

Engage with Curriculum for Excellence

Delivering Excellent Learning and Teaching

Mountain biking

Outcomes and Experiences

Levels 2/3



*Dumfries
& Galloway*
COUNCIL

Overview

Specific Outcomes and Experiences have been linked with particular activities. However there are a number of Health and Wellbeing Es and Os which are embedded into all Outdoor Activities. Participation in mountain biking will aid in progression in these areas, though it must be the professional decision of the teacher as to how the pupil is progressing as regards any particular outcome.

1. I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
***Responsibility of all**
HWB 2-11a/3-11a
2. I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
***Responsibility of all**
HWB 2-16a/3-16a
3. Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.
***Responsibility of all**
HWB 2-19a
4. I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.
HWB 2-22a/3-22a
5. I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.
HWB 2-25a

The following literacy outcomes also appear to be embedded in the delivery of Mountain Biking.

1. When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
LIT 2-02a
2. As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.
LIT 2-04a
3. When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.
LIT 3-02a
4. I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
LIT 2-10a/3-10a

In addition the following two Outcomes are perhaps best dealt with in a review section at the end of the sessions.

- **HWB 2-24a**

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

- **HWB 3-24a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.

Mountain Biking 1

Context for Learning - An introductory session or series of lessons on mountain biking. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

| Experiences/Outcomes | Learning Intentions | Success Criteria | Evidence/tasks |
|--|--|--|--|
| <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. *Responsibility of all HWB 3-17a</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. *Responsibility of all HWB 2-16a/3-16a</p> <p>As I encounter new challenges and contexts for learning, I am encouraged and supported <u>to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control</u> HWB 2-21a / HWB 3-21a</p> | <p>I am learning</p> <ol style="list-style-type: none"> 1. to identify the specialist items of clothing and their function (in particular the need for a helmet and gloves.) 2. what the main parts of a mountain bike are. 3. how to set the height of the seat to make my riding comfortable safe and efficient. 4. that it is important to keep hydrated during exercise in order to replace fluids lost through sweat. 5. what factors affect my balance on a mountain bike – i.e. pedal position, whether or not I am out of my seat, my weight 6. how to change gear 7. when to change gear. 8. how to use my brakes correctly. | <ul style="list-style-type: none"> • I can fit my helmet securely and check it regularly. • I know how to change clothing and layers in response to effort levels and weather conditions. • I can identify front and rear brakes, gear changer. • I can adjust my seat post so that my saddle is at the correct height for me. • I take regular drinks during exercise • I can explain what factors affect my balance on a mountain bike. • I can stay on the bike over different sorts of ground. • I can change gear on the mountain bike. • I know when to change gear. • I can explain when to use my rear brake and when to use both brakes. • I can apply my brakes correctly when riding the bike. | <p>Discussion of the equipment necessary for mountain biking focussing on helmets and gloves.</p> <p>Pupils fit and adjust own helmets. (Checked by instructor)</p> <p>Description of the main parts of a mountain bike and what they do.</p> <p>Demonstration of the correct ride height for a saddle and how to adjust ride height.</p> <p>Having explained importance of rehydration, pupils take drinks at regular intervals.</p> <p>Following explanation and demonstration, pupils can describe the principles of balance on the bike, and demonstrate the application of theory when riding.</p> <p>Following explanation and demonstration pupils can change gear and demonstrate that they can do so at appropriate times,</p> <p>Following explanation and demonstration pupils can apply brakes correctly and demonstrate that they can do so at appropriate times,</p> |

Mountain biking 2

| Context for Learning - An introductory session or series of lessons on mountain biking. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age. | | | |
|---|--|---|--|
| Experiences/Outcomes | Learning Intentions | Success Criteria | Evidence/tasks |
| <p>As I encounter new challenges and contexts for learning, I am encouraged and supported <u>to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control</u> HWB 2-21a / HWB 3-21a</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. <i>*Responsibility of all</i> HWB 2-16a/3-16a</p> <p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. HWB 2-26a / HWB 3-26a</p> | <p>I am learning</p> <p>9. what the appropriate position for riding downhill is.</p> <p>10. how to ride safely as part of a group.</p> <p>11. how to contact local mountain biking groups who can help me to develop my skills.</p> | <ul style="list-style-type: none"> • I can ride downhill in the appropriate position dependent upon the terrain. • I can ride in a group keeping a safe distance from others. • I have access to the contact details of the local mountain biking clubs. | <p>Following explanation and demonstration pupils are aware of the correct position for riding downhill and demonstrate that they use this when riding,</p> <p>Having described the importance of safe riding in a group, pupils maintain a safe distance from others.</p> <p>A list of contact details at the back of the pupil unit. (Could be provided or written down after research).</p> |

Some of the evidence could be covered in a student record (either on paper or online).

Outcomes identified by at least two of the team as other areas which could potentially be covered through discussion between teachers, appropriate additional individuals and the Outdoor Education team.

1. I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.
HWB 2-28a
2. I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.
HWB 2-44b
3. By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.
SCN 2-07a
4. I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.
SCN 2-12b
5. I have explored the role of technology in monitoring health and improving the quality of life.
SCN 3-12b
6. During practical activities and design challenges, I can estimate and measure using appropriate instruments and units.
TCH 1-13a/2-13a
7. I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.
MNU 2-10b
8. I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.
SOC 2-08a
9. I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.
SOC 3-08a
10. Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.
SOC 2-09a

Development of the above could be carried out with input from other members of the CfE team. Teachers would need to approach the Outdoor Education team in the first instance.