

LESSON 7: OBSTACLE RACE

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcomes

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

Fitness knowledge: Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Lesson Objectives

The learner will:

- perform obstacle challenges alongside classmates.
- strategize about the best way to get all team members through the obstacles.

Equipment and Materials

- Paper and pencils
- Items for obstacle course

Introduction

Today, we will change things up a bit but still focus on adventure. Instead of focusing so much on trust and team building, we will focus on endurance and toughness. Has anyone ever seen a mud run?

Show a video clip of a mud run.

In class today, we will have a mud run, but without the mud.

Instructional Task: Practice Obstacle Race

■ PRACTICE TASK

In teams, create an obstacle course for students to navigate. The course can review material previously learned or contain silly challenges such as taking a group selfie and getting everyone in before getting the next clue. Be creative and design a fun warm-up activity for your students. Remind students that their whole team must complete each obstacle before moving on to the next one.

Students follow you through obstacles and exercises around the campus or school.

Each obstacle should be broken down and the correct procedure for completion taught. Speed is not the objective; proper technique is.

Place focus on the following:

- Endurance
- Sprinting
- Jumping
- Climbing
- Hanging
- Carrying
- Crawling under obstacles
- Hauling weight
- Swimming (if applicable)

Students should master the proper technique to succeed in any obstacle run. They must determine the best way to ensure that all team members complete the course. All team members should practice each obstacle and, once comfortable, take a complete run-through at half or three-quarter speed.

Students may not move to the next obstacle until all members on the team complete the obstacle.

Have students take their heart rates or use heart rate monitors to gauge intensity of the activities.

Extensions

Let students create new obstacles or split into small groups to create a route for the rest of the class to enjoy.

EMBEDDED OUTCOME: S2.M13.7. Have students analyze the challenges that they came up with and find safety concerns or modifications to ensure safety for all participants.

EMBEDDED OUTCOME: S3.M8.8. Use this activity to review the physical activity standards and how obstacle running can help meet them.

Refinement

Ensure that students' knees do not go over their toes when they are lunging and that they are using proper technique when they do squats, push-ups, jumping and landing, and any other skill embedded in the course.

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.
- Encourage students to try and create new challenges.

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?
- Are students participating and committed to the task?
- Are students trying each obstacle? Are they staying together as a group?

Formal and Informal Assessments

- Intensity assessment sheet: Create an obstacle course check sheet where students can fill in their heart rates or use heart rate monitors to monitor intensity of each obstacle course element.
- Exit slip: Have students draw an obstacle course of their own and explain why they created the course to look like it does.

Closure

- Obstacle racing is becoming very popular. Color runs, warrior dashes, Spartan races, and tough mudder are lifelong ways to stay in shape. If you had to do some sort of race, which would you choose and why?
- Which obstacle course event was the most intense according to the intensity assessment sheet? Could you have predicted this before participating in the actual course?

Tomorrow, we will continue the module with a unique type of obstacle course.

Reflection

- Do any students need extensions or refinements to ensure their full participation?
- Were students able to understand the connection between physical activity and the use of obstacle courses?
- Did lower-skilled students succeed in the obstacle course? How could the course be modified to ensure that everyone succeeds?

Homework

Find an obstacle run in which you would like to participate one day. Be prepared to discuss what you found during the next class.

Resources

Internet keyword search: "mud run," "homemade obstacle courses"