



Equipment	One skipping rope per student, one ring toss ring per student (or rope shaped like a ring), 7-10 small pylons per group of 4-5, skipping ropes or lines on the floor for starting lines for each group
Learning Outcome	Demonstrate underhand throwing skills and working together with group members towards a common goal.
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 to share with students providing an overview and movement skills cues for underhand 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 skill with an adult. Encourage students to practice underhand throwing in a safe space and using equipment that is available to them (e.g., pair of socks, foam ball, etc.)



## Activity Description

For each student, tie a ring toss ring, or similar object (e.g., rope tied like a ring, cut paper plate) around the end of a skipping rope. This will act as students' lasso. Provide each student with a lasso. In a safe playing area, ask them to stand a safe distance from others.

As a large group, review how to perform the underhand throw. Encourage students to practice the skill using their lasso. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document.

Divide students into groups of 4-5 and invite each group to find a space away from other groups. Place a skipping rope or similar equipment along the ground for each group to indicate a throwing line. Scatter 7-10 pylons behind the throwing line for each group.

Welcome students to the Round Up Rodeo, where they will work together with their group to round up the pylons using their lasso. On a signal, all students can begin to throw their lasso from the throwing line attempting to have it land around a pylon. If their lasso lands around a pylon, the student reels it in, using the skipping rope. Students work together to round up all of their pylons using their lasso. Remind students to only touch the pylons with their lasso. For older students, consider challenging them by creating game conditions they must execute before throwing their lasso (e.g., 5 tuck jumps, spin around once, etc.).

## 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.

- How did you and your group decide which pylon to throw your lasso at each time?
- Did you find it more difficult to throw the lasso or reel it in?



## 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
Place the pylons closer to the throwing line.	Students throw a bean bag or roll a ball to knock over pylons.	Students use a ramp and roll a ball to the cones. The teacher supports by moving cones out of the playing area when they are hit with the ball.	Complete the activity in pairs.

### Observing Learning Outcomes

Use the underhand 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 successfully support other group members to work together for the common goal of collecting all pylons?
- Does the student demonstrate teamwork skills such as communication, decision-making, 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.

#### Target Time