

Over, Under, and Around Outdoor Relay

Physical
Education



At School
Activities



Alternative
Activities and
Pursuits

K-3

Grade
Level

Equipment	Natural environment obstacles (e.g., trees, rocks, stumps, etc.) or other obstacles (e.g., mats, cones, hula hoops, benches, etc.)
Learning Outcome	Demonstrate spatial and body awareness by transporting the body over, under, and around static objects while in movement.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Encourage students not to touch any of the obstacles. 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 providing an overview and movement skills cues for running, jumping, and dodging. Refer to the to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skills. Encourage students to practice the movement skills in a safe space paying particular attention to the space and objects around them. Ask students to consider what they need to think about and how they need to move to be aware of their surroundings.

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Activity Description

Choose a large outdoor space for the activity preferably in a natural environment where trees, rocks, stumps, etc. can be utilized as obstacles. In urban environments, use other equipment like mats, cones, hula hoops, or benches as obstacles.

Invite students to spread out around the space and review how to perform the fundamental movement skills of running, jumping, and dodging. If needed, refer to the [Movement Skills Cues](#) document to support you. Discuss the concept of spatial awareness with students focusing on what they need to think about and how they need to move to be aware of their surroundings. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or written instructions.

Choose a series of obstacles that students can safely go over, under, and around. Divide students into groups and create different obstacle courses to minimize the amount of time students are stationary. Students line up at the start of their course and take turns moving through the course over, under, or around each obstacle. Encourage students to be creative such as using one body part to go under something (e.g., put your foot under a branch). Younger students may require directions about which obstacles to go over, under, and around but challenge older students to decide how they would like to complete the course. The only rules are that students must go over, under, and around at least one object and must not to touch any objects with their hands. If there are multiple course options, rotate groups to different courses throughout the activity. Consider asking students what other types of instructions they can add for how to move through the course (e.g., between, beside, through, etc.).

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 was the most challenging part of the relay? Why?
- What other types of movements could you have used to go over, under, and around the objects?

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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 obstacles.	Students complete the activity using one obstacle that they can go over, under, and around.	Eliminate objects that students have to jump onto and use equipment that they can step onto (e.g., pommel horse, gymnastics mats).	Provide verbal cues to student as they move through the course.

Observing Learning Outcomes

Use the running, jumping, and dodging cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to move their body to successfully transport themselves over, under, and around objects?
- Is the student able to demonstrate spatial and body awareness by controlling their movements without tripping, falling or running into objects?

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.

[Balance Bean](#)