

LESSON 7: PLANNING A RIDE

Grade-Level Outcomes

Primary Outcomes

Outdoor pursuits: Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Nutrition: Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. (S3.M17.7)

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- learn skills and knowledge for balancing healthy food, snacks, and water intake along with physical activity.
- learn skills and knowledge for planning a bike trip.
- demonstrate the ability to perform a variety of mountain bike skills.
- demonstrate the ability to exhibit responsible social behaviors.

Equipment and Materials

- Mountain bikes
- Helmets
- First aid kit
- Air pump
- Mini tool kit for adjusting and repairing bikes on the go

Introduction

Today, we will prepare for our final class, in which we will take an off-campus ride. We will start today with a short on-campus ride to warm up our bodies. You then will learn how to plan a bike trip and how important proper nutrition is to riding. In groups, you will be asked to plan and map a bike trip. As you work on that project, one group at a time will complete the skills assessment.

Instructional Task: On-Campus Group Ride

■ PRACTICE TASK

Students pair up and ride side by side as you guide them through an on-campus bike ride.

Throughout the ride, give commands for students to complete specific skills.

- Brake to a stop.
- Shift down.
- Shift up.
- Make a 270-degree turn.
- Assume the attack position.

Extensions

- Who can ride to the playground and back in under 1 minute?
- Who can descend this hill and start with a running mount?
- Who can get their front wheel over the small log?

Refinement

Remind students to be respectful of others on the ride. If they can't be respectful, they will ride next to the teacher.

Guiding questions for students:

- What skills did you practice throughout our short ride?
- Did you combine any skills? Which ones?

EMBEDDED OUTCOME: S4.M1.7. Discuss with students why demonstrating responsible social behaviors and cooperating with each other are vital to an enjoyable group ride.

Student Choices/Differentiation

- Students can choose if they want to lead the group.
- Students can choose where in the group they ride.

What to Look For

- Students are attempting the skills and staying with the group.
- Students are demonstrating inclusive behavior and supporting their classmates.

Instructional Task: Planning a Ride

■ PRACTICE TASK

Discuss the importance of planning a ride.

Guiding questions for students:

- Why do you need to plan a ride?
- What emergencies might happen that you should be prepared for?

Discuss the importance of balancing nutrition with physical activity.

Guiding questions for students:

- How can you balance your water and food intake along with physical activity?
- What types of snacks should you bring? How much water?
- Does your route have a stopping point that has access to fresh water?
- What else may you need to bring on your ride besides water and food?
- Do you think what you ate for breakfast will affect your performance? What about what you ate yesterday or last week?

Extension

In groups of three or four, students use local maps to plan a group ride. The ride may be the length of their choice, but the plan must include the following:

- Total miles
- Detailed map of the route
- Planned stopping points
- Planned water and snack breaks
- Estimated time to complete the trip

Skills Test

While students are working on their plans, take one group at a time to complete the skills test.

Student Choices/Differentiation

- Students choose their groups or partners.
- Students decide who will record the trip details.

What to Look For

- Students are respectful listeners and participate in the discussion.
 - Students work cooperatively in small groups. They solve conflicts on their own and come to you only in an emergency.
 - Students complete the skills assessment. Students show proficiency in a variety of mountain bike skills.
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Formal and Informal Assessments

Summative assessment: skills test on mounting, unmounting, even pedal stroke, braking, turning, shifting gears, climbing a hill, and descending a hill

Closure

- Why is it important to balance your diet with physical activity?
- Why is it important to spend time planning before a bike trip?
- Next class will be our last class; we will be taking an off-campus bike trip to celebrate!

Reflection

- Are all students prepared and ready to take an off-campus bike ride? Will it be safe to have everyone come along?
- Do students understand the importance of nutrition and finding a balance between food and physical activity?
- Can students plan a safe bike route?

Homework

- If you have not finished planning your bike route, divide the work you have left with your group members, and finish it for homework.
- Extra credit: Journal entry: How does nutrition affect your performance? What would be your ideal snack for a long ride?

Resources

Nevins, S. (director). (2013). *The weight of the nation for kids* [motion picture]. HBO Home Entertainment.

Nutrition: www.nutrition.gov

USDA Choose My Plate: www.choosemyplate.gov