

# Crab Walk Relay

Physical  
Education



At School  
Activities



Small Space  
Activities

K-3

Grade  
Level

Equipment	One ball per group of 4 students, start and finish lines marked or outlined on the floor for each group of 4 students
Learning Outcome	Practice dynamic balance by using the crab walk and demonstrate respect and support for teammates.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

## 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 dynamic balance. Refer 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 skill with an adult. Encourage students to practice different dynamic balance movements such as bounding from one line to another, taking big steps from spot to spot, walking along a skipping rope placed on the ground, etc.



## Activity Description

If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, review the movement skill cues for dynamic balance. Encourage students to find a safe place away from others and practice different dynamic balance movements such as taking big steps from tile to tile on the floor or walking along a line on the floor.

Divide students into groups of 4 and provide each group with a ball that can be dribbled with the feet. Create a start and finish line of the same distance for each group. Invite each group to line up at the start line with group members in a straight line one behind the other. The first person in each group begins with the ball by their feet. On a signal, the first person in each group begins crab walking and dribbling the ball with their feet in front of them to the finish line. Once they reach the finish line, they turn around and dribble the ball back to the start line while continuing to crab walk. Once they return, they pass the ball with their feet to the next group member in line and that group member repeats the same process. Each group member takes part in the relay crab walking from start to finish line while dribble the ball with their feet. After the last group member has reached the finish line, groups can start again or come up with new ways to crab walk and do the relay (e.g. moving sideways, moving backwards, etc.). If dribbling a ball with the feet is too hard for younger students, consider providing each student with a bean bag to balance on their stomach as they crab walk. If the bean bag falls off, they stop and pick it up before continuing.

Encourage students to think about how they can support and encourage their group members as they complete their leg of the relay.

## 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 parts of your body did you feel were working the hardest while you were crab walking?*
- *What different ways did you show your teammates that you were supporting and encouraging them?*



## 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
Divide students into different areas to complete the activity where they can still be supervised (e.g. half of the students in the hallway and half in the classroom).	Students walk to the finish line and back balancing a bean bag on their head or back of their hand.	Students move to the finish line and back sitting on a scooter.	Reduce the group sizes to 3 students per group.

### Observing Learning Outcomes

Use the dynamic balance cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to successfully maintain a wide base of support?
- Is the student able to successfully demonstrate respect for teammates by encouraging them 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.

[Fantastic Gymnastic Routine](#)