

LESSON 8: OFF-CAMPUS 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)

Health: Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8)

Embedded Outcomes

Working with others: Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)

Engages in physical activity: Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6)

Lesson Objectives

The learner will:

- demonstrate a variety of mountain biking skills.
- demonstrate group riding etiquette and positive behavior in public.
- complete an off-campus group ride.
- discuss health-related fitness and connect it to mountain biking.

Equipment and Materials

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

Introduction

Today is the last day of our Mountain Biking Module. We will start with review and warm-ups and end with a discussion on health-related fitness. We will spend most of our time on the off-campus bike route, but first we must discuss the route, review safety, and warm up.

Instructional Task: Warm Up

■ PRACTICE TASK

Students fit a bike and helmet and ride for 5 minutes.

Extensions

- Who can lift their front wheel over the log?
- Who can do a bunny hop?
- Who can shift gears while in the attack position?

Refinements

- Make sure students are keeping their heart rate in the moderate to vigorous zone.
- Review safety guidelines with students in small groups during the free ride.

Student Choices/Differentiation

Students choose the skills and routes they take during the free ride.

What to Look For

This is free time. Students should be practicing skills of their choice and moving their heart rates into the moderate to vigorous zone.

Instructional Task: Off-Campus Group Ride

■ PRACTICE TASK

Review the safety guidelines and etiquette for group riding.

Explain the planned route.

Go on the group ride, pausing for snacks and water.

EMBEDDED OUTCOME: S4.M5.7. During the break, split students into small groups. Provide each group with a problem that they must solve together.

Examples

- One member of your group ride just realized that he has a flat tire. You have a spare tube but no pump. What do you do?
- You are riding on a trail in the woods. Your group comes across an old bridge that looks unsafe. Do you cross it? Do you backtrack and go the long way around? Is there another solution?

Extensions

- Who can climb the hill in under 30 seconds?
- Who can lead the group to the next pit stop using effective communication?

Refinement

Make sure students can demonstrate the safety guidelines.

Student Choices/Differentiation

- Students choose where in the group they ride.
- Students choose the skills they want to focus on throughout the ride.

What to Look For

- Students are following safety guidelines and biking etiquette.
- Students stay with the group without wandering off.
- Students are practicing a variety of mountain bike skills.

Instructional Task: Health-Related Fitness Discussion

■ PRACTICE TASK

Show students a short video on health-related fitness.

Divide students into small groups, and give each group one component of health-related fitness. Students must brainstorm activities that fit their component.

Students share their ideas with the class.

Guiding questions for students:

- What are the five components of health-related fitness?
- Which health-related fitness component do you feel most comfortable with?

- How is that component related to overall fitness and mental health?
- Can you draw a connection between the five components and what you have previously learned about stress relief and mountain biking?

Refinement

Remind students of the discussion regarding connections between mountain biking and stress management.

Extension

Who can draw connections between all five components and mountain biking?

Student Choices/Differentiation

PowerPoint presentations, handouts, and videos can all help students learn the content.

What to Look For

- Students know basic health-related fitness.
- Students can apply health-related fitness components to mountain biking.

Formal and Informal Assessments

- Turn in journal entries for the module.
- Turn in your physical activity logs.

Closure

What a fun day of mountain biking! That concludes our mountain biking unit. I really hope you enjoyed it and learned not only about mountain biking but about yourself, too.

- What are the biggest take-home messages for you in this unit?
- What was your favorite part of mountain biking?

Reflection

- Was the off-campus ride too challenging? How might I change the route next time?
- What were students' overall attitudes toward mountain biking?
- How would I conduct the overall unit differently next time?

Homework

EMBEDDED OUTCOME: S3.M5.6 Throughout the module, you tracked your mountain biking activity outside of class. Please reflect on your activity logs and then turn them in.

Journal entry: Please write what you consider to be the biggest take-home messages of the Mountain Biking Module.

Resources

Internet keyword search: "health-related fitness," "fitness and mountain biking"