



Equipment	One bean bag per student, 6 floor markers (e.g., poly dots, carpet squares, cones), 4 hula hoops, 4 skipping ropes or rope, one piece of paper per pair with station numbers on it, one pencil per pair
Learning Outcome	Demonstrate a variety of movement skills and identify teamwork skills when working with a partner.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Ensure students only touch their own equipment. 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 of how to perform different skills with a bean bag. Encourage students to find a safe place available to them and practice different skills with a soft object similar to a bean bag (e.g., foam ball, pair of socks, etc.). Students can practice skills such as throwing and catching the object behind their back, figure eights between their legs, underhand throwing to land on a target, throwing the object in the air with one hand and catching it with the other, throwing with one hand and catching on one foot.



Activity Description

In a large area, set up a number of different stations for students to complete. Refer to the 10 printable station descriptions on pages 4-6 of this document to post at each station. At station 3, set up two areas with 3 floor markers each and a skipping rope by each set of floor markers to designate a throwing line. At station 7, hang two hula hoops and a skipping rope by each hoop to designate a throwing line.

As a large group, provide an overview of the skill cues for each station. Provide each student with a bean bag and encourage them to practice some of these skills. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document.

Discuss with students how they can support their partner at each station. For example, if they have completed the challenge and their partner is still working on it, encourage them to cheer on their partner. They can also practice decision making skills with their partner about what stations to visit as well as how to perform certain skills.

Divide students into pairs, provide each pair with a recording form and pencil, and review the instructions for each station. Assign pairs to a station to start. More than one pair can be at a station at a time provided that they complete the station at a safe distance from one another. Explain to pairs that they can do the activity at each station a few times before moving to a new station.

After pairs complete the station, they record their achievement, and then can move to another station in any particular order. Encourage students to aim for no more than 3 pairs to be at a station at a time. After pairs have complete the station, bring the group back together and discuss their achievements at each station and how they supported their partner.



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.

- Which station did you and your partner find the easiest? Hardest? Why?
- How did you communicate with your partner as you completed the activity at each station?



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 the amount of stations in the activity.		Modify the stations according to developmental stage of students.		Students use the required equipment for them to complete the stations successfully.		Place a student from an older grade with each pair or at each station to support students.



Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to follow the instructions at each station and perform the mechanics of the skills successfully?
- Does the student demonstrate teamwork skills such as communication, decision-making, and problem solving with their partner?
- Does the student demonstrate engagement and enthusiasm in attempting the activities at each station?

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.

Focus Focus

Station Instructions

Station 1 – Throw, Spin, and Catch

Use your own bean bag to throw it in the air, spin around, and catch it. Your partner will do this with their own bean bag at the same time as you. Count the number of times you catch your bean bag until either you or your partner drop your bean bag. Add up how many times you and your partner caught your bean bag and record it on the recording form (for example, if you caught it 5 times and they caught it 6 times, your total is 11).

Station 2 – Bean Bag Balance

Both you and your partner place your bean bag on your head. At the same time, you both begin walking around the area balancing your bean bag on your heads. Count “steamboats” (to reflect seconds), until either your bean bag or your partner’s bean bag slips off the head. The amount of “steamboats” you both balanced the bean bag is your score and is recorded at the number of points received on the recording for (for example, if you balance the bean bag for 15 steamboats and then it slips off either your head or your partner’s head, your total is 15).



Station Instructions

Station 3 – Underhand Target Throw

Stand at the throwing line with your partner a safe distance away from you. Throw your bean bag at each of the three targets using an underhand throw. After each throw, you will have to collect your bean bag before throwing at the next target. After your partner has thrown their bean bag at each of the three targets, count how many times you both landed the bean bag on a target to tally your points (for example, if you landed on 1 target and they landed on 1 target, your total is 2).

Station 4 – Overhead Pass and Catch

Use your own bean bag to throw it from one hand, over your head, and catch it with your other hand. Your partner will do this with their own bean bag at the same time as you. Count the number of times you catch your bean bag until either you or your partner drop your bean bag. Add up how many times you and your partner caught your bean bag and record it on the recording form (for example, if you caught it 7 times and they caught it 5 times, your total is 12).

Station 5 – Foot Juggling

Use your own bean bag to juggle it with your feet. You may start by dropping your bean bag from your hand to your feet. Your partner will juggle their own bean bag at the same time as you. Count the number of times you juggle your bean bag until either you or your partner drop your bean bag. Add up how many times you and your partner juggle your bean bag and record it on the recording form (for example, if you juggled it 3 times and they juggled it 4 times, your total is 7).

Station 6 – Overhead Pass and Catch

Use your own bean bag to throw it over your head and catch it behind your back. Your partner will do this with their own bean bag at the same time as you. Count the number of times you catch your bean bag until either you or your partner drop your bean bag. Add up how many times you and your partner caught your bean bag and record it on the recording form (for example, if you caught it 2 times and they caught it 1 time, your total is 3).

Station 7 – Overhand Target Throw

Stand at the throwing line with your partner a safe distance away from you. Throw your bean bag at one of the hanging hoops using an overhand throw. Throw your bean bag at the hoop three times. After each throw, you will have to collect your bean bag before throwing it again. After your partner has thrown their bean bag at the hoop three times, count how many times you both threw the bean bag through the hoop to tally your points (for example, if you threw through the hoop 2 times and they threw through the hoop 3 times, your total is 5).



Station Instructions

Station 8 – Foot Stall

Stand a safe distance away from your partner. One partner starts with their bean bag and throws it toward the other partner. This partner attempts to “stall” the bean bag on top of their foot. This means the bean bag lands on top of their foot and does not fall on the ground. The partner who attempted to stall the bean bag then picks up their bean and throws it to the other partner who attempts to stall it. Partners collect their own bean bag ensuring that they are the only one to touch their bean bag. They start again throwing back and forth and stalling the bean bag until one partner is unable to stall it. Add up how many times you and your partner stalled the bean bag and record it on the recording form (for example, if you stalled it 2 times and they stalled it 2 times, your total is 4).

Station 9 – Kick and Catch

Use your own bean bag to drop, strike with your foot, and catch in your hands. Your partner will do this with their own bean bag at the same time as you. Count the number of times you catch your bean bag until either you or your partner are unable to catch your bean bag. Add up how many times you and your partner caught your bean bag and record it on the recording form (for example, if you caught it 3 times and they caught it 2 times, your total is 5).

Station 10 – Figure Eights

Use your hands to move your bean bag in a figure eight rotation through and around your legs. Your partner will do this with their own bean bag at the same time as you. Count the number of figure eights you complete until either you or your partner drop your bean bag or need to pause to rest. Add up how many figure eights you and your partner complete and record it on the recording form (for example, if you completed 10 figure eights, and they complete 8 figure eights, your total is 18).