Rail Tales FOR EDUCATION

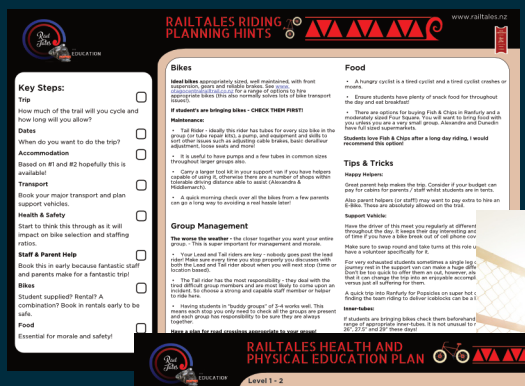
ALL ABOARD — Rail Tales EDUCATION — 43002

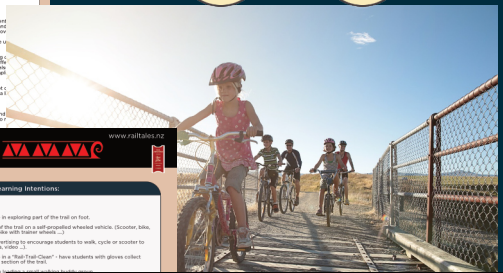
HEALTH AND PHYSICAL EDUCATION PLAN

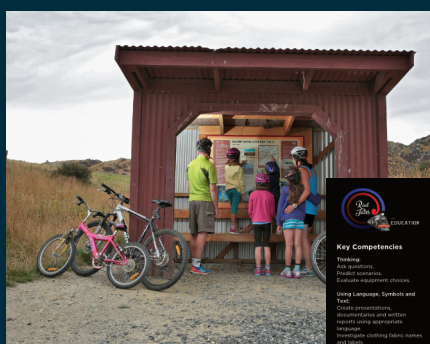
Years 1 - 13,

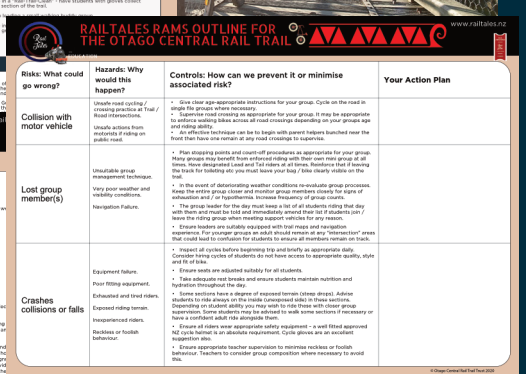
Te Hauora me Te Akoranga Koiri

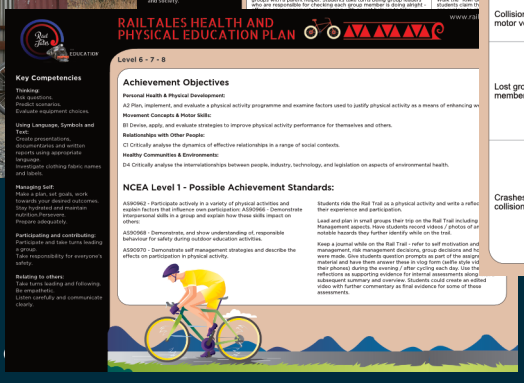
Health & Physical Education











About this Resource

This resource has been put together to support the teaching and learning of the history of along and around the Otago Central Rail Trail. It is intended that the resource be used for Year 1 - 13, however please make adjustments for the needs of your students. All of the suggestions in these plans are from an experienced New Zealand qualified teacher and what he has learnt taking groups on the Otago Central Rail Trail.

The planning of this unit supports Te Hauora me Te Akoranga Koiri / Health & Physical Education New Zealand Curriculum . This may be subject to changes as the New Zealand Curriculum continues to develop.

This plan can also be integrated with the Inquiry, Aotearoa Histories Plan, Conservation Plan, Interplanetary Plan and Geology Plan to create an all round authentic learning experience for your students.

We would love to hear about your experiences with the Otago Central Rail Trail and Education content. If you have suggestions on ways we can improve the resources, please get in contact via the www.railtales.co.nz website.

Noho ora mai

Anthony Breese

(Managing Director Museograph)

Risk Management and RAMS

The following is provided to support and strengthen your schools existing risk management processes – not as a standalone form to print and use by itself. As each groups experience, equipment, trip and weather forecast is unique you should consider the likely risk exposure for your specific group and trip (and include a focus on off-trail time such as at camp also). The analysis in the RAMS below outlines some of the significant risks groups using the trail are exposed to and provides some common examples of processes to eliminate or reduce exposure to these risks. Your Risk Management Process should include a focus on identifying, documenting and clearly communicating within your group which of these (or other) management techniques you will implement with your group. It is also very important your group leaders have a clear picture of emergency plans and carry key contacts and health details.

The Rail Trail is a fantastic experience and offers the opportunity for long cycle trips with very minimal exposure to vehicle traffic in an unparalleled environment! A little bit of planning and preparation helps ensure it is as safe as possible for your group and that any incidents can be effectively managed.

Disclaimer:

The Otago Central Rail Trail Trust and Museograph does not accept any responsibility, or liability, (Including negligence) for the use of this or any other plan or document produced to guide you on the Otago Central Rail trail. This also includes any indirect loss or damage of any kind as well as any action taken as a result of reading and interpreting information in our plans and RAMS or on our website www.railtales.co.nz.

RAILTALES HEALTH AND PHYSICAL EDUCATION PLAN

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Level 1 - 2

Underlying Concepts

Hauora:

A Māori philosophy of well-being that includes the dimensions taha wairua (spiritual well-being), taha hinengaro (mental & emotional well-being), taha tinana (physical well-being), and taha whānau (social well-being), each one influencing and supporting the others.

Attitudes and values:

A positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.

The socio-ecological perspective

A way of viewing and understanding the interrelationships that exist between the individual, others, and society.

Health promotion:

A process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Key Areas of Learning:

- Mental health
- Sexuality education
- Food and nutrition
- Body care and physical safety
- Physical activity
- Sport studies
- Outdoor education

Achievement Objectives

Personal Health & Physical Development:

A2 - Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

Movement Concepts & Motor Skills:

B1 - Develop a wide range of movement skills, using a variety of equipment.

Relationships with Other People:

C3 - Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Healthy Communities & Environments:

D4 - Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Possible Learning Intentions:

- Participate in exploring part of the trail on foot.
- Ride part of the trail on a self-propelled wheeled vehicle. (Scooter, bike, balance bike, bike with trainer wheels ...)
- Create advertising to encourage students to walk, cycle or scooter to school (posters, video ...).
- Participate in a “Rail-Trail-Clean” - have students with gloves collect rubbish from a section of the trail.
- Experience leading a small walking buddy group.
- Participate in a group exercise activity - walking on the trail with a walking buddy group.

Possible Activities

Explore the trail on foot. Sections near Daisy Bank or Lauder allow relatively quick access to bridges or viaducts from the road.

While exploring the trail have students keep in their walking buddy groups with a parent helper. Students take turns being group leaders who are responsible for checking each group member is doing alright - offering encouragement or arranging with parent helpers to take breaks as needed.

Have younger students split into groups of similar vehicles - large wheeled scooters, trikes or bikes with trainer wheels, and more capable cyclists. Give each group a destination to reach and photograph to report back on to the wider group.

Organise a Rail-Trail-Clean - spend time cleaning an area whilst exploring some of the history specific to that location. Have students capture video and create a mini documentary sharing about their work cleaning the area and the history of that area.

Run a “train for the trail” campaign leading up to your trip. Have students create active aims and produce advertising encouraging active transport to school.

After the trail, have students write about the part they enjoyed the most and what their biggest challenge was. Give students the opportunity to share this with the class.

“Dig” a section of railway level track on your school grounds if appropriate to give students the opportunity to experience how much work went into the original track and tunnels.

Walk the “Kiwi Guardians” section (Lauder - Thurlow Road) and have students claim their medals. Explore other locations local to your school you can explore to claim further medals.

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Four Strands of Learning

Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development.

Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity.

Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others.

Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action.

Level 3 - 4

Achievement Objectives

Personal Health & Physical Development:

A2 Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being.

Movement Concepts & Motor Skills:

B3 Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.

Relationships with Other People:

C1 Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Healthy Communities & Environments:

D3/D4 Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Possible Learning Intentions:

- Describe the positive effects of regular physical activity.
- Describe the key parts of a bike suitable for use on the rail trail.
- Investigate the similarities and differences of rail trail bikes with bikes designed for other purposes.
- Reflect on how tiredness affects how you relate to others.
- Create and implement a plan to care for group members during a physical activity.
- Collect video footage of reflections on group interactions to assemble into a reflection diary.
- Investigate the effectiveness of cotton and synthetic clothing in wet, cold and windy conditions. (Link to Science Curriculum.)
- Draw and describe the attributes of an ideal team leader.

Possible Activities

Ride the Trail: Assign mini-teams for riding the trail and rotate team responsibilities throughout the trip.
Suggested roles include: team leader, navigator and mechanic.
Plan beforehand the responsibilities and examples of what it would look like this being done well. Groups could plan and prepare their own food with nutrition research and advice.

Trail Journal: Have students keep a trail journal covering time spent preparing and training for the trip, during the trip and reflections after the trip.
Provide starter prompts for journal entries eg: "Before this training session I felt...; After this training session I felt...; After two weeks of training I have noticed I am feeling...; During the last week my hardest training session was... because... Keep your trail journal as a VLOG.

Students record selfie-video style verbal journal entries using iPads or a teacher / parent records them with their phone. These can be assembled into a video reflection of their progress making links to Hauora.

Bike Mechanics Class: Teach students basic bike maintenance (chain lubing, tube changing, cable brake adjustment).
Have students produce flow-chart guides for this. During this process students take photos to create a slide-show demonstrating the key features of a Rail Trail suitable bike. As extension students could create a Scratch game where players must correctly identify parts of bikes and identify whether a given bike would be suitable for the Rail Trail or not.

The Right Gear: Students identify appropriate clothing for riding on the Rail Trail.
As part of this undertake a science investigation testing the insulating properties of cotton, polypropylene, fleece and wool when wet and exposed to the wind.
Fill 4 bottles with equal volumes of hot water from the same source. Wrap each bottle in each material and measure temperature drop over time. Repeat but this time blow a fan across the 4 bottles. Finally repeat but soak the fabrics in water AND blow a fan across the 4 bottles.

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Level 5 - 6

Key Competencies

Thinking:
Ask questions.
Predict scenarios.
Evaluate equipment choices.

Using Language, Symbols and Text:
Create presentations, documentaries and written reports using appropriate language.
Investigate clothing fabric names and labels.

Managing Self:
Make a plan, set goals, work towards your desired outcomes.
Stay hydrated and maintain nutrition.Persevere.
Prepare adequately.

Participating and contributing:
Participate and take turns leading a group.
Take responsibility for everyone's safety.

Relating to others:
Take turns leading and following.
Be empathetic.
Listen carefully and communicate clearly.

Achievement Objectives

Personal Health & Physical Development:

A3 - Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments.

Movement Concepts & Motor Skills:

B1 - Acquire and apply complex motor skills by using basic principles of motor learning.

Relationships with Other People:

C3 - Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.

Healthy Communities & Environments:

D4 - Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care.

Possible Learning Intentions:

- Collaborate to write a class code of conduct to maintain safety under the four aspects of Hauora during class trips and expeditions.
- Demonstrate efficient uphill and downhill riding technique.
- Describe a leadership technique they used to maintain their groups safety.
- Research and describe the history of cycle trail development in New Zealand and the positive outcomes of their development and promotion.
- Demonstrate safe emergency braking and obstacle evasion on a loose gravel surface on a bike.
- Plan and participate in the Rail Trail as a largely independent small group.
- Take responsibility for group safety both when planning and participating in the Rail Trail journey.

Possible Activities

“Independent Group Journey” - students are placed in small groups and within those groups organise as many aspects of their journey as possible.
Each group is responsible for their own food, bike maintenance, navigation, first aid equipment, safety planning, pre-trip fitness preparation, communications, group leadership, pre-trip bike check and possibly even accommodation and transportation considerations.

Safe Rider Scratch App: Students create an animate Scratch application with an image of a “safe” rider. The app should be interactive and feature pop-up explanations and key requirements when different equipment is clicked on. It could also show animations of safe and unsafe riding behaviour!

Video Documentary of the New Zealand Cycle Trail Story. Collect video footage of their class / group whilst riding the trail and if possible conduct interviews of locals in towns along the way.
Students research the history of the Rail Trail and Cycle Trails in New Zealand and produce a documentary telling the story and explaining the positive environmental, and well-being effects of their promotion and development.

Biking Skills Clinic: Teach the theories of motor learning and apply this to students learning efficient uphill cycling, safe descent technique, emergency braking and obstacle avoidance on a loose gravel surface for biking.

Reflection Journal: Students maintain a reflection journal of their participation within their independent group and how they contributed to their roles and the groups overall safety.

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Level 6 - 7 - 8

Key Competencies

Thinking:
Ask questions.
Predict scenarios.
Evaluate equipment choices.

Using Language, Symbols and Text:
Create presentations, documentaries and written reports using appropriate language.
Investigate clothing fabric names and labels.

Managing Self:
Make a plan, set goals, work towards your desired outcomes.
Stay hydrated and maintain nutrition.Persevere.
Prepare adequately.

Participating and contributing:
Participate and take turns leading a group.
Take responsibility for everyone's safety.

Relating to others:
Take turns leading and following.
Be empathetic.
Listen carefully and communicate clearly.

Achievement Objectives

Personal Health & Physical Development:

A2 Plan, implement, and evaluate a physical activity programme and examine factors used to justify physical activity as a means of enhancing well-being.

Movement Concepts & Motor Skills:

B1 Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others.

Relationships with Other People:

C1 Critically analyse the dynamics of effective relationships in a range of social contexts.

Healthy Communities & Environments:

D4 Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.

NCEA Level 1 - Possible Achievement Standards:

AS90962 - Participate actively in a variety of physical activities and explain factors that influence own participation: AS90966 - Demonstrate interpersonal skills in a group and explain how these skills impact on others:

AS90968 - Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities.

AS90970 - Demonstrate self management strategies and describe the effects on participation in physical activity.

Students ride the Rail Trail as a physical activity and write a reflection on their experience and participation.

Lead and plan in small groups their trip on the Rail Trail including Risk Management aspects. Have students record videos / photos of any notable hazards they further identify while on the trail.

Keep a journal while on the Rail Trail - refer to self motivation and management, risk management decisions, group decisions and how these were made. Give students question prompts as part of the assignment material and have them answer these in vlog form (selfie style videos on their phones) during the evening / after cycling each day. Use these reflections as supporting evidence for internal assessments along with a subsequent summary and overview. Students could create an edited video with further commentary as final evidence for some of these assessments.

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Key Competencies

Thinking:
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Predict scenarios.
Evaluate equipment choices.

Using Language, Symbols and Text:
Create presentations, documentaries and written reports using appropriate language.
Investigate clothing fabric names and labels.

Managing Self:
Make a plan, set goals, work towards your desired outcomes. Stay hydrated and maintain nutrition. Persevere.
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Relating to others:
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NCEA Level 2

Possible Achievement Standards:

AS91329 - Demonstrate understanding of the application of biophysical principles to training for physical activity.

AS91331 - Examine the significance for self, others and society of a sporting event, a physical activity, or a festival.

AS91332 - Evaluate leadership strategies that contribute to the effective functioning of a group.

AS91333 - Analyse the application of risk management strategies to a challenging outdoor activity.

AS91336 - Analyse group processes in physical activity.

Possible Activities:

Students take turns leading and reflecting on their own independent cycling groups during the Rail Trail. Leadership opportunities include food planning, daily group leadership, overall planning leadership and training session leadership.

Student groups take turns planning and leading training sessions utilising biophysical principles for the whole class in preparation for the group ride on the Rail Trail. Students leading sessions are responsible for completing Risk Analysis before their sessions and implementing appropriate management strategies. Students conduct post session surveys and use this along with a self-reflection as evidence towards AS91329, AS91332 and AS91333.

Students keep a journal (see Level 1 standards) with a particular focus on group processes and leadership strategies. If appropriate for the class this will be effective when students are really pushed (eg to complete the Trail in 2 days).

Anonymous voice interviews with volunteers whilst riding the trail about the significance of the experience for them would provide excellent material to put towards AS91331. Students could also interview classmates to gather further data to use to examine this question.

NCEA Level 3

Possible Achievement Standards:

AS91500 - Evaluate the effectiveness of a performance improvement programme.

AS91502 - Examine a current physical activity event, trend, or issue and its impact on New Zealand society.

AS91504 - Analyse issues in safety management for outdoor activity to devise safety management strategies.

AS91505 - Examine contemporary leadership principles applied in physical activity contexts.

AS91789 - Devise strategies for a physical activity outcome.

Students could look at E Bikes, the recent huge increase in cycle trail numbers or the increased shared use of cycle / walking trails. As part of their research for this, students could write brief surveys and interview other trail users (or town residents etc) whilst riding the Rail Trail.

A Year 13 class could plan and lead a junior (eg Year 9) Rail Trail trip with supervision. Students should take ownership over leadership, risk management and general planning. A planning process journal and daily leadership reflections from this can provide evidence towards AS91504, AS91505 and AS91789. Allocated small and overall group leaders over several days should allow all students adequate leadership opportunities.

Students plan and implement their own training plan and fitness monitoring before the Rail Trail trip. Undertake regular testing before, during and after their training programme. If located nearby students may ride a timed section of the Rail Trail as part of their testing, otherwise a suitable local alternative could be found.

RAILTALES RIDING PLANNING HINTS

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Key Steps:

Trip ☐

How much of the trail will you cycle and how long will you allow?

Dates ☐

When do you want to do the trip?

Accommodation ☐

Based on #1 and #2 hopefully this is available!

Transport ☐

Book your major transport and plan support vehicles.

Health & Safety ☐

Start to think this through as it will impact on bike selection and staffing ratios.

Staff & Parent Help ☐

Book this in early because fantastic staff and parents make for a fantastic trip!

Bikes ☐

Student supplied? Rental? A combination? Book in rentals early to be safe.

Food ☐

Essential for morale and safety!

The Trip - Think about your itinerary:

The classic is to spend 3 days on the trail (two nights). This may not be suitable for younger students however, with support vehicle options, this is definitely achievable for most High School groups and probably many intermediate school groups with proper preparation.

Other ideas could be:

A School Week: A 4/5 day trip to break the day length down.

The Gut-buster: The two day gut-buster for senior students.

The Day Trip: Day trips from a base camp (either directly from accommodation or with a vehicle shuttle).

Things to consider:

The sections with tunnels and viaducts are definitely the most exciting! Definitely have your students walk their bikes through the tunnels though.

If planning day trips try and start the day heading uphill when riders are fresh.

Transport - You will need:

Start & End Transport:

- Transport to and from the start and end points for everyone.
- Transport (suitable trailer/s) to and from the start and end points for any non-hire bikes (Cycle Surgery can sometimes help with this).

Mid Trip Transport:

- **Luggage shuttle** - a way of transporting all your groups bags / food between each nights accommodation.
- **Support vehicle -** a vehicle (likely a van) able to meet you at road-ends during the day and transport injured or fatigued riders and their bikes. Also able to carry lunches and spare water (especially in hot weather). It is ideal if this can also carry a spare bike to cover breakdowns especially for larger groups. Don't forget about the driver for this when considering staff ratios!

Accommodation

Larger group accommodation is primarily available at campgrounds located in Ranfurly and Omakau (also options in Middlemarch, Alexandra & Clyde).

Camping Grounds: Make for a reasonable 2 night 3 day trip.

- The Omakau Recreation Reserve Camping Ground
- Ranfurly Holiday Park & Motels

Smaller Groups: See the Rail Trail website www.otagocentralrailtrail.co.nz for a large variety of options for smaller groups.

Health & Safety

Emergency Plan: Produce an Emergency Plan with school and family contacts, updated Ranfurly Medical Centre contacts, medical details, all staff and parent help contacts and basic plans for emergencies.

Navigation: Ensure your support driver and several leaders have accurate maps with road intersections marked. The trail itself is not hard to follow - but gaining a clear picture of possible points to offload injured or exhausted riders is important.

Communication: There is intermittent cellphone coverage - so arrange support meeting points in advance and ensure you carry a locater beacon and possibly a SatPhone.

First Aid: Tail rider should have first aid training and carry a comprehensive kit. It is important to have a number of other kits spread throughout. Vaseline or similar can be useful for students experiencing chaffing.

RAMS Form: See LINK HERE for an initial RAMS template to get you started. Please note it is important you adapt and extend this for your group, also it does not cover campground or other activities.

RAILTALES RIDING PLANNING HINTS

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Key Steps:

Trip ☐

How much of the trail will you cycle and how long will you allow?

Dates ☐

When do you want to do the trip?

Accommodation ☐

Based on #1 and #2 hopefully this is available!

Transport ☐

Book your major transport and plan support vehicles.

Health & Safety ☐

Start to think this through as it will impact on bike selection and staffing ratios.

Staff & Parent Help ☐

Book this in early because fantastic staff and parents make for a fantastic trip!

Bikes ☐

Student supplied? Rental? A combination? Book in rentals early to be safe.

Food ☐

Essential for morale and safety!

Bikes

Ideal bikes appropriately sized, well maintained, with front suspension, gears and reliable brakes. See www.otagocentralrailtrail.co.nz for a range of options to hire appropriate bikes (this also normally solves lots of bike transport issues!).

If student's are bringing bikes - CHECK THEM FIRST!

Maintenance:

- Tail Rider - ideally this rider has tubes for every size bike in the group (or tube repair kits), a pump, and equipment and skills to sort other issues such as adjusting cable brakes, basic derailleur adjustment, loose seats and more!
- It is useful to have pumps and a few tubes in common sizes throughout larger groups also.
- Carry a larger tool kit in your support van if you have helpers capable of using it, otherwise there are a number of shops within tolerable driving distance able to assist (Alexandra & Middlemarch).
- A quick morning check over all the bikes from a few parents can go a long way to avoiding a real hassle later!

Group Management

The worse the weather - the closer together you want your entire group. - This is super important for management and morale.

- Your Lead and Tail riders are key - nobody goes past the lead rider! Make sure every time you stop properly you discusses with both the Lead and Tail rider about when you will next stop (time or location based).
- The Tail rider has the most responsibility - they deal with the tired difficult group members and are most likely to come upon an incident. So choose a strong and capable staff member or helper to ride here.
- Having students in "buddy groups" of 3-4 works well. This means each stop you only need to check all the groups are present and each group has responsibility to be sure they are always together.

Have a plan for road crossings appropriate to your group!

Food

- A hungry cyclist is a tired cyclist and a tired cyclist crashes or moans.
- Ensure students have plenty of snack food for throughout the day and eat breakfast!
- There are options for buying Fish & Chips in Ranfurly and a moderately sized Four Square. You will want to bring food with you unless you are a very small group. Alexandra and Dunedin have full sized supermarkets.

Students love Fish & Chips after a long day riding, I would recommend this option!

Tips & Tricks

Happy Helpers:

Great parent help makes the trip. Consider if your budget can pay for cabins for parents / staff whilst students are in tents.

Also parent helpers (or staff!) may want to pay extra to hire an E-Bike. These are absolutely allowed on the trail.

Support Vehicle:

Have the driver of this meet you regularly at different road ends throughout the day. It keeps their day interesting and saves a lot of time if you have a bike break out of cell phone coverage.

Make sure to swap round and take turns at this role unless you have a volunteer specifically for it.

For very exhausted students sometimes a single leg of the journey rest in the support van can make a huge difference. Don't be too quick to offer them an out, however, also consider that it can change the trip into an enjoyable accomplishment versus just all suffering for them.

A quick trip for Popsicles on super hot days by support crew to deliver iceblocks to the team can be a lifesaver.

Inner-tubes:

If students are bringing bikes check them beforehand and get a range of appropriate inner-tubes. It is not unusual to need 24", 26", 27.5" and 29" these days!

Carry a thermos with hot raro on cold days and watch for hypothermia.

RAILTALES RAMS OUTLINE FOR THE OTAGO CENTRAL RAIL TRAIL

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Risks: What could go wrong?	Hazards: Why would this happen?	Controls: How can we prevent it or minimise associated risk?	Your Action Plan
Collision with motor vehicle	Unsafe road cycling / crossing practice at Trail / Road intersections. Unsafe actions from motorists if riding on public road.	• Give clear age-appropriate instructions for your group. Cycle on the road in single file groups where necessary. • Supervise road crossing as appropriate for your group. It may be appropriate to enforce walking bikes across all road crossings depending on your groups age and riding ability. • An effective technique can be to begin with parent helpers bunched near the front then have one remain at any road crossings to supervise.	
Lost group member(s)	Unsuitable group management technique. Very poor weather and visibility conditions. Navigation Failure.	• Plan stopping points and count-off procedures as appropriate for your group. Many groups may benefit from enforced riding with their own mini group at all times. Have designated Lead and Tail riders at all times. Reinforce that if leaving the track for toileting etc you must leave your bag / bike clearly visible on the trail. • In the event of deteriorating weather conditions re-evaluate group processes. Keep the entire group closer and monitor group members closely for signs of exhaustion and / or hypothermia. Increase frequency of group counts. • The group leader for the day must keep a list of all students riding that day with them and must be told and immediately amend their list if students join / leave the riding group when meeting support vehicles for any reason. • Ensure leaders are suitably equipped with trail maps and navigation experience. For younger groups an adult should remain at any “intersection” areas that could lead to confusion for students to ensure all members remain on track.	
Crashes collisions or falls	Equipment failure. Poor fitting equipment. Exhausted and tired riders. Exposed riding terrain. Inexperienced riders. Reckless or foolish behaviour.	• Inspect all cycles before beginning trip and briefly as appropriate daily. Consider hiring cycles if students do not have access to appropriate quality, style and fit of bike. • Ensure seats are adjusted suitably for all students. • Take adequate rest breaks and ensure students maintain nutrition and hydration throughout the day. • Some sections have a degree of exposed terrain (steep drops). Advise students to ride always on the inside (unexposed side) in these sections. Depending on student ability you may wish to ride these with closer group supervision. Some students may be advised to walk some sections if necessary or have a confident adult ride alongside them. • Ensure all riders wear appropriate safety equipment – a well fitted approved NZ cycle helmet is an absolute requirement. Cycle gloves are an excellent suggestion also. • Ensure appropriate teacher supervision to minimise reckless or foolish behaviour. Teachers to consider group composition where necessary to avoid this.	