



Equipment	Two hockey sticks and one tennis ball per pair of students, cones
Learning Outcome	Demonstrate teamwork skills and perform passing an object using an implement.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Ensure students only touch their own equipment. 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 or written instructions to share with students providing an overview of movement skills cues for passing an object using an implement. Encourage students to use a safe space available to them to practice shooting a ball or similar object (e.g., pair of socks) at a net or between two targets with an implement that will propel the object forward (e.g., hockey stick, broomstick, etc.).



### Activity Description

As a large group, provide an overview of movement skills cues for passing an object using an implement. If utilizing a flipped classroom approach, ask students recall what they practiced before the activity. Divide students into pairs, provide each student with a hockey stick, and one tennis ball per pair. Encourage students to practice passing back and forth with their partner.

Place pairs of cones throughout the playing area half a metre apart to represent goals. Explain to the students that they are going to go work together with their partner to collect as many gold coin points as possible. In order to collect gold coin points, students will work together with their partner to score as many goals as possible in the given time frame. On a signal, pairs move around the playing area passing their ball back and forth. Students must be stationary while in possession of the ball (i.e. they receive the ball and stop moving). Both partners must receive a pass before they can attempt to score to collect a gold coin point. A gold coin is awarded when one partner successfully receives a pass that has travelled through a goal. This means that one partner must move to accept a pass through a goal to get a gold coin point. Pairs count the number of successful gold coin points they collect. Play for 3–5 minutes and then students switch partners.

### 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 strategies did you and your partner use in order to get as many gold coin points as you could in the allotted time?*
- *How could you modify this activity to make it easier? Harder?*



## 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 playing area.	Students can move while receiving and passing the ball.	Students participate in the activity passing a soccer ball with their feet.	Complete the activity in groups of 3.

### Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully pass an object using an implement?
- Is the student able to successfully receive an object using an implement?
- Is the student able to successfully demonstrate teamwork skills such as communication, cooperation, and problem solving?

### 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.

[Ramp Boccia](#)