Subject/Grade: Physical Education 8 **Lesson Title: Amazing Race!**

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Stage 1: Identify Desired Results

Outcomes:

PE8.1
Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the FITT principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

PE8.4
Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.

Indicators:

- 8.1 (f) Demonstrate and use various developmentally safe resistance training techniques (eg, low weight, multiple repetitions) and equipment (eg, light weight free weights, dynaband, resistance bands, surgical tubing) that benefit muscular endurance and muscular strength.
- 8.1 (h) Design and participate in fitness circuits / stations that challenge all four components of health-related fitness.
- 8.4 (a) Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation.
- 8.4 (d) Perform a variety of game specific complex skills (e.g., drop shot return of a short serve in badminton) at a level of automation while practising and participating in game situations.

Key Understandings: ('I Can' statements).

I can participate in different movement activities at a moderate to vigorous level

I can design and participate in fitness stations that challenge all four of the health-related components of fitness

I can create my own circuit training activities at home, in the backyard, on the playground, or in the house using household objects

Key Questions:

Why is it important to participate in different physical activities at a moderate to vigorous level, compared to a light level?

How can I utilise the apparatuses around me to design and implement my own fitness plan?

Why do I need to incorporate all of the health-related fitness components within a fitness program?

I can use complex movements together (traveling and non-traveling skills, and moving objects skills) to improve on my personal performance and enjoyment in different activities	Why is it beneficial to understand and use complex movements? How might I implement what I have learnt in this lesson in my own life and in years to come?

Prerequisite Learning:

(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to 'learn' what you expect of them today? An example is: what health promotions strategies are.)

- Students must already know how to use the playground apparatuses
- Know what the four health-related components of fitness are
- How to perform a push-up, chin-up, lay-up

Stage 2: Determine Evidence for Assessing Learning

(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect and reflect each other! Strategy/process for how you will gather and retain this information should be briefly explained)

For this lesson plan we will be using both formative and summative assessment.

Formative: Qualitative feedback - observation and conversations

We will observe students and look for areas that students are struggling, if we look for areas of improvement then we can spend the following classes working on the aspects and skill with students. Similarly we will ask students questions in relation to the tasks they are participating in to check for student understanding and learning.

Summative (Evaluative):

Students will be graded according to observation, skill, and

At the end of the activity, students will be given an envelope and inside the following questions will be asked:

- How did you go about completing the assigned task?
- Why did you use the strategy that you did to complete the task?
- Which health-related fitness component was utilised within each task?

Students will be required to answer these questions and based on student understanding and knowledge of how a task can be completed effectively or most efficiently, a mark will be administered.

Stage 3: Build Learning Plan

Set (Engagement): Introduction **Length of Time:** 5- 10 min
Kids Kamp 2005 Amazing Race
https://www.youtube.com/watch?v=8381YIHdWvc
Going to show this video to give students an idea as to what we will be doing today.
NOTE: not all of the activities in the video will be performed due to time and resources.

After showing students the video, we will bring students outside to the playground to demonstrate and explain each task of the amazing race.

Development: The Amazing Race **Length of Time:** 35-45 min
Students will use the playground as an obstacle course and circuit training routine.
four students at each station
2 groups of 2 (20 students), will be given colour coded bins to distinguish teams

basketball drills: 1 layup, free throw, three point (one attempt**)** partner is required to retrieve the ball regardless of if the shot is successfully made and pass back to the shooter
tetherball: one partner will serve, and hit the tetherball while the other partner does 3 sets and 12 reps of push-ups **(happy-medium between muscular strength and endurance)**
Soccer: drill through the cones, and make a pass through the targeted cones in the net - when complete, pass the ball to partner as it will be their turn next
Monkey Bars: use hands to cross monkey bars, once completed do five chin ups, other partner will perform sumo-squat shuffle (resistance bands, length of the monkey bars) until partner has completed crossing monkey bars and chin ups
Jump Rope: jump rope for 4 consecutive minutes (partner will keep track of time with a stopwatch) - skipping with two feet for one minute, one footed jumping for one minute (each minute), backwards jump rope for one minute

When teams have completed all activities, students must race to finish mat.

Learning Closure: Assessment of/for Learning **Length of Time:** 5 - 10 min
(Do some form of 'check for understanding' and tell them or have them tell you what they learned today. This can be done using a variety of strategies).

Once the Amazing Race is over and students have made it to the finish mat students will be given a final envelope with the following questions where we will be able to check for student understanding and learning of the tasks that were present in today's lesson.

- How did you go about completing the assigned task? (e.g, basketball, soccer, tetherball, jump rope, monkey bars)
- Why did you use the strategy that you did to complete the task?

Instructional Strategies:
Observational
Place-based learning (outdoor activities)

Materials/Resources:
Basketball
Soccer ball
Cones to dribble around
Tetherball
Jump ropes
Tape to mark the distance for sumo squats
Resistance bands
Pens

Possible Adaptations/ Differentiation:
For this activity, we would need a Teacher Assistant to help students who have exceptionalities. Different activities would be accounted for based on what the school has available in terms of outdoor equipment.
An adaptation for tetherball if a school did not have would be to place hula hoops against the wall and try to serve and hit a volleyball into the hula hoops.

Management Strategies:
- how are you going to keep your students on task and ensure they are going to complete the task?

Students will have goals to reach in each task, once the task is complete then they move onto the next tasks.

Safety Considerations:

• Which health-related fitness component was utilised within each task? • Which task was the most difficult? Why did you choose this task?	The goal is to complete a series of exercises and before attempting one's assigned task, it is paramount students ensure other students have finished using their part of the circuit before continuing to avoid injury or running into each other.
Stage 4: Reflection	