



Equipment	Snow, one sled per team of 4 students, one baton per team of 4 students (e.g., paper towel roll, cut up pool noodle, etc.), cones
Learning Outcome	Participate in a relay race and demonstrating teamwork and endurance to complete the race.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If using shared equipment, clean and sanitize the equipment before and after the activity and in between rounds.

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 introduction to track and field relay. Encourage students to practice strategies for handing off and accepting a baton (e.g., paper towel roll) with a family member.



Activity Description

If utilizing a flipped classroom approach, review what students learned from the video or written instructions they viewed before the activity. If not utilizing a flipped classroom approach, provide students with an introduction or review of track and field relay races and strategies for handing off and accepting a baton.

Before the activity starts, ask students work together as a group to pat down snow in an open space to create an oval-shaped track with a start/finish line. The size of the track can be decided by the group. Break the track into four even sections by placing a cone at the start of each section. Divide students into groups of 4 and provide each group with a baton and a sled. Ask groups to line up beside each other at the start/finish line with group members one behind another.

The first group member from each group starts on the start/finish line sitting on the sled with the baton in their lap. On the cue to start, they pull or move themselves on the sled to the next section of the track. Once they reach the next section, they leave the sled there and run the rest of the way around the track holding the baton. Once they make their way back to the start/finish line, they will prepare to hand off the baton to the next group member. The next group member runs with the baton in the first section of the track, pulls or moves themselves on the sled for the second section of the track, and then runs around the remaining sections and hands off the baton to the next group member. This continues until the final group member runs around the track and pulls or moves themselves on the sled to the start/finish line.

Challenge the group to think about other ways to run the relay and try them out! For example, students can create barriers throughout the track in the form of snow mounds (that mimic hurdles or steeples) so that runners will have to jump over the obstacle as they run around the track.

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 difficult part of the relay race for you or your team?
- How could you set up relay races on ice or in the water?



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 size of the track.		Students <u>racewalk</u> around the track.		Students use the equipment needed to complete the activity successfully.		Pairs develop their own obstacle relay and run it together.



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully hand off and receive the baton?
- Is the student able to complete the lap around the track without having to take a break?
- Does the student demonstrating teamwork skills by encouraging and being supportive to their teammates throughout the activity?

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.

[Ultra Obstacle Challenge](#)