

Equipment	5-10 balls, 3 blankets/parachutes
Learning Outcome	Participate in an Inuit game and demonstrate teamwork and problem-solving skills.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean and sanitize the equipment before and after the activity and in between rounds.

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 introduction or review of the Inuit Blanket Toss. Explain to students that Inuit festivals and other celebrations have often involved blanket toss games where players are thrown or bounced up into the air using a blanket made of seal or walrus skin. Several rounds were played and the player who bounced the highest was the winner. The blanket toss was created for hunters who would be bounced in the air to see animals that could be hunted in the distance. Consider sharing this [Inuit Blanket Toss](#) video with students to watch. Invite students to try a modified version of the blanket toss with a family member where they both hold the ends of a towel and practice tossing something up in the air from the middle of the towel (e.g., ball, pair of socks, etc.).

Activity Description

If utilizing a flipped classroom approach, remind students to apply the techniques they utilized when practicing the blanket toss with a family member. If not utilizing a flipped classroom approach, provide an introduction or review of the Inuit Blanket Toss to students. Explain that Inuit festivals and other celebrations have often involved blanket toss games where players are thrown or bounced up into the air using a blanket made of seal or walrus skin. Several rounds were played and the player who bounced the highest was the winner. The blanket toss was created for hunters who would be bounced in the air to see animals that could be hunted in the distance. Consider sharing this [Inuit Blanket Toss](#) video with students to watch.

Divide students into three groups. Provide each group with a blanket or parachute and one ball. Group members spread out around the blanket, each holding onto a section. One group member places the ball onto the blanket and groups decide how they will know when to toss the ball (e.g., one group member calling it, all counting, etc.). Groups practice tossing the ball on the blanket to see how high they can toss the ball. Once groups are comfortable doing this, they can try different variations of the toss, such as putting multiple balls on their blanket and tossing them off the blanket to group members who are acting as catchers to catch the balls as they are tossed. Groups can also work together to pass a ball back and forth to each other. Encourage students to come up with other variations of the game and play them as well.

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 your tossing technique change from the beginning of the activity to the end of the activity?
- What did your group do to be successful at tossing the ball(s)?



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
Complete the activity in an area with minimal distractions.	Provide students with towels and have them complete the activity in pairs.	Groups sit on chairs or the ground.	Provide visual cues to students.

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate teamwork skills by working cooperatively with their group?
- Does the student demonstrate problem-solving skills by considering how to toss their ball higher?
- Does the student demonstrate engagement and interest in 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.

[Kneel Jump](#)