

## LESSON 6: GROUP RIDES IN LINES

### 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)

**Rules & etiquette:** Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)

**Fitness knowledge:** Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

#### Embedded Outcomes

**Personal responsibility:** Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7)

**Health:** Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7)

### Lesson Objectives

The learner will:

- practice a variety of mountain biking skills.
- use a heart rate monitor to track fitness during a group ride.
- acquire the skills and knowledge to be able to choose a line.
- acquire the skills and knowledge to attack switchbacks.
- demonstrate knowledge of mountain biking via written assessments.

### Equipment and Materials

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

### Introduction

*You will practice a variety of mountain bike skills today. Some will be review and others will be new. You will use heart rate monitors to track your heart rate while biking. You will finish class by taking a summative written assessment.*

## Instructional Task: On-Campus Group Ride

### ■ PRACTICE TASK

Review heart rate monitors, and have students fasten them onto their bodies.

#### Guiding questions for students:

- Why do we use heart rate monitors?
- Why is it important to track your heart rate throughout physical activity?
- Is biking an activity that will keep your heart rate in the moderate to vigorous zone?

Students pair up and ride side by side as you guide them through an on-campus bike ride. Throughout the ride, call out commands for students to follow.

- Brake.
- Shift to a higher gear.
- Shift down.
- Turn left.
- Descend the hill.

## Refinement

Make sure students understand how to read the heart rate monitor. They should be checking the monitor periodically.

## Extensions

- Have students compare their heart rate scores with the minimal health standard for their age group.
- Challenge students to complete a task within a time frame. For example:
  - Who can ride to the playground and back in under 1 minute?
  - Who can descend a hill followed by climbing a hill? Can you do it in under 1 minute?

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**EMBEDDED OUTCOME: S5.M1.7.** To help students make the connection between mountain biking and positive effects on health, ask the following questions:

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- What are different types of physical activities that improve health?
- Does mountain biking fit in with those activities?
- How do any of the activities listed have a positive effect on health?

## Student Choices/Differentiation

- Inexperienced riders can choose to ride with a more experienced rider.
- Students can accept or decline the challenges.

## What to Look For

- Students are able to apply their own heart rate monitors with little to no help.
- Students are attempting the skills and staying with the group.
- Students are checking their heart rates periodically.
- Students are attempting the challenges. If not, they stay moving to keep their heart rates in the moderate to vigorous zone.

## Instructional Task: Choosing a Line

### ■ PRACTICE TASK

Demonstrate and discuss choosing a line.

#### Guiding questions for students:

- Why is it important to choose a line?
- What obstacles may appear, and how would you avoid them?
- What proactive steps can you take to ensure your line is safe?

Students practice choosing a line in a controlled setting.

Demonstrate and discuss switchbacks:

- What is a switchback?
- Why is it an important skill to ride a switchback?

In pairs, students practice riding switchbacks in a controlled setting.

## Refinements

- Make sure students are looking 10 to 20 feet (3 to 6 m) ahead while choosing their lines.
- Make sure students understand they need to look out for obstacles and make quick decisions on how to get by them.
- Make sure students understand that riding switchbacks requires them to travel in a zigzag or curved pathway.

## Extensions

- Students create their own switchbacks using cones.
- Students practice riding switchbacks uphill.

## Student Choices/Differentiation

Students choose their lines and the degree of difficulty.

## What to Look For

- Observe students' eyes. Students' eyes should be focused out in front of their riding trails, scanning for hazards and turns.
- Students are traveling in zigzag or curved pathways.
- Students are able to explain the line that they took.
- More advanced students lift the back wheel up and kick it out in order to make the switchback turns.

# Instructional Task: Riding in Groups

## ■ PRACTICE TASK

Discuss and demonstrate etiquette for riding in a large group and riding in public.

## Guiding questions for students:

- What do think riding etiquette means? What does it look like?
- What kinds of things may you encounter on your bike ride? Should you respect them? How?

In small groups, students practice riding together using the riding etiquette.

Split the class into two larger groups, and have students practice using the riding etiquette.

Gather the class to ride as one group, and practice using the riding etiquette.

## Refinement

- Students should understand they might not be the only people on the path or trail.
- Make sure students understand proper riding distance while riding with others.

## Extension

Give students prompts to follow. Example: "You are riding on a trail and see a woman with three dogs walking toward you. What do you do?"

## Student Choices/Differentiation

Students choose their groups.

## What to Look For

- Students are on task riding in their groups, using the riding etiquette to the best of their ability.
- Students are communicating effectively with each other.
- Students are demonstrating previously learned skills.

- Students are providing encouragement and support to their peers.
- Students are providing peer feedback using the peer feedback guidelines.

Administer a teacher-created questionnaire on group riding.

## Instructional Task: Written Test

### ■ PRACTICE TASK

Administer a teacher-created mountain bike knowledge test.

#### Student Choices/Differentiation

Check IEPs and 504s for students who need test accommodations.

#### What to Look For

Students are on task, quiet, and focused on their own tests.

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## Formal and Informal Assessments

- Questionnaire: group riding
- Written test: mountain biking knowledge

## Closure

*You have made a lot of progress thus far in our mountain biking, and I am really proud of the energy every student has put into this unit. Next class we will learn how to plan out a bike trip and complete the summative skills assessment.*

*I have planned an organized group ride for later this week. It will occur after school and last one hour. If you come, not only will you benefit from the extra practice but you will also receive extra credit.*

- What skills have you learned thus far?
- What skills can you combine?
- What are some embedded outcomes we have discussed in this unit?

## Reflection

- Are students progressing toward proficiency in a variety of mountain bike skills?
- Do students understand the importance of choosing a line?
- Can they ride a switchback in a controlled setting?
- Do students understand the importance of bike riding etiquette?

## 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; practice that one skill during your riding sessions.
- Please be ready to report about your training sessions. What skill did you focus on? What went well? What didn't?
- Journal entry: What skills did you focus on during this week's riding sessions? How have you improved in those skills? How have you improved in mountain biking since the beginning of the unit? Has your attitude toward mountain biking changed? If so, is it a positive or negative change? Why?
- Extra credit: An optional off-campus bike ride will take place after school this week. You will receive extra credit for showing up and participating. We will meet in the gym right after school. The bike ride will last one hour.

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**EMBEDDED OUTCOME: S4.M2.7.** The bike ride for extra credit allows students to demonstrate both intrinsic and extrinsic motivation by participating in physical activity outside of class.

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## 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](http://www.shapeamerica.org).

Boulder Mountainbike Alliance. (2016). Trail etiquette. Available at [www.bouldermountainbike.org](http://www.bouldermountainbike.org) under Trails.

Internet keyword search: “how to ride switchbacks on a mountain bike better in 4 minutes”