

# Seal Hop Relay

Physical  
Education



At School  
Activities



Endurance  
Activities

7-12

Grade  
Level

Equipment	4 cones per group of 3 students
Learning Outcome	Participate in a variation of the Inuit Knuckle Hop and demonstrate cardiovascular endurance and upper body strength.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after 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 or reviewing the techniques of the Seal Hop. Share that the Seal Hop is a race that is traditional in Inuit culture where competitors move from a start to finish line in a seal-like position. This seal-like position is a lowered push up with hands flat on the floor at a 45 degree angle and one foot placed over the other foot. Competitors travel using only their hands and toes. An example of the Seal Hop can be viewed by on the website for [Cook Inlet Tribal Council](#).

## Activity Description

If utilizing a flipped classroom approach, review the fundamentals of the Seal Hop and discuss with students the different techniques that they found were most successful when practicing. If not utilizing a flipped classroom, introduce or review the techniques of the Seal Hop. Share that the Seal Hop is a race that is traditional in Inuit culture where competitors move from a start to finish line in a seal-like position. This seal-like position is a lowered push up with hands flat on the floor at a 45-degree angle and one foot placed over the other foot. Competitors travel using only their hands and toes. An example of the Seal Hop can be viewed by on the website for [Cook Inlet Tribal Council](#).

Divide students into groups of 3 and provide each group with 4 cones. Instruct groups to line up in a horizontal line each placing one cone to act as a starting line. Groups then place their remaining cones every 5 metres creating a vertical line. Ask groups to start with one group member at the 1st, 2nd, and 3rd cones. On a signal, the first person in each group begins the Seal Hop to the 2nd cone. Once they reach the 2nd cone, the second group member can begin the Seal Hop to the 3rd cone. Once this group member reaches the 3rd cone, the 3rd group member does the Seal Hop to the 4th and final cone. Groups work to be the first to reach the 4th cone - or challenge themselves to beat their previous time each round. Ensure that students know that the Seal Hop is a challenging task and encourage them to pause for a break if needed.

## 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 muscles were working the hardest for you as you did the Seal Hop?
- What aspects of the Seal Hop relate to movements or muscles you utilize every day?



## 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
Reduce the distance between the cones.	Students plank walk to complete their leg of the relay.	Students lie on a scooter to complete their leg of the relay.	Provide verbal cues to support students with the mechanics of the Seal Hop.

### Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully maintain cardiovascular endurance throughout the activity without having to take more than one break during their leg of the relay?
- Is the student able to utilize upper body strength to complete their leg of the relay?
- Is the student able to demonstrate appropriate movement form for both safety and success of the Seal Hop?

### Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Strike It](#)