Name/Title: Obstacles On Wheels

Purpose of Event: Students practice roller blading in a safe environment offering varying levels of skill challenges (slanted rope).

Prerequisites: Students should have practiced basic rollerblading in general space before participating in the obstacle course.

Suggested Grade Level: 6-12

Materials Needed: Rollerblades, helmets, elbow pads, wrist guards, knee pads, hair bonnets for under the helmet, 14 cones, 3 tumbling mats, limbo net, 15 to 20 carpet squares, CD player and music.

Description of Idea

Using the gymnasium for the obstacle course, set up six cones. Place one at each corner of the gym (leaving enough room to skate around the cones) and one at each side of the gym lined up even with the cones at the corners (the cones should make a rectangular shape). Set up the obstacle course within the cones but spread out enough so that there is room in between each obstacle (it might be a good idea to place one obstacle on each side of the rectangle).

- On one side, set up about eight cones in two parallel lines of 4 cones. These cones will be used for slalom skating (skating in and out of the cones). The reason for making two rows of slalom cones is to provide more room for individuals that approach at the same time.
- At one end of the course set up the tumbling mats so that they lay both horizontal and vertical to the approaching skater. Make sure the mats remain folded. The students have the option of jumping over the mats, onto the mats or just skate around the mats.
- The next obstacle will be the carpet squares. Use about 15 to 20 carpet squares and spread them out along the floor at the opposite side of the slalom cones. The students can weave in and out of the cones or jump over them.
- Set up the limbo net at the opposite end of the tumbling mats. The net should not be placed too low for safety reasons.

The obstacle course should be set up prior to performing the activity or the materials needed should be ready for a quick set up if there are plans for other activities before completing the obstacle course. The obstacles represent real life encounters that one may face when rollerblading. For example, the cones represent any objects that one may have to weave in and out of (people maybe), the mats represent curbs that one may have to jump up onto when rollerblading, the carpet squares may represent rocks or pot holes in the road that one may jump over and finally the limbo net may be a tree branch hanging over a sidewalk or street that one may need to duck under.

Prior to beginning the activity divide the students into six groups. Place one group at each of the six cones. This will allow for separation of the students so it is not over crowded at any one section. **Students should be informed that all obstacles are optional and that they do not have to attempt them if feeling uncomfortable.**

If there is not enough space for all students to participate in the obstacle course at one time, set up stations outside of the cone area that students can use to practice their skills at a slower speed.

Assessment Ideas:

Ask students to describe how these obstacles relate to real life situations they may encounter when rollerblading. Have students keep track of the number of successful attempts at negotiating obstacles. Finally, students can record their heart rate at different times during the lesson.

Adaptations for Students with Disabilities:

Ask students how these skills apply when skating outside of school. Move different obstacles around to allow for different combinations of obstacles. Set up an empty space where students are able to practice blading without any obstacles.

Submitted by **Christopher Jackson.** Thanks for contributing to PE Central! **Posted on PEC: 8/29/2001**.
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