

UNIT PLAN
Mrs. B's Mini-Ninjas
Getting Ready for OCR (obstacle course racing)

Subject: Elementary Physical Education

Topic: Mini-ninja's: Getting ready for OCR (obstacle course racing)

Grade: 3

Outcomes: General Outcome A. A3-1, A3-3, A3-12. General Outcome B. Specific: B3-1, B3-2, B3-3, B3-4, B3-6, B3-7, B3-8.

General Outcome C. C3-3, C3-5. General Outcome D3-1, D3-2, D3-3, D3-4, D3-6, D3-7, D3-8, D3-9

Dates: This unit will be right after the Mission Impossible unit.

Rationale:

It is important for people not to 'fear' physical activity (PA) and fitness. By teaching students at a young age about their body during PA (its benefits, what it feels like, how to prepare for it), understanding that 'not everything is for everybody', and exposing them to multiple types of physical activity, we can develop our youth into healthy and active adults. This unit will help begin these teachings, to lay the foundation for years to come. The Program Rationale and Philosophy explains this idea well, "Students do not develop automatically the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles. Such learning should begin in childhood. Schools and teachers can be prime facilitators in providing opportunities for the development of the desire for lifelong participation in Physical activity" (Alberta Education, 2000, p.1). This unit also incorporates goal-setting and a connection to community through obstacle course racing. OCR is also a common way adults remain active for life, and has benefits of individual activities with a culture of teamwork.

Goals: Students will use a multi-modal learning log as a way to show their learnings and understandings.

Understand the impact of Physical Activity (PA) on your body, and factors that influence it. *Students will be able to show and explain when they are most effective, and under which circumstances they most enjoy being physically active.*

Commented [MF1]: This unit plan is specifically designed for grade 3 students. However, this unit can be modified to multiple grades. Ideally, you would run this in all your phys ed classes so that there is ONE day where they run the initial race and ONE day where all classes run the same final race.

Commented [MF2]: Part of my rationale for selecting General Outcome B as my main area of focus for my unit is that I feel that these outcomes are often undervalued or underrepresented in physical education. There is often a lot of focus on Outcome A and Skill development (especially in Division 1) and less emphasis on the well-being aspect and importance of understanding why PA is important – I believe that this is because most young children like physical education and we take that for granted. If we can start teaching them these concepts surrounding the benefits and importance of PA, and show them that fitness can be fun, not 'scary' or 'awful', at a young age hopefully this foundation can be built upon and they will remain healthier as they grow up (if you start teaching these concepts when they are in jr high or high school it will be more challenging to explain the importance.

Commented [MF3]: The learning log will be a way for the student and the teacher to receive both formative feedback, and can be utilized as a tool for summative assessment as well. Entries may be audio, video, written, anecdotal, conversational and take place in other formats as well.

Commented [MF4]: This will be explained further below in the unit plan chart.

Commented [MF5]: Identifying their own personal preferences related to physical activity.

Understand different types of fitness and different body types, and how they contribute to physical activity. *Students will be able to show appreciation for different body abilities and different body types through expressing what they are grateful for in their own bodies.*

Understand changes that occur in body during exercise and how to prepare for it. *Students will be able to show an understanding of what do to leading up to physical activity, and how their body will be influenced following PA through a self-reflection and peer check-in.*

Understand the connection between Physical Activity and overall well-being. *Students will be able to show the link between their well-being and physical activity.*

Commented [MF6]: Opportunity to incorporate an outdoor lesson and importance of getting outside.

Equipment: Warm up poster (BFFL or Ever Active Schools), Heart Rate monitors (1 per student), tablets (1 per every two students), poly-spots (50), 2 large dice, Bingo cards (1 per student), pencils (1 per person), music/speaker, pylons (10), yoga mats (12), pinnies (3 or 4 different colours, 15 per colour), access to monkey bars, cargo netting, hurdles (8 to go over, 8 to go under), balance beam/wood 2x4, 10 car tires, sandbags (15-20 of varying weights), Target and beanbags (10).

Commented [MF7]: The obstacles in this unit plan may not be available at every school, the teacher is free to change the obstacles given the equipment provided.

Creativity and Innovation: A variety of teaching instruction strategies (as explained in the Guide to Implementation for PE) are utilized throughout the unit plan and are explained in the table below. By using a variety of teaching methods, I hope to help students of all learning preferences learn the content (auditory, visual, kinesthetic). One way to do this is through the use of technology. Throughout the unit I often use videos when giving directions and instructions, or any background explanation. Students will also be the users of technology, through the use of Heart Rate Monitors, and iPads to take videos of their peers as a formative feedback tool. This unit itself is a creative application or real-world topics to a physical education classroom, as OCR is a popular sport, with a growing community. I have also had the opportunity to adapt and even create my own activities, to have games that educate about health and fitness while participating in activity and fitness movements (ie. Fitness Bingo – see below). Throughout the unit plan I have also made comments where there are cross-curricular, or interdisciplinary, opportunities.

Learner Differentiation: The unit applies Universal Design for Learning (UDL) (Meyer, Rose, Gordon, 2014) which gives all students equitable opportunities to learn by removing or reducing barriers. The unit plan provides multiple means of engagement, multiple means of representation, and multiple means of action and expression for learners.

By integrating these UDL principles into our study that are “essential for some, but good for all” learners we are “designing curriculum to the edges” and actively being inclusive of all learner types, giving all students equitable opportunities to learn (Meyer et al, 2014).

Differentiated Instruction is also incorporated by adapting the following suggestions adapted from Alberta Education’s, Differentiated Instruction (2005) and Making a difference: Meeting diverse learning needs with differentiated instruction (2010)

- Providing material in broken down manageable chunks
- Providing scaffolding and connections to prior knowledge
- Providing technological supports for learners who require them

Specific examples on how to teach inclusively:

- For a student with a visual impairment, a peer may participate in the activities as their guide. The environment would have bright, contrasting colours, and the student would have additional time to become familiar with the environment(s) and course before participating. For the obstacle involving target throw, the target may be made bigger, or participant may stand closer.
- For a student who has a lower/upper body impairment – modify obstacles so that they may only have upper/lower body obstacles to face. If the student is unable to run or hop, then the teacher can talk to the student about a suitable, agreed upon alternative.
- The instructions in the unit will incorporate auditory/verbal instruction with images, satisfying the multiple means of representation and expression of UDL.
- Gifts students can be appointed as leaders for the unit (an earned privilege, based upon effort, participation, and skill) and can assist other students with activities, movements, obstacles, etc.

Commented [MF8]: Primarily through student choice provided. Individual, pairs, and group instruction.

Commented [MF9]: Demonstration, videos (technology), verbal cues, can also have handouts of directions and images of the exercises ie. For fitness monopoly have the word of the activity AND an image on the polyspot.

Commented [MF10]: Student can represent their learning in the multimodal journal in a variety of ways: written, drawn, video demonstration, audio recording, etc.

Commented [MF11]: When students are successful they are more motivated to continue learning and trying. By scaffolding into manageable chunks we can help students of all levels feel more successful, therefore helping them be more motivated to learn and participate. To help with this, teachers can ask, “What are you proud of, what did you do well today?”. Growth Mindset!

Lesson (45 min.)	General Outcomes	Specific Outcomes	Learning Activities/ Teaching Strategies	Safety Considerations	Assessment/ Evaluation/ Communication	Students will show.....	
1- Initial OCR run Goal Setting	A B C D	A 3-1, A3-3, A3-12, B 3-1, B3-3, C 3-3, C3-5, D3-1, D 3-3, D3-6, D3-8	Command Style: Students will perform a simple warm-up (Everactive/be fit for life poster) Students will have a partner, and in a stagger start methodology take turns, timing their partner – and recording which obstacles they struggle (fail and have to complete additional exercise) and which they completed easily.	<ul style="list-style-type: none"> If race is outdoors (which would be ideal) – must be dressed for the weather Risk of injury while performing obstacles Collision with other runners 	Peer Assessment – by watching your peer go through the race and visually assess which obstacles they are successful at and which ones were challenging. Formative – the students will be informed on their own physical abilities following the race.	Students and the will record their results: overall which obstacles ‘failed’, and which were successful. The students will reflect on which obstacles they liked, disliked, finished 3-4 goals to guide remainder of the	<p>Commented [MF12]: Show after each planned lesson what the students will be able to do, so show the progression and growth – this section shows my thinking for student evidence of outcomes and the integration of assessment and feedback in the unit.</p> <p>Commented [MF13R12]: In their journal they will select an emoji to represent how they felt during phys ed that day (can be any emoji) – this continual formative feedback throughout the unit will help the teacher to see which activities the students enjoy, but will also help the students learn that physical activity can make them feel good (B3-8), and help them find the types of activity that they like the most.</p> <p>Commented [MF14]: Opportunity to talk about fairplay and teamwork even in something ‘individual’ like OCR ie. can show videos of racers helping each other at Spartan races</p>
2- Review proper warm-up, prepping for PA, and cool-down	A B D	A3-1, A3-3, B3-1, B3-3, B3-7 D3-1, D3-2, D3-4	Command, technology assisted, exploration strategies incorporated. Go over what a good warm up and cool down can look like (go over the poster from the previous day) – show a video . Ask students if they know why this is important? Students will then take the variety of options to write up their own individual warm-up and cool-down, write them in their journals, and practice them.	<ul style="list-style-type: none"> Overstretching muscles Hyperextending limbs Students must be appropriately spaced while doing dynamic stretching 	Summative – provide criteria that must be included in a warm-up and a cool-down.	Students will demonstrate their own personal warm-up and cool-down process . They will use this warm-up at the beginning of each class, and the cool-down at the close of each class.	<p>Commented [MF15]: Use their journal entry for their summative assessment. However, if the student is missing many pieces, then allow them to adapt and re-write.</p>

3- Fitness Monopoly	A B D	A3-1, A3-3, B3-1, B3-3, B3-6, D3-1, D3-3, D3-4	Practice Style: The gym becomes the game board with all 4 corners each having a cone, with poly-spots in between them. The bottom of each poly-spot has an activity to be complete. Large dice in the centre of the gym. When music is playing students perform their polyspot exercise, when music stops the person on GO rolls the dice (everyone moves that number of spaces).	<ul style="list-style-type: none"> Overexertion Incorrect movements during exercises leading to injury 	Formative feedback – students will reflect on the activities in the class through their exit slip .	Students will complete an exit slip : <ul style="list-style-type: none"> identifying their strengths related to activity, fitness and health answering questions about human body/PA This slip and the students knowledge will guide the questions in the next lesson/activity.
4- Fitness Bingo	A B C D	A3-1, A3-3, B3-1, B3-3, B3-6, B3-7, B3-8, C3-1 D3-1, D3-3 D3-4	Inclusion style and cooperative learning. Students will be given Bingo Cards (in pairs) with symbols in the squares. Question cards with symbols on the back will be placed all over the gymnasium – students will write their answers in the squares. Once they think they have bingo they will give the instructor the key card to check the answers. If students want a clue they must come to the teacher and ‘pay’ for the clue by performing a pre-determined exercise.	<ul style="list-style-type: none"> Overexertion Incorrect movements during exercises leading to injury 	Summative Feedback – the teacher will be able to see the students knowledge related to health and fitness concepts through their Bingo Cards.	Student will mark the questions they got right the first try on their Bingo card, and any questions that they did not get right or a clue will be marked as well. The teacher can see which questions the students struggled with.

Commented [MF16]: <https://www.pecentral.org/lessonideas/ViewLesson.asp?id=682#.XbD7tuhKjD5>

Commented [MF17]: include images as well as just text to show the activity – ELL strategy

Commented [MF18]: This allows potential interdisciplinary connection. The questions could be from any subject (math problems, fact review for other subjects)

5- Dice Game	A B C D	A3-1, A3-3, B3-1, B3-3, B3-6, C3-1, D3-1, D3-3, D3-4	Practice Style, Technology assisted Approximately 12 different obstacles, exercises or activities will be listed, each with a corresponding number from 1-12. Students will be in pairs and each roll dice . The students have to complete the activity corresponding to the number. The students will create a video demonstration of how to properly complete the exercises.	<ul style="list-style-type: none"> • Overexertion • Incorrect movements during exercises leading to injury 	Summative: Performance task – demonstration /video. Teacher can use these videos to assess students form of movements.	Throughout the day the students will take a video explaining and demonstrating the proper form for movements.
6- Individual Goal Day	A B C D	A3-1, A3-3, B3-2, B3-3, B3-4, C3-5, D3-1, D3-4, D3-7	Self-Check and Inclusive: Students will get to choose on their specific goals – and have stations to allow them to work those goals. Stations include: -cardio -core/flexibility -fitness exercises	<ul style="list-style-type: none"> • Overexertion • Incorrect movements during exercises leading to injury 	Formative assessment. Conferencing and conversation combined with teacher observation. Teacher will circulate and talk to students about which obstacles the students are practices and how they relate to their goals.	In their journal, students will show their strengths related to OCR (remembering this is a multimodal journal)
7- Injanation Field-trip	A B C D	A3-1, A3-3, A3-12 B3-3, B3-8 C3-3,C3-5 D3-3, 3-4, D3-8	Student choice (stations), practice strategies. Students will have the opportunity to go to multiple stations and try a variety of activities. https://www.injanation.com/	<ul style="list-style-type: none"> • Strained muscles • Risks inherent to Injanation (see waiver) 	Self-reflection, formative assessment	Students will reflect on their favourite activity at Injanation – guiding questions: which activity was most enjoyed? What did you learn about that activity?

Commented [MF19]: Offers mathematical connection. Students can each do the individual dice number, can add the numbers, or subtract them.

Commented [MF20]: Teacher observation is an ongoing formative assessment throughout the entire unit. This can and often will be combined with teacher notes related to student performance, attitude, behavior, as well as notes on self-reflection of lesson.

Commented [MF21]: Proper field-trip protocols must be followed with the school board, and the location. I.e. Certain parts of Injanation may be 'off-limits' and volunteers may be needed.

8- Running – Anaerobic	A B C D	A3-1, B3-1, B3-3, B3-7, B3-8, C3-1 D3-4	Teacher will instruct proper sprinting mechanics by demonstrating, showing video, verbally communicating (command and practice, technology assisted) Then students will break into <u>pairs</u> , partner will have the timer, can time and take slow-motion videos of their peer sprinting various distance. Students will then watch their videos with a checklist of proper sprinting form and assess their technique, then choose one thing to focus on before repeating the process . They can run individually (working to beat their previous times) or race their peers.	<ul style="list-style-type: none"> • Overexertion • Improper warm-up, pulled muscles • Rolled ankles/tripping (especially if running outside) 	Slow-motion videos will allow students to assess themselves and their peers based on criteria of good sprinting.	As well as the videos , students will estimate their maximum heart rate , and then keep track of their HR through a variety of running activities (running individually or racing peers), various distance Along with their students will add things they felt during the exercises in their journal, demonstrating what happens to their body during PA.	<p>Commented [MF24]: Find an app or utilize technology to estimate their max HR. Use a timer/running app in partners to run varying distances of sprints and keep track of their HR. Can also be skipping or tag games</p> <p>Commented [MF22]: Pairs occur often in the unit, teacher can allow students to self-select pairs, choose partners for them, random (teamshake), etc. multiple pairing strategies.</p> <p>Commented [MF23]: Formative feedback loop</p>
9- Running – Aerobic	B D	B3-3, B3-4, B3-7, D3-1, D3-4	Outdoor long-distance running activity <u>Predatory-Prey game.</u> https://wildtimelearning.com/activities/view/50 At the end of class talk about how by playing a game it didn't "feel like exercise" (conversation), linking PA to having fun and well-being.	<ul style="list-style-type: none"> • Overexertion • Improper warm-up, pulled muscles • Rolled ankles/tripping (especially if running outside) 	Formative feedback – students will be able to indicate their preferences of anaerobic running or longer distance by comparing last lesson and this lesson and how they felt through the use of their journal.	Students will compare their HR results yesterday. Write why they think they are so different on student knowledge of what happens to the body during PA, and how their own physical attributes influence PA)	<p>Commented [MF25]: Student choice: if they do not want to participate, can run laps around the playing field. Still measuring heart-rate and meeting class objectives.</p> <p>Commented [MF26]: Interdisciplinary opportunity: science</p>

10- Individual Goal Day	A B D	A3-1, A3-3, B3-2, B3-3, B3-4, B3-7, D3-1, D3-3, D3-4, D3-6 D3-7	Self-Check and Inclusive: Students will get to choose on their specific goals – and have stations to allow them to work those goals. Stations include: -cardio -core/flexibility -fitness exercises	<ul style="list-style-type: none"> • Overexertion • Incorrect movements during exercises leading to injury 	Formative assessment. Conferencing and conversation combined with teacher observation. Teacher will circulate and talk to students about which obstacles the students are practices and how they relate to their goals.	Students will show/explain (in any mode) what happens to the body during physical activity.
11- Obstacle Training	A B C D	A3-1, A3-3, B3-2, B3-3, C3-5, D3-1, D3-3, D3-4, D3-5	Practice Teacher will explain each obstacle, then break pairs into 3 groups (A,B,C). The groups will rotate which days they practice which obstacle. A, B, C will complete the corresponding colour coded obstacles each day (for this and the 2 following lessons) -climbing, monkeybars -hurdles (over and/or under) -balance (beam, rope traverse) -tire flipping and tire running -sandbag carry -cardio/running -target throw Within the groups the students will help watch their classmates and provide feedback.	<ul style="list-style-type: none"> • If race is outdoors (which would be ideal) – must be dressed for the weather • Risk of injury while performing obstacles (muscular, and cuts/scrapes) • Collision with other students 	Students will be given criteria for proper technique on obstacles but will be using this only formatively to help assess their peers. The checklists are not summative in nature.	Students will be given a checklist for the movements today – they will work individually at first through the movements, then have a peer assess them using the checklist. This will be done with enough time for the student to take the feedback and continue practicing. (ongoing and continuous feedback from classmates)
12 –	A B	A3-1, A3-3,	Practice -climbing, monkeybars	<ul style="list-style-type: none"> • If race is outdoors (which 	Students will be given criteria for proper	Students will be given a checklist for the

Commented [MF27]: Teacher observation is an ongoing formative assessment. This can and often will be combined with teacher anecdotal notes related to student performance, attitude, behavior, as well as notes on self-reflection of lesson.

Obstacle Training	C D	B3-2, B3-3, C3-5, D3-1, D3-3, D3-4, D3-5	-hurdles (over and/or under) -balance (beam, rope traverse) -tire flipping and tire running -sandbag carry -cardio/running -target throw	<p>would be ideal) – must be dressed for the weather</p> <ul style="list-style-type: none"> • Risk of injury while performing obstacles • Collision with other students 	technique on obstacles but will be using this only formatively to help assess their peers. The checklists are not summative in nature.	movements today – they will work individually at first through the movements, then have a peer assess them using the checklist. This will be done with enough time for the student to take the feedback and continue practicing. (ongoing and continuous feedback from classmates)
13- Obstacle Training	A B C D	A3-1, A3-3, B3-2, B3-3, C3-5, D3-1, D3-3, D3-4, D3-5	Practice -climbing, monkeybars -hurdles (over and/or under) -balance (beam, rope traverse) -tire flipping and tire running -sandbag carry -cardio/running -target throw	<ul style="list-style-type: none"> • If race is outdoors (which would be ideal) – must be dressed for the weather • Risk of injury while performing obstacles • Collision with other students 	Students will be given criteria for proper technique on obstacles but will be using this only formatively to help assess their peers. The checklists are not summative in nature.	Students will be given a checklist for the movements today – they will work individually at first through the movements, then have a peer assess them using the checklist. This will be done with enough time for the student to take the feedback and continue practicing. (ongoing and continuous feedback from classmates)
14- Goal/final prep day	A B D	A3-1, B3-2, B3-4, B3-6,	Self-Check and Inclusive: Students will learn about how to properly prepare for an event by playing a game.	<ul style="list-style-type: none"> • Overexertion • Improper warm-up, pulled muscles 	By playing the game, and the teacher observing students, the teacher will have a	Students will write feedback for the unit – what they liked, what they thought could

		B3-7, B3-8, D3-3	Teacher will have a list of questions with 2 options (A or B) – students will answer the question by running to the ‘A’ side of the gym, or the ‘B’ side, or the ‘don’t know’ spot of the gym (formative feedback). Questions will relate to preparation for physical activity, and review what happens to the body in physical activity, etc.	<ul style="list-style-type: none"> • Rolled ankles/tripping (especially if running outside) 	general idea of where they students are at as the unit comes to a close. The game itself is a way for the teacher to receive feedback.	have made the unit better, and what they will do tonight and tomorrow morning to achieve best results in the run in class tomorrow.
15- Repeat race day Compare from Day 1	A B C D	A 3-1, A3-3, A3-12, B 3-1, B3-3, B3-8, C 3-3, C3-5, D 3-6, D3-8, D3-9	<p>Command Style</p> <p>Students will have a partner, and in a stagger start methodology take turns, timing their partner – and recording which obstacles they struggle (fail and have to complete additional exercise) and which they completed easily.</p> <p>Talk about how these races are very popular for adults as a way to stay fit and have fun.</p>	<ul style="list-style-type: none"> • If race is outdoors (which would be ideal) – must be dressed for the weather • Risk of injury while performing obstacles • Collisions with other runners 	Self-assessment – students give themselves a mark on the general outcomes, effort, attitude, behaviour, The teacher will also complete the same assessment and can address any discrepancies.	<p>Students (in same partners from Day 1) will repeat the race, with a partner timing and observing them. The students will then compare results from beginning of the unit to the end of the unit, and look to see how they did in relation to their goals. Did they improve? Stay the same, or decrease?</p> <p>Why do they think they got those results?</p>

Commented [MF28]: Interdisciplinary application – this game could be played with questions related to other subject matter.

Commented [MF29]: Make sure to include questions that have NO right or wrong answer. ie. I feel more confident in my ability on the A) the balance beam, or B) the monkey bars (growth mindset)

Commented [MF30]: This is an opportunity to connect with the community. Could invite families to come watch and/or participate in the race. (If the event was school-wide, could even get community volunteers and donations to have food, activities, games, etc at the start/finish line.

References

Commented [MF31]: Resources and references that guided the unit or are directly used in the unit plan.

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