

LESSON 8: OBSTACLE COURSE AND SKATING ROUTINES

Grade-Level Outcomes

Primary Outcome

Individual-performance activities: Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

Embedded Outcome

Working with others: Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)

Lesson Objectives

The learner will:

- create and navigate obstacle courses.
- create a skating routine.

Equipment and Materials

Per student or every two students of similar size:

- Helmet (sanitized between interpersonal use)
- Pair of knee pads
- Pair of elbow pads
- Pair of wrist pads
- Pair of in-line skates
- 5 to 10 12- × 2- × 2-inch (30 × 5 × 5 cm) blocks, carpet squares, or similar pieces of equipment
- Paved area
- 4 to 20 cones (any size)
- 5 to 20 small blocks
- Low-level step or ramp with ample space to land
- 20 to 30 ribbon wands

Introduction

Name Olympic sports that involve skating (examples include ice hockey, speed skating, figure skating, and short-track speed skating). We will explore some of those sports in today's lesson.

Instructional Task: Create an Obstacle Course

■ PRACTICE TASK

Divide the equipment among four to six groups.

Form small groups and create an obstacle course that must include at least four of the following elements of skating at least one time:

- *Speed change*
- *Direction change*
- *Turn*
- *A balancing skill*

- *Jumping*
- *Obstacles*

Recall the stations that you completed last week for ideas.

Students must subdivide their groups to create one aspect of the course.

Students must select one chairperson who may offer a trade in equipment with another group as long as at least four elements are included at least once in her group's obstacle course.

Extension

Each group may test out the other obstacle courses.

Refinement

Pre-determine a student-designated level of difficulty for each course. For example, include at least one course that students feel would be easy to complete.

EMBEDDED OUTCOME: S4.M5.7. Students should practice effective problem-solving skills with a small group of classmates during this activity.

Student Choices/Differentiation

- Allow partners to time each other.
- Group learners of similar abilities.
- Build identical courses for racing as in speed skating.
- Complete less complex courses skating backward only.

What to Look For

- Students begin with feet in the T position.
- Students successfully complete the obstacle courses.
- Students stop with control.
- Each group cooperates to include at least four skating elements in the obstacle course.

Instructional Task: Figure Skating Routine

■ PRACTICE TASK

Have students create a simple or complex figure skating routine.

Routines can include any number of the elements such as jumping, starting and stopping, turning, and changing speed to make the routine 1 to 2 minutes in length.

Extensions

- Teach the routine to a partner.
- Students create judging criteria.
- Perform the routine for faculty and other students.

Student Choices/Differentiation

- Students may work as individuals or with two or three partners in the creation of the routine.
- Students may use props such as ribbons.

What to Look For

- Students' body weight is over skates.
 - Students lower center of gravity for speed and stability.
 - Students skate with control.
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Formal and Informal Assessments

End-of-module homework reflection

Closure

- What opportunities are there in our community for skating?
- In what areas can skating help the body improve? (Answer: cardiorespiratory fitness, muscular strength and endurance, balance)

Reflection

Have all students shown growth in at least one area? How can I improve this unit in the future?

Homework

- End-of-module reflection: How does science affect skating? What elements did you consider when you designed your obstacle course? What are the benefits of skating for a lifetime?
- Tell someone at home your best skating skill, and describe how to complete it.
- Review material on the school's physical education website for the next module.

Resources

Internet keyword search: "Evgenia Medvedeva free skate," "Javier Fernandez free skate," "Duhamel and Radford free skate"