



Equipment	One hula hoop per group of 4-5 students
Learning Outcome	Identify your personal best for different fitness tasks and demonstrate aerobic, balance, and core fitness skills.
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 more difficult fitness tasks that will be utilized in the activity (e.g., push-ups, carioca, 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

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 some of the more difficult exercises that may be utilized in the activity (e.g., push-ups, carioca, mountain climbers, etc.). Encourage students to practice the fitness tasks observing them and providing feedback.

Divide students into groups of 4-5 participants. Provide each group with a hula hoop and invite each group to find a space within the playing area. One student in each group chooses a fitness task (examples provided below). This student stands the hula hoop on its side in the center of the playing area and spins it. Participants in the group then perform as many repetitions of the selected fitness task as possible before the hoop falls to the ground and stops spinning or moving. Students keep track of their own personal record for each fitness task. The hula hoop is then spun by the same student again with the group performing the same fitness task to try to improve their own personal record. Groups clean and sanitize the hula hoop and then another student becomes the leader choosing the fitness task and spinning the hula hoop two times. Continue until each student has had at least two turns as the leader.

- Run to a wall and back
- Standing Long Jumps
- Squats
- Push-ups
- Mountain Climbers
- Jumping Jacks
- Skaters (shift weight onto left leg, bend left knee, raise right foot off the ground, bound to the right by pushing off left leg, land on right foot, repeat on opposite side)
- High Knees
- Jabs
- Butt Kicks
- Stationary Hops
- Carioca
- Star Jumps
- 180 Degree Vertical Jumps (vertical jump with a half turn in the air to land facing the other way)



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?*
- *Which fitness task do you think you had the most success with? Which was the most challenging for you?*



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 a space with minimal distractions.	Provide groups with fitness tasks that are an appropriate ability for each student.	Students use the required equipment to complete the activity successfully.	Encourage students to follow visual cues from their group members to perform the fitness tasks.



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully identify their personal records for the various fitness challenges?
- Is the student able to successfully maintain their endurance throughout the activity?
- Is the student able to successfully demonstrate a beginner to intermediate 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.

[Track Your PA Every Day](#)