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| **Subject/Class:** *Physical Education* | **Title:** *Centipede Relay* |
| **Objectives/Expectations:** (By the end of class, students will be able to….)  *Main Objective:* positively support team effort, working together to accomplish a physically demanding task   * Effectively demonstrate controlled transfer of different objects from one person to another * Positively work as a team to overcome obstacles that could make it difficult to accomplish a physically demanding task * Petra’s Objective—same as rest of class but reduced expectations | |
| **Introduction** (10 mins)   |  |  | | --- | --- | | **Teacher Activity**   * Place 2 hula hoops per team on opposite ends of play area * Ask for 4-5 volunteers to demonstrate the physical task each team needs to accomplish (See *Information for Each Team* below) * Shawn/Justice—encouraged to volunteer to help keep them focused and understand instructions * Naveen—instead of passing objects overhead and between legs he will have to do a full rotation in his wheelchair before object is passed onto the next person * Split class into 2-4 teams with a number of equally fit students on each team as best as you can * Dagmar—placed on team with Gedala and designate signal to indicate high anxiety with a need to leave the class | **Student Activity**   * Help set up and organize equipment for activity * Tentatively listen to instructions and volunteer to help demonstrate the physical task each team needs to accomplish * When placed on a particular team quietly form a line at your teams corresponding hula hoop | | |
| **Lesson Development** (40 mins)   |  |  | | --- | --- | | **Teacher Activity**   * Make sure every team has organized into a straight line front to back and explain the game will go one for 5 minutes or as long as the song is playing * When music or stop watch is started, rotate between teams modeling positive support for students passing objects overhead and between legs * Petra—special attention given to help encourage positive peer support from her team during activity * Dagmar—special attention given if signal given about his anxiety * Stop timer or when music is over, count how many objects were placed into each teams correspond hula hoop, keep score and regroup to begin race again at the start * Teacher can also reorganize teams if it is observed one team has a strict advantage over another | **Student Activity**   * Stay in an organized line during the race to keep shifting efficiently towards the hula hoop on the opposite side of the playing area * Positively encourage peers on all teams to pass objects overhead and between legs * Provide leadership when team becomes disorganized on accomplishing the task * Be a positive sportsman when loosing or winning the activity at the end of the time or music | | |
| **Closure/Reflection** (10 mins)   |  |  | | --- | --- | | **Teacher Activity**   * Organize all students back into one large group and provide a few minutes for students to debrief on how the activity went between each other, during this time clean up the playing area and organize equipment * Ask students to sit in one large group and discuss how the physical activity went * Key questions: did everyone enjoy this activity? Was this activity difficult, why or why not? What physical attributes would make this activity easier or harder for a person? Is it important as a team to support each other? Can one person accomplish this particular task on their own? | **Student Activity**   * Help clean up play area and organize equipment * Briefly discuss with each other about how the activity went and some positives or negatives that occurred during the activity * Organize into large group and participate in discussion about how the physical activity went | | |
| **Assessment** (Each Student will be assessed on…)   * Through observation did students positive support and encourage their team in accomplishing the physical activity * Were students physically able to transfer and pass object efficiently overhead and between legs * Naveen—was he able to maneuver his wheelchair in a full rotation (more a diagnostic assessment to see how much control he has with his wheelchair to help plan other activities to include him in) * Could students identify how this activity could be difficult for some people and what physical attributes would make this task easier for a person | |
| **Extension** (If there is extra time at the end of class or used for next class)   * Students could figure out a different maneuver, instead of passing overhead and between legs to accomplish this particular task helping to promote inclusivity and opportunities for participation * Exit Card added: Briefly explain an instance of positive peer support during this activity. Also reflect on if this activity was easy or harder and what could make this activity easy or hard for a person? | |
| **Other/Tools/Materials**   * 4-8 hula hoops * Variety of toss able items, such as bean bags, medicine ball, freeze bee, rubber chicken, etc. * Stop watch * Stereo system to play music | |
| **Information for Each Team**   * The task is to move the items down to the other hoop. Students do this by passing between the legs then over the head (every other person) one item at a time. When the first person has handed off, he/she runs to the end of the line so that the line keeps shifting and moving towards the next hoop. They move one object at a time and then run back and begin passing the next object. You can play race-style and see which team gets their objects to the other hoop first; or have them play for a certain amount of time. When indoors, I add fun music and they play until the music stops. | |