Why is cornering an essential skill for triathletes? What are the things you are doing to safely negotiate the corners of the course?

2.3 Cycling – Cornering.



ACTIVITY & TIME	SKILL FOCUS & ACTIVITY INFORMATION Set up, group organisation, instructions, progressions – how to CHANGE IT		KEY COACHING POINTS Reinforce what is important and why	QUESTIONS Challenge athletes to find solutions
Activity B [10 mins] 29 – 38 min	Riders to ride circuit and perform a complete stop inside each braking zone. Progression – make corners sharper, taking care with speed into and out of corner.	Work through each coaching point and ensure all riders have got each coaching point before moving on to next. Coach to observe and provide individual feedback on coaching points.	Coaching Points: 1) Apply brakes safely before entering corner – lean head to maintain view of horizon. 2) Stop pedalling, weight on outside pedal. 3) Hold handlebars at lowest and widest part 4) Spot a point in the distance to aim for – this should be the furthest point in your line of sight. 5) Enter corner wide (if safe), aim for apex of corner, exit wide and accelerate out of corner. 6) Keep head and eyes level with the horizon. 7) Select gear for exit of corner before entering corner	Which handlebar position provides greatest control over cornering? lowers body, therefore centre of gravity, thus more stability
Activity C [10 mins] 39 – 48 min	For more advanced riders there are options to conduct races round the circuit, timing individuals over several laps, or to alter the course so chicanes or slaloms are added. Pay attention to the capabilities of riders before adopting these progressions.	Continue to work through each coaching point and ensure all riders have got each coaching point before moving on to next. Coach to observe and provide individual feedback on coaching points.		Why is the ability to respond to unseen need to brake important for cycling?
Warm Down [8 mins] 49 – 57 min	Gentle riding around facility [3 mins]	Stretching session of major muscle groups used. [Children – 20 minutes' bike play]	Hold static stretches for 30 secs.	Reminder: Why is stretching important following a session?

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