**Skills:** Locomotor Travel, General Knowledge of Bicycle Parts, Teamwork, Cooperation

**Fitness Target**: Aerobic Capacity, Muscular Endurance, Muscular Strength

**Virginia Standards:** Health - K.1j, 1.1e, 1.2i, 2.2e, 3.1e, 3.2h, 4.2i, 5.2f

PE - K.1a&f, K.4a&b, 1.1a&h, 1.3b, 1.4c, 2.1d&e, 2.3d, 2.4c, 3.2a, 3.3d, 3.4c, 4.1a, 4.3, 4.4a, 5.1.a

**National Standards:** Physical Education Standard S1.E1.K-4, S1.E2.2a, S2.E1.Ka, S2.E1.1-3, S2.E1.4a

**Equipment:** Cones to mark the playing area, polyspots to mark “home” for each pair of students, Bike Parts Task Cards

**Activity:**   
Before the activity begins, the teacher will discuss or review the basic parts of a bike with the class (see attached diagram).

|  |  |
| --- | --- |
| **Primary Grades (K-2)** | **Intermediate Grades (3-5)** |
| Frame | Top Tube |
| Wheels | Down Tube |
| Saddle | Seat Tube |
| Tire | Head Tube |
| Spokes | Seat Post |
| Handle Bar | Seat Stay |
| Grips | Chain Stay |
| Pedal | Cassette |
| Wheel | Chain Rings |
| Brake | Pedal |
| Chain | Crank |
|  | Tire |
|  | Fork |
|  | Saddle |
|  | Brake |
|  | Brake Lever |
|  | Rim |
|  | Spokes |

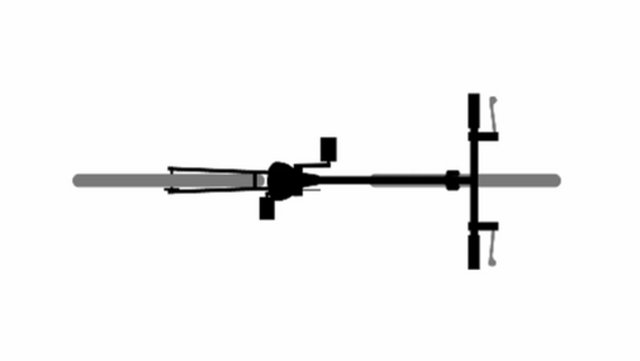
After the review or discussion, students will find a partner and stand behind a polyspot on one end of the playing area. On the other end of the playing area, the teacher will place the bike part task cards (see the attached task card list). Each pair of students will receive a Bike Label Task Sheet.

When the activity begins, one of the two partners will travel across the playing area and collect one bike part task card. When the partner returns, he/she will place the bike part in the correct location using the Bike Label Task Sheet. The new partner will then repeat the task collecting a new bike part. The task will continue until all of the bike parts have been collected and placed in the correct order. When the task is complete, the pair will raise their hands and the teacher will check the progress of the students. If the students were able to complete the task correctly, they can replace their cards and attempt the activity again using a more challenging Bike Label Task Sheet or travel using a different locomotor pattern while completing the task again.

**Teaching Tips**:

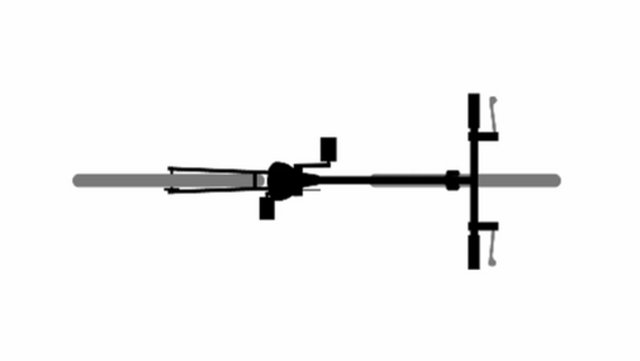
* Have students travel in a different locomotor pattern each time they travel to collect a task card during the activity.
* Increase physical activity by having the waiting partner perform a fitness task while they wait.
* Integrate sports skills while partners are waiting (i.e., – basketball dribble, soccer juggle, toss and catch with a ball, etc.).
* Provide students with a Bike Part Key when they have completed the task to check their work.
* If students are making common errors during the activity, take time to provide feedback to correct the issue.
* Use a visual to help students learn the parts of the bike (i.e., – label a real bike or a poster size version of the Bike Part Key)

|  |
| --- |
| FRAME Primary |
| WHEEL Primary |
| HANDLEBAR Primary |
| SADDLE Primary |
| TIRE Primary |
| SPOKES Primary |
| GRIPS Primary |
| PEDAL Primary |
| CHAIN Primary |
| BRAKE Primary |
| SEAT POST Intermediate |
| FORK Intermediate |
| HANDLEBAR Intermediate |
| SADDLE Intermediate |
| TIRE Intermediate |
| SPOKES  Intermediate |
| GRIPS Intermediate |
| PEDAL Intermediate |
| WHEEL Intermediate |
| BRAKE Intermediate |
| BRAKE LEVER Intermediate |
| TOP TUBE Intermediate |
| DOWN TUBE  Intermediate |
| HEAD TUBE  Intermediate |
| SEAT TUBE  Intermediate |
| CHAIN STAY  Intermediate |
| SEAT STAY  Intermediate |
| REAR DERAILLEUR  Intermediate |
| FRONT DERAILLEUR Intermediate |
| RIM  Intermediate |
| CHAIN RINGS  Intermediate |
| CASSETTE  Intermediate |
| CRANK Intermediate |



**Bike Label Task Sheet**

**Intermediate**



**Bike Label Task Sheet**

**Primary**