

LESSON 5: FIXING A FLAT TIRE; COPING SKILLS

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)

Stress management: Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. (S3.M18.7)

Embedded Outcome

Health: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)

Lesson Objectives

The learner will:

- practice a variety of mountain biking skills.
- acquire skills and knowledge for maintaining stress.
- acquire skills and knowledge to practice guiding visualization.
- acquire skills and knowledge to fix a flat tire.

Equipment and Materials

- Mountain bikes
- Helmets
- Cones
- Obstacle course: sticks, large rocks, logs
- Access to hill or slope
- Extra tubes and tires
- First aid kit
- Air pump
- Mini tool kit for adjusting and repairing bikes on the go
- Electronic tablets

Introduction

Today, you will have a chance to practice the skills that you have learned to this point. These skills include climbing and descending hills, loading and unloading, and lifting tires off the ground. After your practice session, we will discuss and practice strategies for managing stress. Overcoming challenges in mountain biking can take many attempts and lead to frustration. It's important to have some tools to stay calm. Finally, you will learn how to fix a flat tire.

Instructional Task: Review Previously Learned Skills

■ PRACTICE TASK

Discuss previously learned skills and their importance:

- Shifting gears
- Riding in attack position

- Climbing, descending, sprinting
- Loading, unloading
- Lifting wheels

Guiding questions for students:

- How would you climb a hill? How about descend a hill?
- Does loading and unloading help you lift your wheels?

Give spoken commands and cues for students to follow.

- Shift into a lower gear.
- Load and unload your weight.
- Demonstrate the attack position.

Place students in groups for stations. Students should spend approximately 5 minutes at each station.

Stations

1. Attack position and shifting
2. Climbing, descending, and sprinting
3. Loading, unloading, and lifting wheels

Student Choices/Differentiation

- Students select the skills they wish to practice.
- If there are students who excel in certain skills, they can be selected as a station coach.
- Inexperienced students may choose a coach they enjoy working with.

What to Look For

- Students are on task, attempting skills that have been previously taught.
- Students are following the safety guidelines and providing support and encouragement toward each other.
- This a time where students should make connections between skills and have breakthroughs in skill development.
- If students are selected as a station coach, they should be using the peer feedback guidelines that were generated in the previous class.

Instructional Task: Stress Management

■ PRACTICE TASK

Guide students through a discussion about stress and why it is important to manage stress.

Guiding questions for students:

- What is stress?
- What makes you stressed?
- How do you handle your stress?
- How can mountain biking release stress?
- How can mountain biking be stressful?

Share how mountain biking (or other physical activities) and stress are connected in your personal life. To help with this connection, show a YouTube clip to students (keyword search: “guiding imagery,” “performance meditation”).

With the class, brainstorm connections among mountain biking, stress, and stress management.

EMBEDDED OUTCOME: S5.M2.6. Use the discussion to help students identify the components of mountain biking that can be stress reducing.

Guiding questions for students:

- How can mountain biking be stressful?
- Based on what you have learned this class, how would you dissolve mountain biking stress?

Guide students through a breathing exercise.

Guide students through a visualization exercise.

Give students time to practice a skill with guiding visualization.

Refinements

- Focus on breathing.
- Make sure students “see” themselves doing a skill before attempting the skill.

Extensions

- Students guide themselves in a visualization activity.
- Students guide each other through visualization activities.

Guiding questions for students:

- Why do you need to manage stress?
- How do you talk to yourself? Is it positive? Or negative?
- Do you see yourself using guided visualization? How might it help you attain your goals?

Student Choices/Differentiation

Students select the skill that they wish to envision.

What to Look For

- Students are mimicking your breathing pattern.
- Students are showing respect for their peers by sitting or standing quietly.
- Students are using some quiet time to envision their skills before practicing. Before every attempt, students use the visualization skills that they have learned.

Instructional Task: Fix a Flat Tire and Change a Tube

■ PRACTICE TASK

Discuss flat tires; explain how and why flats happen.

Differentiate between fixing a flat and changing a tube.

Show an instructional video on how to fix a flat and change a tube.

Guiding questions for students:

- How can a flat occur?
- What is the difference between fixing a flat and changing a tube?

Demonstrate how to fix a flat and change a tube, and then let students practice fixing the front tire.

Refinement

Make sure students understand how to remove both wheels properly.

Extensions

- Students use electronic tablets to film each other fixing a flat.
- Repeat with students changing a rear flat.

Student Choices/Differentiation

Students review a flat-fixing video or use a checklist to guide them through the steps.

What to Look For

- Students are working in small groups attempting to change a flat tire, following the instructions from the instructional video.
- Are students attempting to change the tube? Are they getting frustrated? If so, are they using their stress management skills?

Students complete a teacher-created activity worksheet: Fixing a Flat.

Instructional Task: Combining Skills**■ PRACTICE TASK**

Students challenge their skills by attacking an obstacle course. The course will require them to combine a variety of skills they have learned thus far.

Extension

Students use electronic tablets to film each other and provide feedback.

Guiding questions for students:

- Do you think watching video evidence of yourself riding will prove useful in your learning process?
- Which skills can you combine? Which skills are easy to combine? Which skills are hard to combine?

Student Choices/Differentiation

Modify the course for less and more skilled students.

What to Look For

- Students are on task practicing their mountain biking skills.
- Students take turns going through the obstacle course, demonstrating patience and providing encouragement to peers.

Formal and Informal Assessments

- Teacher-created activity worksheet on fixing a flat tire. Students use video evidence to double-check their peers' work.
- Exit slip: Demonstrate one stress-management tactic.

Closure

- What skills did you practice today?
- What are some examples of stress management skills? When and why do you use these skills?
- Do you think the stress management skills you learned today are going to be useful for you?
- Do you think you could fix a flat tire on your own? In your mind, what is the toughest part of fixing a flat?

Reflection

- Are students improving toward proficiency in a variety of mountain bike skills?
- Do students understand the purpose of obtaining stress management skills?
- Can they manage their stress when it rises?
- Can students change a flat tire? What modifications are needed?

Homework

- You must accumulate 30-plus minutes of riding before the week is out. This can be done at home or at recess. You are encouraged to do more than 30 minutes. Please select one skill (e.g., descending a hill, shifting gears, lifting wheels) that you have learned in classes so far in the module; practice that one skill during your riding sessions.
- Please be ready to report about your training session. What skills did you focus on? What went well? What didn't?
- Journal entry: What has been your favorite part of this mountain biking module and why? Do you have any suggestions for how to make the mountain biking class better?

Resources

American Alliance for Health, Physical Education, Recreation and Dance. (2014). *Bikeology: A middle and high school bicycle safety curriculum for physical education teachers and recreation specialists*. Reston, VA: Author. Available at www.shapeamerica.org.

Internet keyword search: "how to change a mountain bike tire," "how to remove the front wheel of a bicycle," "how to remove the back wheel of a bicycle," "guiding imagery," "performance meditation," "visualization," "relaxation techniques"