

Equipment	Snow, shovels, materials for obstacles (mats, hoops, blocks, ropes, balls, etc.)
Learning Outcome	Work with group members to design an obstacle course in the snow with multiple stations and practice a variety of movements and skills.
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 overview on how to create a fun and challenging obstacle course. Consider sharing videos of ultra obstacle races like [Spartan Race Toronto](#) that students can watch to get ideas.



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, consider showing students videos of ultra obstacles races like [Spartan Race Toronto](#) to get ideas.

Divide students into 4 groups (two groups representing the North Pole and two groups representing the South Pole). Designate a section of the playing area for each group to design and create their own obstacle course. Explain to students that each team will try each obstacle course and the objective is to create an obstacle course that is both fun and challenging. Students are encouraged to build obstacles out of snow and can use a variety of other available equipment to help with the construction of the course. Students are encouraged to create obstacles that utilize various types of movement skills in order to maneuver over, under, through, or around each obstacle.

For an added challenge, students can be timed at each obstacle course. Students can compare their times between courses or work to beat their previous time by doing the same course again.

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.

- Which obstacle course was the most challenging? The most fun? Why?
- If you were to do this activity again, what would you change about your obstacle course?



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
In limited space, work as a class to create one obstacle course.	Set up various obstacles that students practice moving over, under, through, and around.	Eliminate objects that students have to jump onto and use equipment that they can step onto (e.g., poly spots).	Students complete each obstacle course with a partner.

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate teamwork skills by working with their group effectively to create a course?
- Does the student demonstrate a variety of movement skill as they work through each obstacle course?
- Does the student challenge themselves attempting to successfully move through all obstacles at each course?

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](#)