

LESSON 4: LOADING AND UNLOADING: ASSESSMENT

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)

Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

Embedded Outcome

Accepting feedback: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Lesson Objectives

The learner will:

- demonstrate improvement of skills learned previously.
- acquire the skills and knowledge needed to load and unload body weight on a bike.
- acquire the skills and knowledge needed to lift the wheels of the bike off of the ground.
- assess own mountain-biking skills.

Equipment and Materials

- Mountain bikes
- Helmets
- Access to a hill or slope
- Small objects (sticks, rocks, cones)
- Weighted scale
- iPad or voice recorder
- First aid kit
- Air pump
- Mini tool kit for adjusting and repairing bikes on the go

Introduction

Today, you will continue to progress toward proficiency in the skills that you have learned. As a group, you will discuss and create guidelines for providing peer feedback and have opportunities to practice using the guidelines. You will spend the latter part of class learning how to load, unload, and lift your wheels.

Instructional Task: Climbing and Descending Hills

■ PRACTICE TASK

Students practice climbing and descending hills using the skills they learned in the previous class. Students will work in groups of three and rotate jobs:

- Ride.
- Provide feedback.
- Observe the student providing feedback by using a checklist.

Refinements

- Make sure students don't shift too early.
- Make sure students keep their eyes forward.

Extensions

- Students practice a running mount before descending a hill.
- Students practice a rolling dismount after climbing a hill.

EMBEDDED OUTCOME: S4.M3.7. Hold a group discussion with students about why feedback is important. Together the class will generate guidelines for providing peer feedback.

Guiding questions for students:

- How do you feel when a teacher gives you feedback? When a peer gives you feedback?
- Would you be receptive to feedback?
- How would you want someone to provide feedback to you?

Student Choices/Differentiation

- Students choose their partners.
- Students can choose to focus on just climbing or descending a hill.
- Student can choose to combine the two skills during practice.

What to Look For

- Students are completing the activity with safety and providing encouragement to their classmates.
- Students are giving positive corrective feedback using the peer guidelines.

Checklist

- Student uses a positive tone of voice.
- Student provides helpful advice.
- Student focuses on one aspect of a skill when providing feedback.
- Student is receptive to feedback.

Instructional Task: Loading and Unloading

■ PRACTICE TASK

Demonstrate and discuss loading and unloading on a bicycle. This is also known as weighting and unweighting.

Demonstrate an example of loading and unloading by using a weighted scale. Discuss the effects of one's weight when you crouch down on the scale and quickly stand back up.

Guiding questions for students:

- What is loading and unloading?
- Why do you load?
- Why do you unload?
- When do you load and unload?

Students practice loading and unloading, individually, following your commands.

- Load.
- Unload.

Refinements

- While standing on the ground, pump your body up and down.
- The pump motion should include movement in your legs and arms.

Extensions

- Students practice loading and unloading while riding over small bumps and mounds.
- Students practice loading and unloading in order to ride over small objects (e.g., small sticks, rocks).

Student Choices/Differentiation

- Students choose to stand or sit during discussion.
- Give students an opportunity to load and unload their weight on the scale.
- Students can choose to continue to practice loading and unloading without riding over bumps or objects. When they feel comfortable, they should move onto trying the skill with objects.

What to Look For

- Students demonstrate respectful listening skills and participation by raising their hands and providing input to the conversation.
- Students load their bikes before the bump or mound, unload on the incline, and return to the attack position.
- Students load their bikes by applying weight or force downward on the bike. Unloading is the opposite: Students release their weight from the bike in a controlled upward motion.
- Students load before the object and then unload as they travel over the object.

Instructional Task: Lifting Wheels

■ PRACTICE TASK

Demonstrate and discuss how to lift the front wheel and why it is important.

Guiding questions for students:

- Why is it important to be able to lift your wheel?
- What can you do if you can lift your front wheel?
- How do you lift your front wheel?

In small groups, students practice lifting the front wheel. Group members observe and give feedback using the peer feedback guidelines.

Demonstrate and discuss lifting the back wheel and why it is important.

Guiding questions for students:

- How would you lift your back wheel?
- Why is it important?

After peer reviews, students ride individually.

Guiding questions for students:

- Is it safe for you to attempt wheel lifts?
- Did you appreciate your peers' feedback?
- Did you give helpful feedback to your peers? How did it make you feel?

Refinements

- Make sure students are practicing at slower speeds.
- Make sure students use a strong snapping movement in a downward direction.

Extensions

- Lift the front wheel up and over objects varying in size.
- Lift the back wheel up and over objects varying in size.
- Lift both wheels up and over objects varying in size.
- Do a wheel kick-out.
- Do a wheelie.
- Do a bunny hop.

Student Choices/Differentiation

Students can choose to continue peer observations, using the peer feedback guidelines.

What to Look For

- Students have the bike in a middle gear while practicing the wheel lift. Students should be attempting this skill at a slow speed—high speed is not the key!
- Students start this skill by having the dominant foot in the top of their pedal stroke (11 o'clock). Students should have the torso pushed toward the handlebars. When they want to take off they will snap the dominant foot down aggressively, simultaneously shifting their weight. While they are shifting their weight, they will pull on the handlebars.
- Can students lift their front wheel?
- Regardless of ability, students should strive to challenge themselves within the safety guidelines.

Instructional Task: Assessment

■ PRACTICE TASK

Self-Assessment

Students self-assess by answering a series of yes or no questions. Each question has a place for comments where students can put their thoughts.

- Can you brake and turn?
- Can you shift gears consistently?
- Can you climb and descend hills?
- Do you understand what it means to load and unload your bike?
- Can you load and unload?
- Can you lift your wheels?
- Do you know why this skill is important?
- Do you feel supported by your peers?
- Do you support all of your peers?
- Did you accept peer feedback?
- Did you give peer feedback?

Peer Assessment

- Interview: Students conduct 3-minute interviews with classmates. The interview will address the peer feedback process.
- Students use the self-assessment questionnaire as guiding questions for their interviews.
- Interviews can be voice- or video-recorded.

Student Choices/Differentiation

Provide samples of assessments for students to view.

What to Look For

- Self-assessment questionnaire
- Students are taking the interview process seriously.
- Students are reflecting on their skills accurately.

Formal and Informal Assessments

- Peer assessment: checklist for lifting front wheel
- Exit slips:
 - Self-assessment questionnaire
 - Peer interviews
 - What are the guidelines for providing peer feedback? (Option 1)
 - Why do you need to lift your wheels and how do you do it? (Option 2)

Closure

- Review peer feedback guidelines. Can someone give an example of how to provide feedback respectfully to a peer?
- Why is feedback important? Did you provide feedback to anyone? Did you receive feedback from a peer? How did the feedback interaction go? Positive? Negative?
- Did you learn anything from observing your peers?
- How do you load and unload your bike? Can anyone demonstrate?
- Why is it important to be able to lift your tires off the ground? How do you lift your front wheel off the ground? Your back wheel? Can anyone demonstrate?

Reflection

- Are students mature enough to use the peer feedback guidelines? Did the guidelines prove to be successful? Are there any changes that need to be made to the guidelines?
- Are students attempting to lift their wheels with proper technique? Are there any students who demonstrate unsafe behavior?
- What modifications need to be made and for whom?

Homework

- You must accumulate 20-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 20 minutes. Please select one skill (e.g., descending a hill, shifting gears, lifting wheels) that you have learned in class; practice that one skill during your riding sessions.
- Be ready to report about your training sessions. What skills 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?

Resources

Lopes, B., & McCormack, L. (2010). *Mastering mountain bike skills*. 2nd ed. Champaign, IL: Human Kinetics.

Internet keyword search: "how to bunny hop—MTB skills"