

Materials	Four pieces of paper, two sticks or poles (e.g., broomstick, hockey stick), eight pairs of socks, two buckets or bowls, plastic plate, chair or stool, rope or string, three pillows, timer
Learning Outcome	Design an obstacle course with multiple stations and practice a variety of movements and skills.

Description

Ensure there is enough space to do the activity away from any safety hazards. Challenge the youth to create an obstacle course and time themselves. Take turns going through the course and trying to get the fastest time. The youth can create their own obstacle challenges or use the obstacles from the list below.

- Move from the start area to the next obstacle by placing papers under your feet
- Move four pairs of socks, one at a time, into a bucket or bowl using two poles or sticks (for a bigger challenge try moving one sock at a time!)
- Slide a plastic plate successfully through the legs of a chair or stool
- Walk along the rope or string without stepping off
- Long jump over three pillows
- Sit on the ground and move four pairs of socks, one at a time, to a bucket or bowl by putting a piece of paper under your bum and one under your feet to move along the floor

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 activity. Consider asking the youth the reflection questions below and discuss the answers together.

- Which obstacle did you find the easiest? Hardest?
- What different types of movements and skills are you practicing for each obstacle?



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
The youth reduces the amount of stations throughout the obstacle course.	Design the obstacle course with stations that align with the skill level of the youth.	The youth uses the equipment they need to be successful to complete the obstacle course.	An individual supports the youth by providing verbal and gesture cues.