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| Equipment | Chart paper, 3 different coloured markers, two cones per pair, music (optional) |
| Learning Outcome | Develop aerobic, balance, and core fitness skills and demonstrate how to work with a partner while following instructions. |
| 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 or written instructions to share with students providing an overview and demonstrations of the different fitness tasks that will be utilized in the activity during instructional time (e.g., inchworm, jumping jacks, alternate knee lifts, tuck jumps, ski jumps, side shuffle). Ensure to provide students with appropriate movement cues considering both technique and safety. Encourage students to practice the fitness tasks in a safe space available to them.



Activity Description

Before the activity, write 6 fitness tasks on chart paper using three different coloured markers assigning two tasks per colour. Post the chart paper so it is visible to all students throughout the activity. Below is an example of fitness tasks to include on the chart paper.

| Colour | Exercise |
|--------|--|
| RED | inchworm x 4 (reach arms toward the ground, walk hands away from feet, entering a plank-like position, before stepping your feet forward toward your hands and returning to a standing position) |
| RED | jumping jacks x 8 |
| BLUE | alternate knee lifts x 8 |
| BLUE | tuck jumps x 5 (from standing position, jump up and touch knees with hands at chest level) |
| GREEN | slalom ski jumps x 6 (feet together, knees bent, jump from side to side) |
| GREEN | side shuffle from cone to cone x 6 |

Set up cones around the playing area so there are enough cones for one partner from each pair to complete the side shuffle task when required.

If utilizing a flipped classroom approach, remind students of the different fitness tasks they practiced in the video or document. Remind students of the movement skills cues considering both technique and safety. If not utilizing a flipped classroom approach, introduce students to the various fitness tasks that will be utilized in the activity (e.g., inchworm, jumping jacks, alternate knee lifts, tuck jumps, ski jumps, side shuffle). Provide students with appropriate movement cues considering both technique and safety. Encourage students to practice the fitness tasks before beginning the activity observing them and providing appropriate feedback.



Activity Description

Divide students into pairs. Begin by asking students to move within the playing area using a chosen mode of locomotion (e.g., running, skipping, walking, wheeling, etc.). Note that students can move within the playing area away from their partner. At regular intervals, call out a colour, and students find their partner. Partners each choose to do one of the fitness tasks on the chart paper for the appropriate colour (e.g., if RED is called out one partner performs inchworms and the other performs jumping jacks). If using music, pause the music before calling out a colour. After completing the tasks, start the music again, and students begin moving through the playing area again utilizing a different form of locomotion. Encourage pairs to rotate between fitness tasks for each colour (e.g., if RED is called out again, partners complete the fitness task that they did not do the last time RED was called).

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 muscles or parts of your body had to move or work for each fitness task?*
- *How were you breathing at the start, during, and after the activity?*



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 |
|--|---|--|---|
| Provide each pair with a specific area to move within the larger playing area. | Students walk in place between completing fitness tasks modifying the fitness tasks as appropriate. | Students use the required equipment to complete the activity successfully. | Students complete the same fitness task as their partner. |

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully work with a partner to perform the different fitness tasks?
- Is the student able to successfully follow instructions to participate effectively in the activity?
- Is the student able to successfully demonstrate a beginner to intermediate level of proficiency when performing the various aerobic, balance, and core fitness tasks?

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.

[The Dice is Right](#)