

LESSON 8: AMAZING RACE

Grade-Level Outcomes

Primary Outcomes

Outdoor pursuits: Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)

Outdoor pursuits: Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7)

Embedded Outcome

Social interaction: Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

Lesson Objectives

The learner will:

- manipulate tasks to complete the obstacles given.
- gain self-respect and develop an increased sense of personal confidence.

Equipment and Materials

- Items for Amazing Race course
- Permission forms (if needed)

Introduction

*Please share with us some of the obstacles that you found in your homework. We might not be able to re-create such intense obstacles, but I encourage you to give it your best today and stick with a buddy runner for safety at all times. Has anyone ever seen the television show *The Amazing Race*? Today, we will put on our own version of the show!*

Show a video clip from the show *The Amazing Race*.

Instructional Task: Amazing Race

■ PRACTICE TASK

Break the class into groups. Give each group its first clue. (Beforehand, set out clues that lead to one another.)

Create an obstacle course for students to navigate that resembles the television show *The Amazing Race*.

Amazing Race tasks could include any of the following: Complete a small challenge or puzzle, or complete a challenge of a unit already taught, such as juggling a soccer ball for 10 touches, hitting five 3-point shots, or throwing into a target of some kind. You could set up a mental quiz on items already learned or a physical challenge such as 100 push-ups to be split up among the group.

Find more activities by doing a search with the keywords “Amazing Race challenge.”

Students must use solid reasoning to analyze the situations they encounter as they come to each obstacle.

The goal of the activity should be to complete the task while working in groups, not finishing first.

EMBEDDED OUTCOME: S5.M6.8. Discuss with students the importance of asking for help and helping others on some of these challenges so that the team can succeed.

Student Choices/Differentiation

- This activity could be large scale around the entire school campus or small scale in a gym.
- The possibilities for clues and stations are as endless as your creativity.

What to Look For

- Are students completing each task as assigned?
- Are students taking lessons learned during the previous six adventure lessons and using them here?

Instructional Task: Reflections**■ PRACTICE TASK**

Have students work in small groups.

Guiding questions for students:

- Which obstacle was the hardest?
- What would you change about the course before another group went through?
- Did anyone encourage you as you completed your run?
- Did you ever feel like giving up? Why didn't you?

Extensions

- Assessment of team members
- Module student reflection

Student Choices/Differentiation

For larger obstacles, a second challenge could be issued for those scared or unable to complete the challenge.

What to Look For

Are students safe at all times?

Formal and Informal Assessments

- Team members' assessment: teacher-created assessment focusing on evaluations of team members (possible elements include being a good team member and problem-solving skills)
- Module reflection

Closure

- If we hosted an obstacle run as a community fund-raising project, which elements would you use?
- What would you change about our run route, and would you prefer for it to be harder or easier?
- If you had to work at our school's obstacle run, which obstacle would you want to work at and why? What would you do to help others be successful there?

Reflection

- Did students seem to have a healthy amount of struggle in the task—that is, it is challenging but can be completed?
- Did students support one another at times of need or struggle?

Homework

Make sure you check the school's physical education website to see what we are covering next!

Resources

Internet keyword search: "Amazing Race challenges," "obstacle courses"

STUDENT REFLECTION

Student's name: _____ Teacher's name: _____

Date: _____

Answer the following questions using a rating scale from 1 to 4. Circle the number that applies.

1	2	3	4
Poor	Average	Good	Excellent

1. How would you rate your experience in adventure education?

1	2	3	4
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2. How would you rate *your* communication efforts?

1	2	3	4
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3. How would you rate the adventure education unit on improving *your* ability to communicate?

1	2	3	4
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4. How would you rate your team's effort?

1	2	3	4
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5. How would you rate your team's communication?

1	2	3	4
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6. How would you rate your team's ability to solve problems?

1	2	3	4
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7. How would you rate *your* role as part of the team?

1	2	3	4
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8. What did you learn from adventure education about either yourself or your class today?

9. How would you rate your team's improvement after completing the adventure education unit from beginning to end?

1	2	3	4
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10. How would you rate the adventure education course on improving your ability to solve problems, work as part of a team, and communicate more effectively?

1	2	3	4
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11. What was your favorite activity in the unit and why?

12. What was your least favorite activity in the unit and why?
13. What could your team have done better to make your group more successful? Be specific and give examples.
14. How will you apply what you learned in adventure education to your daily life and relationships? Be specific and give examples.
15. Did you enjoy your experience with adventure education? Why or why not?
16. If you were allowed to give yourself a letter grade (A to F) for your participation in the sessions, what would it be and why?
17. Do you think your team could have accomplished more overall? **Circle one:** Yes No

Additional comments or suggestions:

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).