



Equipment	Ancient Egyptian Alphabet handout per student (provided on last page), paper, markers, pencils
Learning Outcome	Demonstrate problem solving skills and develop or maintain cardiovascular endurance.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

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 more difficult fitness tasks that will be utilized in the activity (e.g., push-ups, squats, mountain climbers, etc.). 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 beginning the activity, print an *Ancient Egyptian Alphabet* handout provided on the last page of this activity for each student. Use small papers to prepare words using letters from the ancient Egyptian alphabet and place them around the playing space. Prepare enough words so that there is approximately one per student – or have each student prepare one word each. Place the words in different areas around the playing space. Place the words so that some can be easily found and some will be harder to find.

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 more difficult fitness tasks that will be utilized in the activity (e.g., push-ups, squats, mountain climbers, etc.). Ensure to provide appropriate movement cues considering technique and safety. Encourage students to practice the fitness tasks before beginning the activity and observe them and provide feedback.

Provide each student with an *Ancient Egyptian Alphabet* handout and a pencil and paper to use as a recording sheet throughout the activity. Review all of the fitness tasks listed on the *Ancient Egyptian Alphabet* handout to ensure students understand how to perform each task. Explain to students that hieroglyphics is the word used to describe ancient ways of writing where pictures are used instead of letters. Many hieroglyphics have been found by archaeologists, a person who studies human history. Hieroglyphics have been found in caves, on walls of ancient buildings, gravestones, and more.

Share with students that a variety of hieroglyphics have been placed around the playing area and their role is to find as many as they can. They must then figure out the word in English by using their *Ancient Egyptian Alphabet* sheet to decode it and then write the English word on their recording sheet. Point out to students that some letters are the same, or very similar, in the ancient Egyptian alphabet so they may need to use their knowledge of the other letters in the word to decode the word.

Explain to students that each letter has an associated fitness task on the *Ancient Egyptian Alphabet* sheet and once they decode the word into English, they must perform the fitness tasks for each letter before moving on to find another hieroglyphic. Encourage students to move within the playing area when searching for a hieroglyphic by jogging or running to maintain moderate to vigorous physical activity levels. Students continue to hunt for hieroglyphics for an allotted time or until they locate them all.



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 are the benefits of developing and maintaining your physical fitness?
- 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
Assign students a specific area within the playing space to stay within while searching for hieroglyphics.	Students perform the same fitness exercise after decoding each hieroglyphic (e.g., do 3 standing long jumps for each word).	Students use the required equipment to complete the activity successfully.	Students complete the activity with a partner.



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate problem solving skills by identify hieroglyphics in English?
- Is the student able to successfully maintain their cardiovascular endurance throughout the activity without having to take more than two breaks or walking to different hieroglyphics?
- Is the student able to successfully demonstrate a beginner level of proficiency when performing the various 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.

[Fitness Jigsaw Race](#)



Ancient Egyptian Alphabet

Letter	Symbol	Action	Letter	Symbol	Action
A		Jumping Jacks x 3	N		Jumping Jacks x 3
B		High Knees x 6	O		High Knees x 6
C		Standing Long Jump x 2	P		Standing Long Jump x 2
D		Scissor Jumps x 6	Q		Scissor Jumps x 6
E		Slalom Ski Jumps x 6	R		Slalom Ski Jumps x 6
F		Push-ups x 3	S		Push-ups x 3
G		Squats x 5	T		Squats x 5
H		Mountain Climbers x 6	U		Mountain Climbers x 6
I		Stationary Hops x 6	V		Stationary Hops x 6
J		Tuck Jumps x 3	W		Tuck Jumps x 3
K		180 Degree Vertical Jumps x 4	X		180 Degree Vertical Jumps x 4
L		Butt Kicks x 4	Y		Butt Kicks x 4
M		Jabs x 6	Z		Jabs x 6