

# Choose Your Own Adventure Obstacle Challenge

## Physical Education



At School  
Activities



Creative  
Movements

K-3

Grade  
Level

Equipment	Choice of equipment for obstacle courses (e.g., hula hoops, poly dots, soccer ball, boxes, benches, scarves, etc.)
Learning Outcome	Demonstrate problem solving by choosing fundamental movements to move through an obstacle course.
COVID-19 Safety Precautions	Encourage students only touch the equipment with their feet as they maneuver their way through the course. 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 of different fundamental movements skills (e.g., skipping, running, jumping, hopping, dodging, dribbling with the feet, etc.). 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 various fundamental movement skills using safe equipment in a space that is available to them.



## Activity Description

In a large open space, scatter and spread out chosen equipment on the ground or floor. Depending on the amount of students, consider setting up multiple courses with different equipment. Invite students to spread out around the space and review how to perform different fundamental 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 document.

Students use different movement skills to manoeuvre their way through, around, over, under, and beside the various pieces of equipment in a creative manner. Students choose their own pathways and the movements they perform to get through the obstacle course. To follow safety guidelines, encourage students to not touch any of the obstacle course equipment with their hands. If multiple obstacle courses are set up, rotate groups of students through the different courses.

Challenge older students by asking them to move through the obstacle course by balancing an obstacle (e.g., bean bag) on a chosen body party.

## 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 helped you decide what movements to do at the different obstacles?*
- *What obstacle was the easiest to decide how to move? Hardest? Why?*



## 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
	Decrease the size of the obstacle course.		Students demonstrate the different ways they can move over, under, beside, and through one obstacle.		Students use the support equipment they require to complete the activity.		Students follow the movements of the teacher or another student.

### Observing Learning Outcomes

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

- Is the student able to demonstrate different fundamental movement skills successfully as they move through the obstacle course?
- Is the student able to demonstrate problem solving skills to decide how to move through the obstacle 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.

[Do the Locomotion](#)