

Equipment	Snow, obstacles (rocks, logs, pool noodles, cones, pylons)
Learning Outcome	Demonstrate a variety of movement skills to maneuver through an obstacle course on snow.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean and 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 to share with students providing an overview and movement skills cues for running, skipping, jumping, dodging, and overhand throwing. 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 the snow in a safe space available to them.

## Activity Description

Choose a large outdoor space for the activity and create a number of obstacle courses made of snowusing equipment like logs, rocks, pool noodles, etc. For example, students can walk over a log, jump over a rock, throw a pool noodle, run around a tree, etc. If possible, set up the course in fresh snow. Walk through each obstacle course creating footprints of the path students will follow. Use coloured water to spray the footprints or obstacles in order to make them more visible in the snow.

If utilizing a flipped classroom approach, remind students to apply the movement cues they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, review the movement skill cues for running, skipping, jumping, dodging, and overhand throwing. Encourage students to find a safe place away from others and practice these movements in the snow.

Divide students into groups and assign each group to a course. Students line up at the start of their course and take turns moving through the course. Encourage students to be creative with their movements to go around, over, under, and through obstacles. Younger students may require directions about how to move through the course, but challenge older students to decide the movements to use (but still following the course direction). Rotate groups to different courses throughout the activity.

## 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 obstacle courses you tried? Why?*
- *What types of movements did you use to work through the courses?*



## 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 and/or footprints.	Students use one locomotor skill through the obstacle courses.	Eliminate objects that students have to jump onto and use equipment that they can step onto (e.g., poly spots).	Provide verbal cues to students as they move through the course.

### Observing Learning Outcomes

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

- Is the student able to follow the instructions and follow the footsteps along the obstacle courses?
- Is the student able to demonstrate a variety of movement skills to move thorough the obstaclecourses?

### 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.

[Jump, Hop, Leap, and Roll Coding](#)