Wheeling Through the Years

**Possible Lesson Sequence**

## **Lesson one**

Ākonga are asked to bring wheeled equipment to school that they are willing to share with others. For example bikes, rollerblades, skateboards, and scooters.

Ākonga have a chance to play with, and experiment on, the different equipment. Ask ākonga to think about one or two skills that they feel confident about, and how these may be taught to a classmate.

### **Lesson two**

Teach a sequence for learning a physical skill. For example whole-part-whole method, that is:

1. Introduction – this is what I am going to teach.
2. Demonstration – this is what the final skills look like.
3. Skills breakdown – these are the parts of the skill – practise each part receiving feedback.
4. Put skills together – now put all the parts together into a complete skill.

Buddy ākonga up with a partner of equal ability.

Have each partner choose a piece of wheels equipment and an associated skill that they can teach to their partner.

Teach your buddy the skill.

Finish with **buddy assessment form** (see worksheets) for feedback and evaluation.

The following website provides a glossary of skateboarding terms and video images of skateboarding tricks.

The techniques of skateboarding are explained and skateboard design and construction is introduced.

(<http://www.exploratorium.edu/skateboarding/>)

### **Lesson three/four/five**

As a class, watch a video of roller hockey or ice hockey. Brainstorm ideas how to best adapt these games to suit the school environment. Have children compile a list of rules for playing a modified game, for example roller hockey, scooter tag, bike soccer. Draw up a proposed shape and the dimensions of the court, bearing in mind the restricted space of the playground.

Agree to rules and regulations as a class and also agree to acceptable safety gear and the consequences of any unfair/dangerous play. For example two minute sin-bin.

Play the game.

## **Debrief questions**

What worked well?

What should we change?

What tactics worked best for you?

### **Lesson six**

Design a survey to give relevant information about how Year 6/7 ākonga spend their leisure time. Conduct the survey and collate results.

Use the same survey with the ākonga’ parents/caregivers to get a perspective on the recreational activities they did in their primary/intermediate years.

This may be a homework project.

**Debrief questions**
What do the survey results indicate?

### **Lesson seven**

Investigate physical recreation activities using wheeled equipment from 50 years ago. Use old photos of equipment or collect some from the community, if these are available, to contrast with wheeled equipment used today, for example rolling a tyre.

If possible have enough equipment for children to experiment with, for example old scooters, old prams, gearless bikes with hub brakes, strap-on roller skates, plastic or timber skateboards, and go-carts made with lawnmower wheels.

## **Debrief questions**

What did they use to play?

Why did they play those games?

Did boys and girls play different games? Why?

Did they have as much leisure time as we do today?

## **Lesson eight**

Compare the technology of wheeled equipment using an **ākonga recording sheet** (see worksheets).

Compare material, weight, colour, style, price, and functional design.

For example - type of equipment – **Bike**

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories to compare** | **50 years ago** | **Now** | **Comment about the difference** |
| **Main material** | Steel | AlloyCarbon fibre Aluminium  | Old ones look stronger but probably aren’t |
| **Describe the design**  | Narrow tubes Straight tubesQuite uprightFat spongy seats | Wider tubesBending tubesMore angleSkinny gel seats | New one seem more bendy, stylised and swish. |
| **Describe the weight** | Hard to pick up | Much lighter | New ones seem lighter and easier to pedal. |
| **What are the colours?** | All one colour plus some stickers | Range of colours with changing shades | New ones seem brighter with more colours and writing. |
| **Describe the style.** | Pretty dull | Really flash | New one looks more attractive and more fun. |
| **How much did they cost?****Which was more relatively more expensive?**  | $50 average income about $100 per week | $350 average income about $900 per week | The bikes today are relatively cheaper than the bikes 50 years ago. |

The following website may be useful when considering the technology used in bikes <http://www.exploratorium.edu/cycling/>

This site explores:

Gear ratios and the efficiency of cycling <http://www.exploratorium.edu/cycling/gear1.html>

Why do road bikes have thin tires, while mountain bikes have fat tires? <http://www.exploratorium.edu/cycling/wheel1.html>

What are the best materials for frames? What are the best designs? <http://www.exploratorium.edu/cycling/frames1.html>

### **Lesson nine**

Brainstorm possible differences between an urban/rural school as far as playground space and choice of leisure activities goes. Email an urban/rural school (in contrast to your school) with the survey designed in lesson six. Compare their results with your class results.

Are there any differences? If so, what are they?

What contributes to any identified differences?

### **Lesson Ten**

Reflect on how things have changed or stayed the same over the last 50 years.
Predict what you think might be possible trends in recreation activities over the next 10/50/100 years.

How do you think people will continue to get physical activity they need to be healthy over the next 10/50/100 years?