



Equipment	Outdoor space with obstacles (e.g., benches, rocks, logs, tree stumps) OR indoor space with obstacles (e.g., benches, mats, poly spots, blocks, etc.), a pool noodle
Learning Outcome	Use a variety of movement skills and demonstrate how to follow the rules of the game.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or 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 dodging, skipping, running, and jumping. 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.



Activity Description

In a large open space, scatter and spread out chosen equipment on the ground or floor. Invite students to spread out around the space and review how to perform the dodging, skipping, running, and jumping movement skills or refer to the [Movement Skills Cues](#) document to support you. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or written instructions.

Review safety rules with students and introduce the activity. Ounch Neech is a common children's game in Pakistan. The game starts with one person as "It". They choose either ouch (up) or neech (down). If they choose neech, the ground is not safe and players can be tagged out unless they are ouch, up on something like a stump or a rock, or a bench or a block. The opposite is true if they choose ouch and players can be tagged if they are up on something. The person who is "It" can only tag people using a pool noodle in order to minimize contact and to follow physical distancing guidelines. Play until all players are tagged or for a specified amount of time. Choose a new player to be "It" ensuring to clean and sanitize the pool noodle before the beginning of each round.

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.

- Do you think it's easier to play ouch (up) or neech (down)? Why?
- What movements skills do you use during this activity (e.g., running, jumping, dodging, balancing)?



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
Increase the amount of space between the obstacles so students has more room to approach and dismount the objects.	There is no “It” and students follow “ouch/up” or “neech/down” instructions to use different movement skills to move up or down on different objects.	Eliminate objects that students have to step up on and use equipment that they can walk/jump onto (e.g., poly spots, gymnastics mats).	Divide students into groups and have multiple games occurring in different sections of the space at the same time.

Observing Learning Outcomes

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

- Is the student able to perform various movement skills to keep from being tagged?
- Is the student able to demonstrate a strong understanding of the rules of the game and follow them accordingly?

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](#)