



Equipment	One hula hoop per group, three bean bags per group
Learning Outcome	Demonstrate racewalking as a form of aerobic exercise to increase cardiovascular endurance.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each while participating in the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students introducing [racewalking](#). Share with students that racewalking is an excellent form of aerobic exercise that leads to increasing one's cardiovascular endurance. Invite students to review the article [What is Racewalking](#) from ACTIVE.com to develop an understanding of racewalking, and how it differs from walking, jogging, and running. Encourage students to practice the fundamental movements of racewalking in a safe space available to them. Students can choose a particular distance they would like to travel and time themselves attempting to improve their time each round.



Activity Description

If utilizing a flipped classroom approach, remind students to apply the techniques they learned or reviewed about racewalking in the video or document. If not utilizing a flipped classroom approach, introduce racewalking with students sharing that it is an excellent form of aerobic exercise that leads to increasing one's cardiovascular endurance. Demonstrate the fundamental movements of racewalking and ask students to practice. Be sure to provide feedback to students to ensure they are executing the fundamental movements safely.

Divide students into groups of 3 participants and provide each group with a hula hoop and three bean bags. Groups decide on a start line and then place their hula hoop at a realistic distance for them to racewalk. Each group member begins with a bean bag and on-at-a-time, they racewalk to the hula hoop and place their beanbag inside the hoop and racewalk back to the start line. After each group member has placed their bean bag in the hoop, they then each take turns racewalking back to the hoop to pick up their bean bag and transport it back to their start line. Once students feel confident with their racewalking technique they can race against other groups both traveling the same distance to place, and then collect, their beanbags from their hula hoop.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- What did you like about racewalking? Dislike?
- Does racewalking feel any different from walking regularly? Or running?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Students racewalk to the hula hoop but run back to the start line.	Use a tether and have one student guide the other student to the hoop and back.	Students complete the activity with a partner.

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student participate in the activity with an open mind?
- Does the student demonstrate effort in developing or maintaining their strength and cardiovascular endurance throughout the activity?
- Does the student successfully demonstrate appropriate racewalking technique?