

LESSON 16: OBSTACLE COURSE CHALLENGE

Grade-Level Outcomes

Primary Outcomes

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Embedded Outcomes

Challenge: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- participate in an obstacle course that focuses on skill-related fitness components.
- cooperate and coordinate with team members to identify strategies for completing the obstacle course.
- demonstrate competence in specialized skills associated with health-related activities included in the obstacle course.
- participate at an appropriate level of performance, including being aware of unsafe actions and events while completing the obstacle course.

Equipment and Materials

- Obstacles for course
- Worksheets for skill-related fitness components
- Pencils

Introduction

How many of you have seen a Tough Mudder or American Ninja Warrior obstacle course? [Show a video clip to motivate students.] Well, we're going to cap off this skill-related fitness module with our own version of School Warrior Challenge. I have placed you in teams, and you will complete the course as a group. There will be times when you will need to figure out how to negotiate an obstacle and other times where you will need to work together to get through the course. The objective is to complete the course as a team. Above all, focus on performing safely!

Instructional Task: Course Walk-Through

■ PRACTICE TASK

Set up a course that includes elements related to skill-related fitness, muscular strength, and endurance. Obstacles can include agility and speed items used earlier in the module as well as stations where students do body-weight exercises. If possible, include a wall climb, upper-body exercises, and jumping. If you have access to a PAR course (jogging trail with fitness stations), you can include

those items in the course. Be creative, but keep it safe. You may want to place posters at key points to help students remember the tasks and sequence.

Distribute worksheets. Have students walk through the course as you explain the requirements for each obstacle. For each obstacle, have students record the components of skill-related fitness used. Check for understanding of the course requirements.

Demonstrate the course at half speed, stopping at any obstacle where there are questions.

Student Choices/Differentiation

Students may review a video clip of students doing the course from a previous year.

What to Look For

- Students understand the sequence and tasks.
- Students ask clarifying questions.

Instructional Task: Course Preparation

■ PRACTICE TASK

Students warm up with their dynamic stretching routines. While they are completing their warm-up, call out the names and members of each team (which you have organized in advance based on scores from earlier classes).

After the warm-up, teams get together to discuss strategies for negotiating the course.

Extension

Teams can come up with a name and a cheer for the competition.

EMBEDDED OUTCOME: S4.H4.L1. Team members will need to analyze the best way to get through the course and come up with a strategy to perform well as a group.

Student Choices/Differentiation

- Students complete their own warm-ups.
- Teams are grouped for even ability levels.

What to Look For

- All students are contributing to the proposed strategy.
- Students are supporting each other's ideas.

Instructional Task: Run the Course

■ PRACTICE TASK

Each team takes a half-speed run through the course for practice. Teams may stop and practice obstacles that are more difficult.

When the competition starts, scores are based on a team time. Team members may assist one another at any point in the course. Team members must stick together and may not proceed to the next obstacle until the whole team has completed the previous one. Students should be cheering for other teams during the competition.

As teams complete the course, students cool down with their static stretching routines.

EMBEDDED OUTCOME: S5.H2.L2. Remind students that the course should challenge them, but they should always be under control.

Extensions

- Have a post-course celebration with refreshments and team awards.
- Students complete a brief reflection on the experience of running the course and how the previous lessons contributed to their success.

Student Choices/Differentiation

Students participate at their own levels.

What to Look For

- Students are working hard but participating safely.
 - Students are supporting one another.
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Formal and Informal Assessments

Self-reflections

Closure

- This was our last class in this module. How did you feel about your performance on the course?
- Which elements were the most challenging?
- Do you think this activity tested the skill-related fitness components we have been practicing?
- Did you like the team format? Why or why not?
- How confident do you feel about your ability to perform resistance training and skill-related fitness?
- In our next class, we will start a new module, so check out your options on the school's physical education website.

Reflection

- Were students able to make connections between the skills and knowledge in the module and the obstacle course?
- Are their fitness portfolios comprehensive? Are there other aspects of fitness we need to address?
- What went well in this module?
- What could I do better the next time I teach it?

Homework

Check out the next modules, and be ready to choose one next class.

Resources

Internet keyword search: "obstacle courses," "adult obstacle courses"