

Ball Boomerang Relay

Physical
Education



At School
Activities



Cooperative
Games

4-6

Grade
Level

Equipment	One stick or floor hockey stick per student, one soccer ball for each group of 6 students, cones
Learning Outcome	Demonstrate how to effectively work in pairs coordinating how to balance an object through active transport.
COVID-19 Safety Precautions	Ensure students are aware that the balls can only be touched by the sticks used to transport them. If a ball is dropped and moves away from the playing area, students can use their feet to dribble it back to the starting point. 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 about different types of communication strategies (e.g., verbal and non-verbal) that can be used when working with a partner. Encourage students to practice transporting an object (ball, stuffed animal, etc.) with a partner before instructional time. Students can use any long, sturdy object (e.g., stick, baton, rolled up magazine, paper towel roll, etc.) to carry the object to a predetermined location. Ask students to try different types of communication strategies they can use when working with their partner.



Activity Description

Divide students into groups of 6, and then within the group of 6, students divide up further into pairs. For each group of 6 students, place 4 cones in a line approximately 10 metres from one another. Provide each student with a stick. Provide each group of 6 students with a ball.

Discuss verbal and non-verbal communication strategies that students can use with their partner. Ask students why communication is important in different movement environments. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed when using different communication strategies with a partner.

Each group of 6 lines up behind the first cone for their group. Review safety guidelines for moving with a stick in hand. The first pair in line starts with the ball on the ground. The pair picks up the ball from the ground using their sticks and moves it to the second cone, placing it on top of the cone, before moving back to their group. Once the first pair has gone, the second moves to the first cone, picks up the ball with their sticks, and transports it to the top of the third cone. The third pair then moves to the third cone and transports it to the top of the fourth cone. Once the ball is securely placed on the third cone, the first pair moves to the cone and transports the ball back to the third cone. Pairs take turns until the ball has been moved back to the second cone. Groups can be timed and challenged to reduce the time to complete the relay each round.

To challenge students, ask them to brainstorm different modes of active transport to transport the ball to the cone (e.g., skipping, jumping, carioca, 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 communicate best with your partner in order to successfully transport the ball to the cone?*
- *What did you find most challenging about this activity? Why?*



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
Reduce or increase distance between each cone.	Students complete the task on their own transporting a ball held in an upside-down cone.	Transport a bean bag to the cones.	Reduce the amount of pairs per group.

Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to use effective verbal and/or non-verbal communication strategies with their partner?
- Is the student able to match the tension of their partner when balancing the ball between them?
- Is the student and their partner able to balance the object and move to the cone simultaneously?

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.

[Can Curling](#)