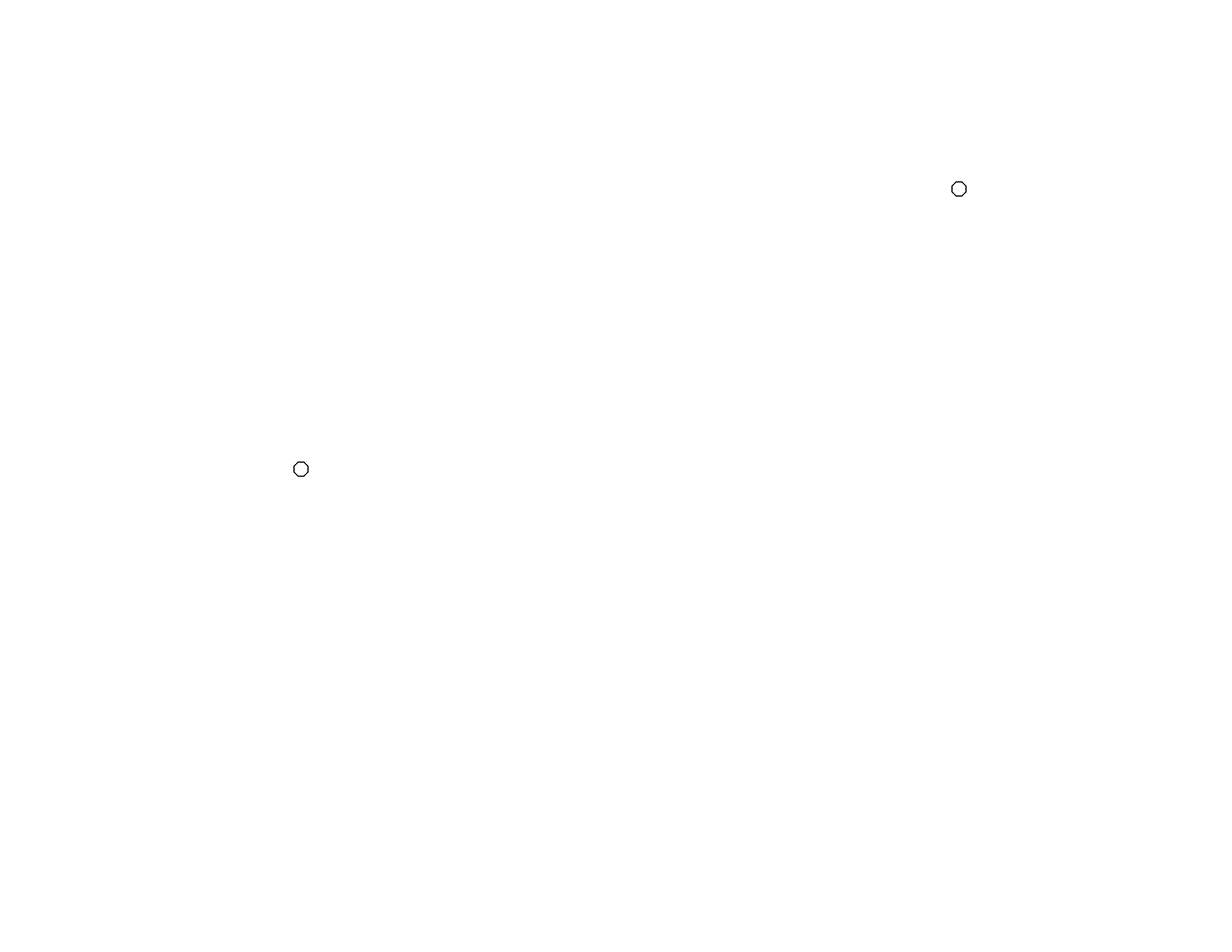


**Central Washington University**
**Physical Education Teacher Education Program**
**Mounting and Dismounting, Falling Safely**
**Lesson #4**

**Objectives:**

**1.**

| | | | | |
|---|---|---|---|---|
| the school's bicycles.<br>• Have the students increase the speed at which they are traveling prior to making a rapid stop. Check for tire skidding | permitting the tires to lock up. You will have more traction and stop faster if your tires are still moving. Additionally if you lock up the front tire you could lose control of the bicycle.<br>• Start slow, practice coming to a complete stop as rapidly as possible from a slow speed.<br>• Now pick up your speed a little bit. As you apply the brakes, you will have to shift your weight back on you saddle a5(e more )Tj ET EMC /P <</MCID 12 >>BDC BT /TT0 1 Tf 0 Tc 0 10.98 -10.98 0 368.8177 2 | | | |

x

lookout and stop students immediately.

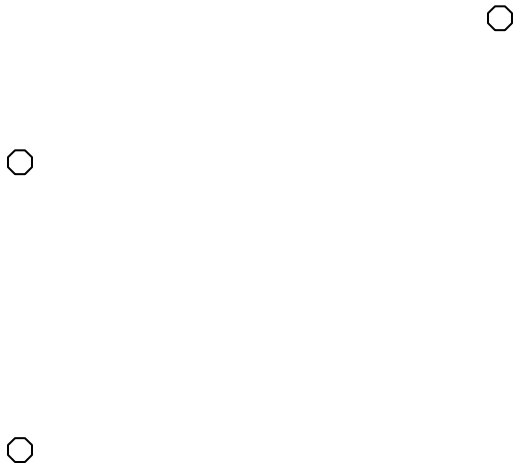
- Really pay close attention to students form

- Some students will naturally excel quicker than others, meaning you will have all students doing different variations.

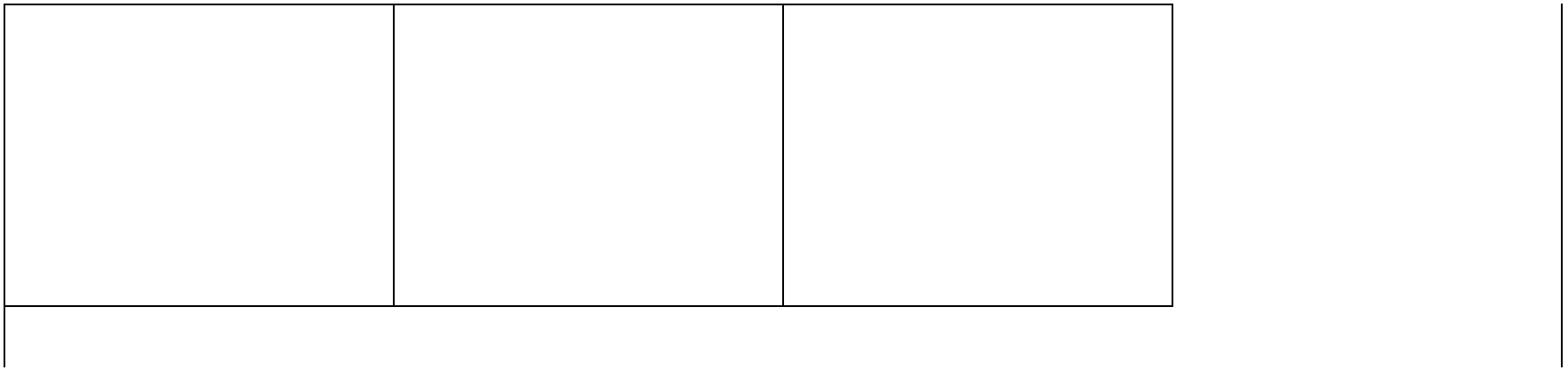
counterclockwise formation, while only using the figure eight drill. If you deem it appropriate feel free to include the applications attached that require a sharper turn (see attach). If that is what you decide to do the extensions needed for that are labeled below. If the class still continues to progress feel free to switch the corner from left to right or vice versa. If the students still continue to progress fell free to connect the cornering skills from toreerbelcation(sinclu i 1GS0 gsess

| | | | |
|---|---|---|---|
| which is the next lesson.<br><br>x Have students wear their helmets. Knee and elbow pads are to be worn if they are required by the parents. | | | |

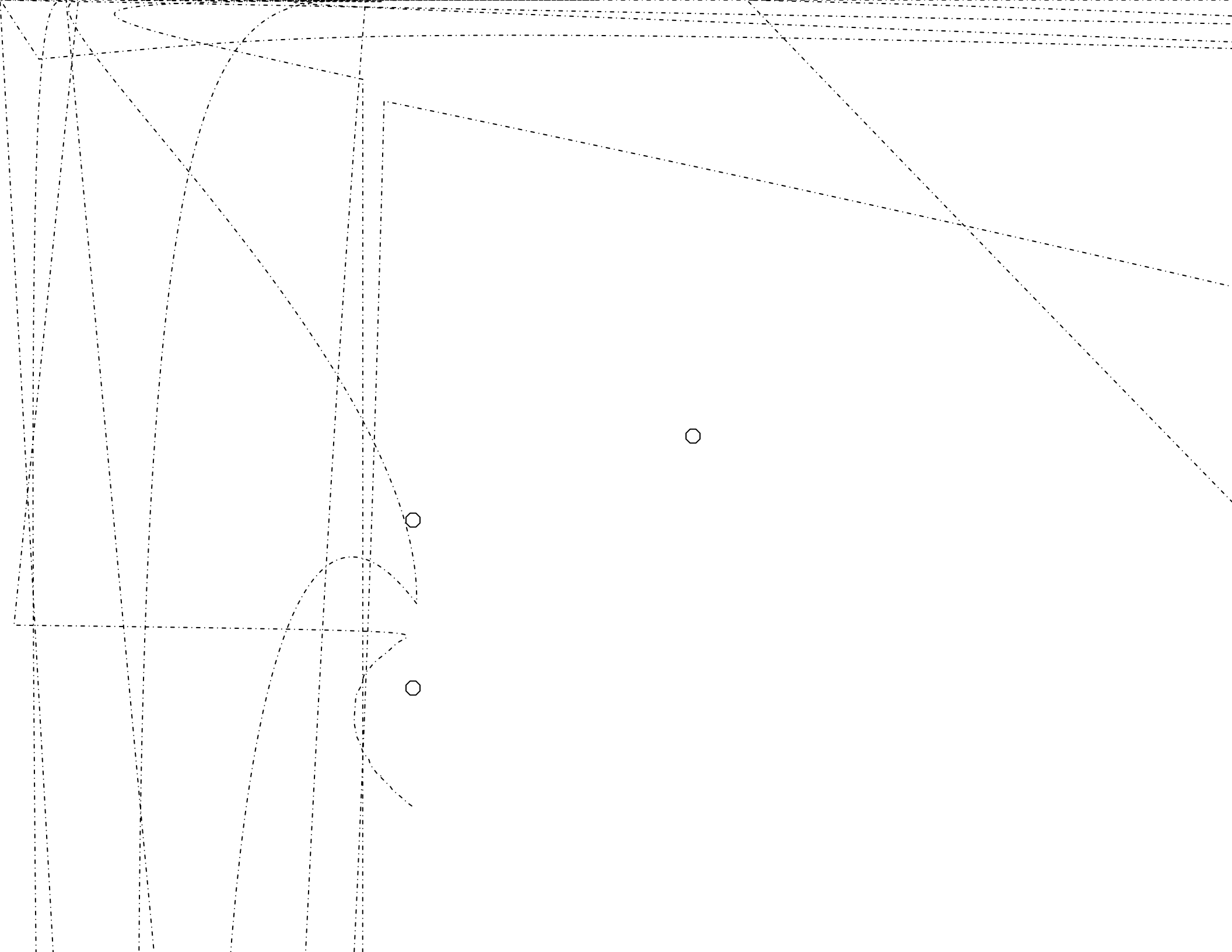
**Informing Task:** When I say **GO**, I want you to get your bike and your helmet and begin riding in a counterclockwise direction,



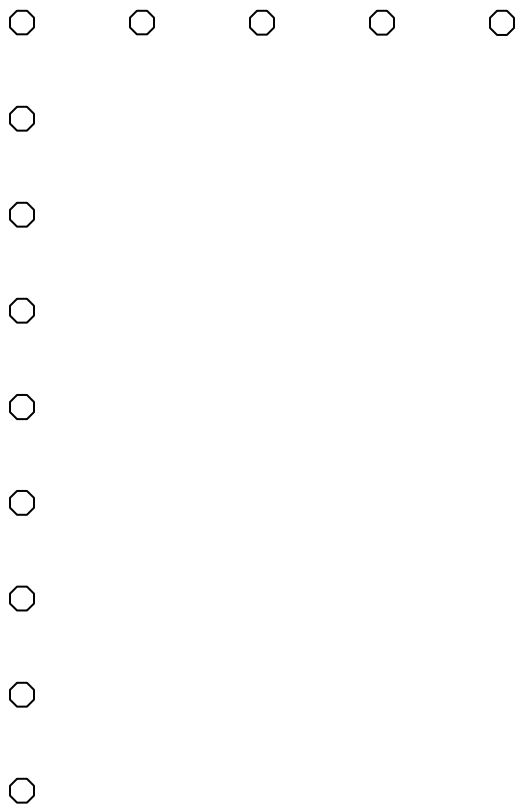
**Instant Activity:** Bike ride warm up
**Materials Needed:** Bikes, helmets, pads, cones
**Description of Activity:**

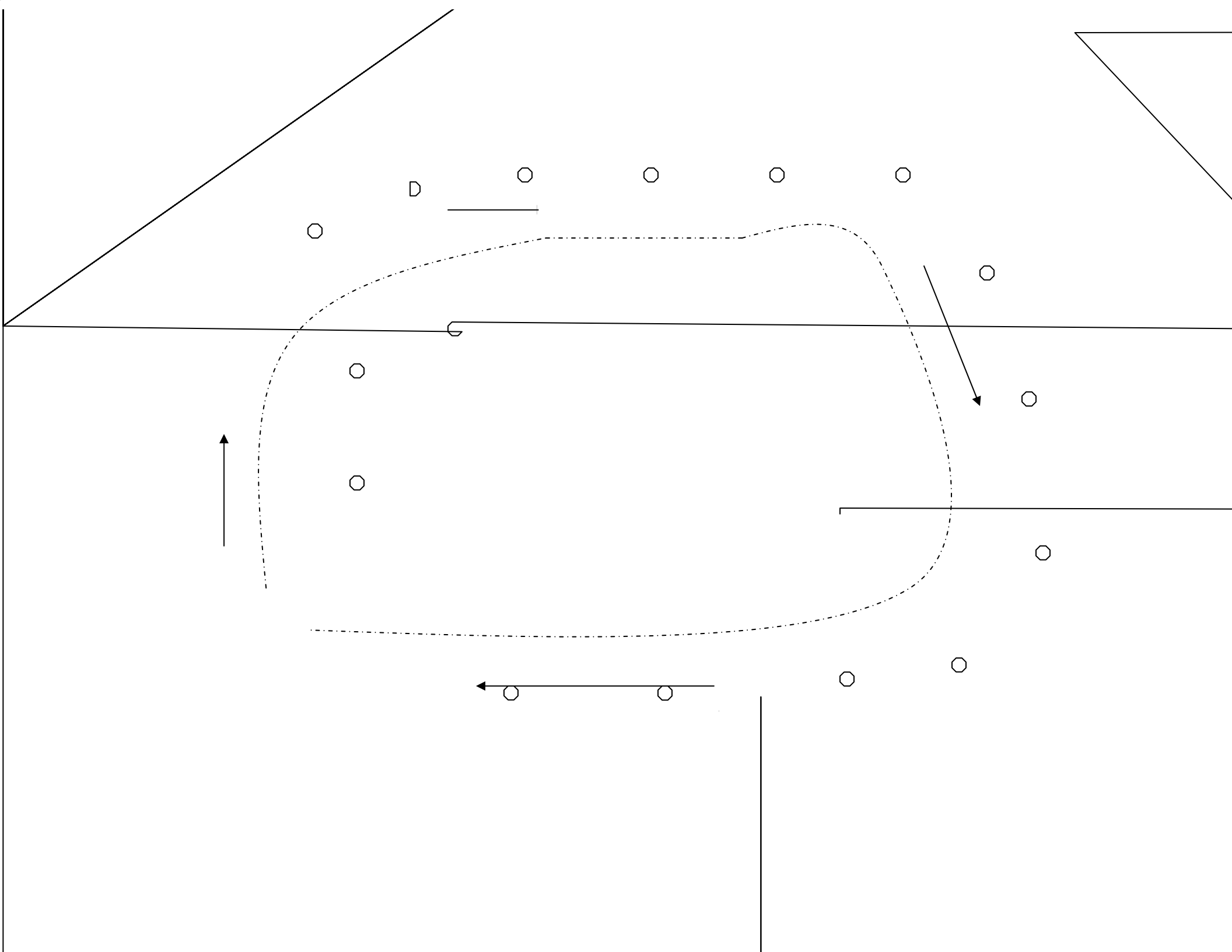


- **Brake before you reach the turn then release the brakes throughout the turn.**



Snake Course





inside.

- On the rear hub there are seven cogs. The largest cog is on the inside next to the spokes. The cogs get smaller as you progress to the outside.
- Since there are three up front and seven in back; 3x7=21 speeds.
- On your shifters, your left shifter is numbered 1 to 3 and your right is numbered 1 to 7. They are numbered 1 being the easiest to pedal and the higher numbers harder to pedal.
- Most people will ride in a gear that is too slow. The pedal rate, in terms of revolutions per minute, is call cadence. A slow cadence can result in sore or injured knees and other problems because pushing hard gears is inelcadens

- About how many times per minute should our crank turn?  (Try to ride with a cadence of about 80 revolutions per minute)

**Informing Task:** The courses that we are riding are now going to get longer and more difficult. Today we are going to ride on a course that features a downhill section that is marked with cones. The cones represent where you are supposed to turn. The downhill section alsose a couple of small boards that you ride over. Remember that the next few days ls you have worked into play as thing, whenever you have a loop course with downhill sections, there e uphill sections also. Be prepared. Be careful, there is probably enough time to complete the course 3 or 4 times, but it only takes a second of inattention to get yourself hurt. **No Racing**

| | | | |
|---|---|---|---|
| x Watch for students want to race. Make sure that the students stay safe during this exercise. | | x Remember all the cues we covered for all the different things practiced. | |
| x Measure course sosthat you can estimate how much time it students to complete a lap and how many laps they can perform in the time you have. Assume that the average speed<br><br>mph. | | | |

**Closure/Assessment:** Give yourself about 5 minutes for your closure and assessment. First make sure the students return their bikes and equipment to their proper destinations. 30 students trying to put away 30 bikes does not suggest using an

students in the class you can divide them up into groups. Stress the importance of space awareness. Make sure no students are right behind each other but are more side by side. As the students get underway and begin the descent they will more than likely not be side by side, but STRESS to them the importance of using common sense i.e. If someone is getting close to them then they should practice a cornering technique in the opposite direction of the oncoming student etc.

¢ If the students simply can't choose their own skills or don't alternate then quickly make each skill listed below mandatory on each time down i.e. This time down I want each of you to **only** work on

skills [m cu)6(es are )]TJ0.0012 Tc -0.0003 Tw T[listed below.)6( Once )]TJ0.0007Tc 0.0002 Tw T[again, it is t

**3.** If you have (color) hair you may put your bike and equipment away

Again feel free to be creative in your methods to putting away equipment**.** Once students have put all equipment away designate a student to check the equipment room to see if it meets their approval. Once they are done you can double check to make sure they put things away properly. keep one bike and helmet available for the assessment.

We are now starting to put all the things we learned and practiced over the last few weeks together on one ride. Let me ask yo

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| | | | |
|---|---|---|---|
| | start at station # 1 will go to station #5 after. Follow the directions on your scorecard and fill out your scores appropriately. | | |

**Closure/Assessment:** Give yourself about 5 minutes for your closure and assessment. First make sure the students return their bikes and equipment to their proper destinations. 30 students trying to put away 30 bikes does not work so well. I suggest using an organization method to make it easier on yourself and a lot safer for your students. Use one of these or one of your own.

1. If your first/last name begins with (choose a specific letter or two) you may put your bike and equipment away.
2. If you are wearing a (color) shirt you may put your equipment away.
3. If you have (color) hair you may put your bike and equipment away

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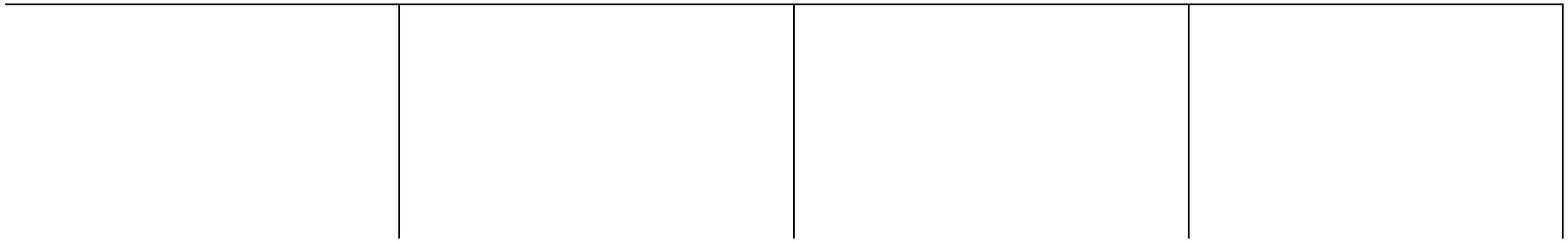
ahead and gently
squeeze the bottle of
lube and apply it to the
chain.  Watch where you
start and every so often
turn the crank backwards
to rotate the chain to



Bicycling Unit

| Day | Lesson Theme | Informal Assessment | Standards |
|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| | moderate/steep grade | previously learned skills | EALR 1.3 | | |
| Lesson #25 | Descending steep grade | Demonstrating previously learned skills | NASPE 2<br>EALR 1.3 | | |
| Lesson #26 | Field day | Watch for protocol adherence, performing previous tasks, describing courses of action that include obstacles in the pathway, other riders and hikers. | NASPE 1<br>EALR 1.1 | | |
| Lesson #27 | Bike Rodeo | Demonstrating right turn ability, emergency | | | |

**Bicycling Journal**

**Name:**

**Activities in class today**

**Date:**

**My performance today**

What things did I do well today?

# (ANSWER KEY)

## Quiz #4

**Name:** _____ **Date:** _____

**True or False: (2 point each)**

1.) True
2.) False
3.) True
4.) False
5.) True
6.) False
7.) False
8.) True
9.) True
10.) True

Short Answer:
(Answers will vary)

# Lesson #11 Assessment Sheet

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **PERCENT** | | **0%** | **67%** | **69%** | **71%** | | | **73%** |
| **GRADES** | | **F** | **D-** | **D** | **D+** | | | **C-** |
| **WA EALR** | | | | **1.2** | **1.3** | **1.3** | **1.3** | **3.3** |
| **NASPE STANDARD** | | | | **2** | **2** | **2** | **2** | **2.2** |
| | | | | | | | | |
| **M** | **M** | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| |

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# Task Card Cover Sheet

These task cards are for the bicycle rodeo days. Those lessons include #27 and #28. For the first rodeo day, lesson #27, task cards 1-5 will be used. On the second day, lesson #28, task cards 6-10 will be used. The way the task cards work is like this, for each station there are two copies of each task card, the student copy and the judge copy. Each student copy will be placed at it's corresponding station. (Note: each student will not have a copy of each task card) Each judge will get the task card that corresponds with their station. Each card contains the rules as well as how to score each activity. The scorecards for the bicycle rodeo will be given to the students. Upon the completion of a station the students are responsible for getting their score recorded by the judge at the corresponding station. Each station, except station #7, is worth a possible 10 points, for a total of 90 points. Station #7, "Slow Speed Control," is timed and the time will be recorded on the students' scorecard in the same column as the points. The point deductions, which are explained on each task card, will be totaled in the grey column on the scorecards and subtracted from the total points upon completion of the rodeo. The actual running of the lesson can be found in the MAF/Instructional

**CUES:**

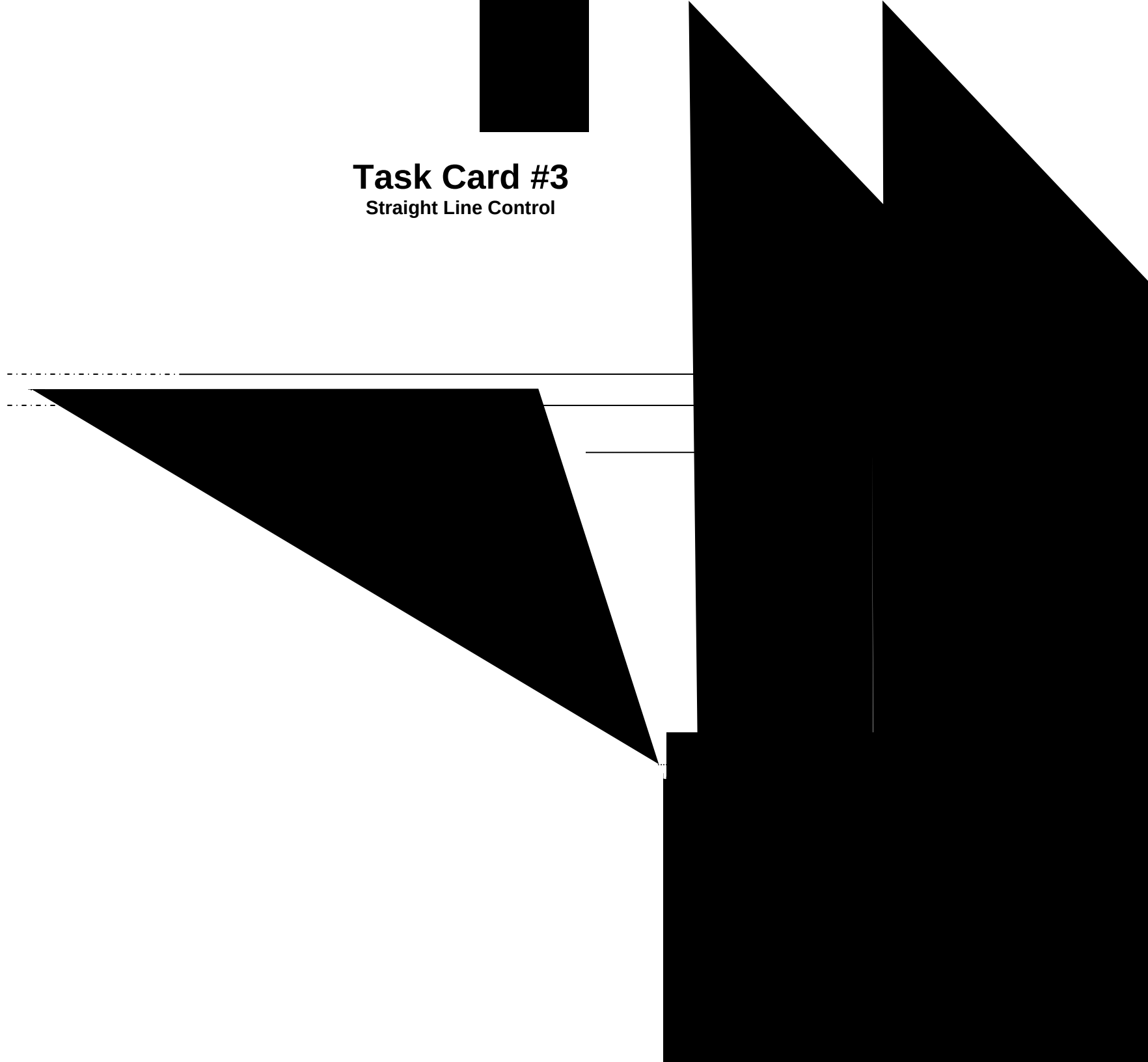
- Squeeze

mount

dismount

# Task Card #3

**Straight Line Control**



# Task Card #4

**Weaving & Maneuvering**

**JUDGE COPY:**

# Task Card #4

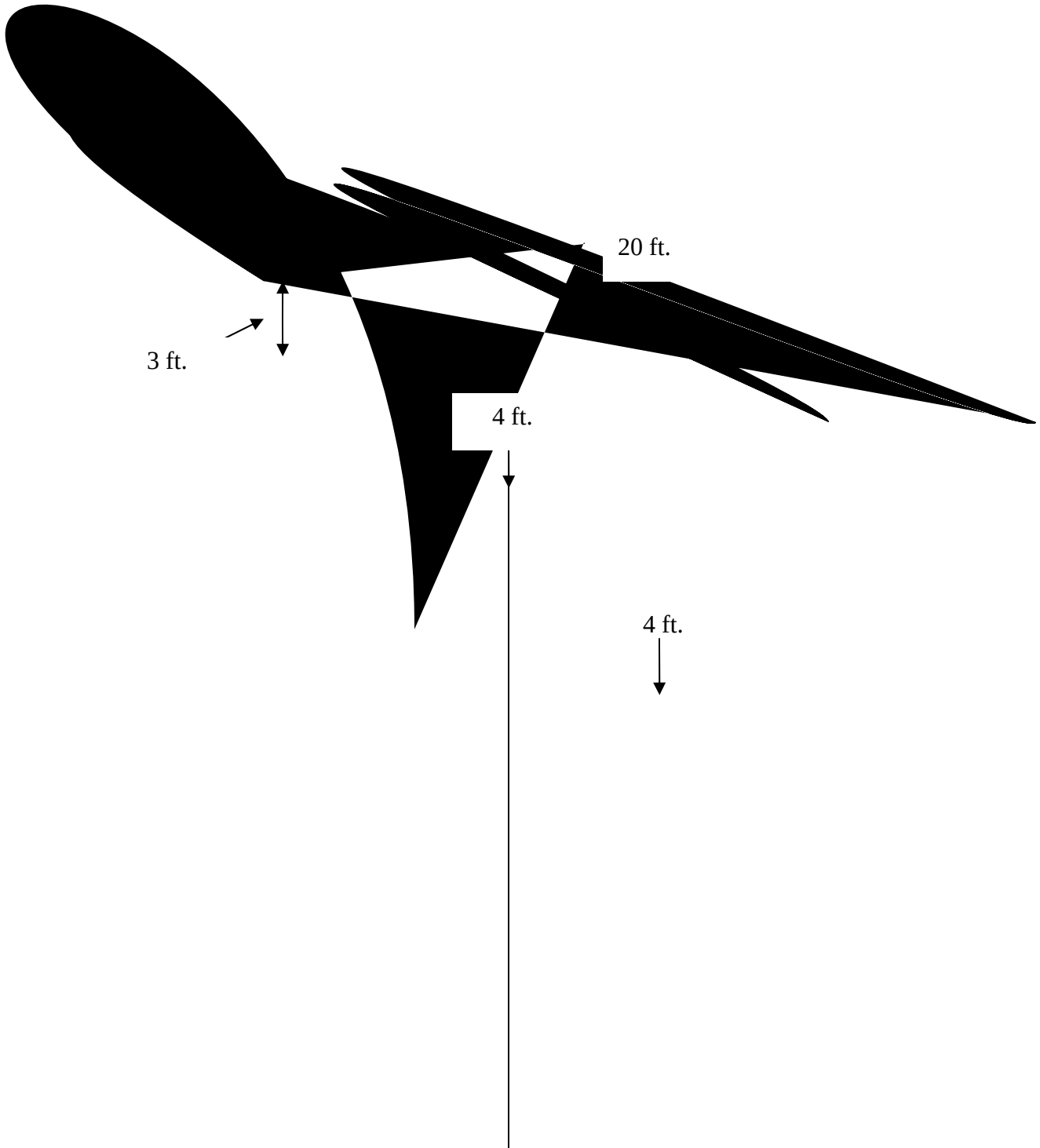
**Rules:**
The rider is to get moderate speed (5-6 cranks), while staying between the parallel chalk lines. Once they reach the chalk line at the last 10 feet of the track they are to bring the bike to a complete stop before the last chalk line.

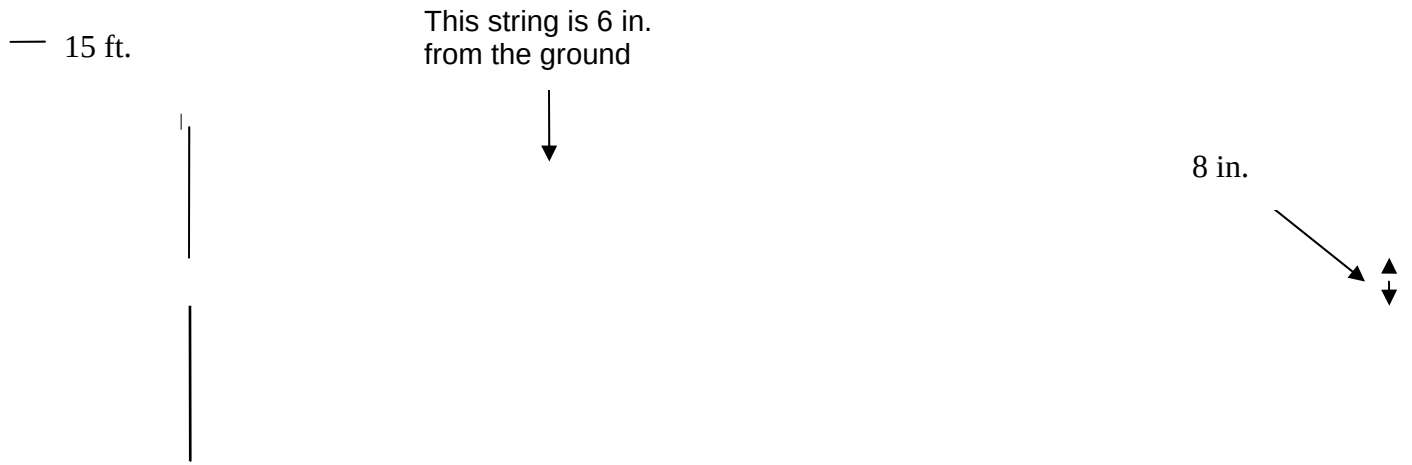
**Scoring:**
If the rider's feet touch th

= chalk line

= measurements

o

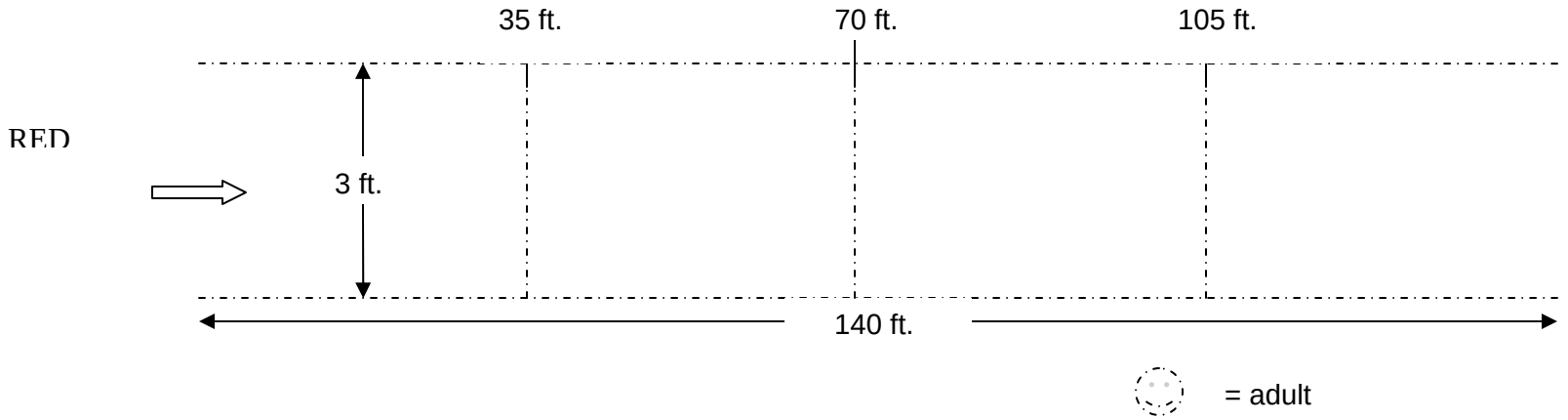

20 ft.
3 ft.
4 ft.
4 ft.


15 ft.
This string is 6 in.
from the ground
8 in.

**JUDGe COPY:**

# Task Card #9

**Shoulder Check**




the other shoulder. The objective is to complete all three shoulder checks without out of bounds.

Skill Chart #1

# Fitting a Helmet

A.

Skill Chart #3

# Balancing

1. Slightly lean forward,
2. Arms slightly bent,
3. Pedals at the 3 o’clock & 9 o’clock positions,
4. Look straight ahead,
5. Center of gravity

Skill Chart #4

Skill Chart #6

J-Hop

Skill Chart #9

# Mounting the bike while moving

Skill Chart #10

# Carrying a bike over an obstacle

Skill Chart #12

# Bicycling Unit Resource List

Bicycling Magazine www.bicycling.com

Irishcycling.Com www.irishcycling.com

USAcycling www.usacycling.org

BicycleUniverse.info www.bicycleuniverse.info

Ken Kifer's Bike Pages www.kenkifer.com/bikepages/

Sheldon Brown bike pages www.sheldonbrown.com/articles

Riin's Rants www-personal.umich.edu/~riin/bikes/

# Resources