



Equipment	Various types of equipment or loose parts (e.g., boxes, sticks, stumps, cones, rocks, poly dots, scarves, etc.), gymnastics mat or large piece of cardboard
Learning Outcome	Identify and demonstrate teamwork skills using positive behaviours that shows respect for self and others.
COVID-19 Safety Precautions	Ensure only the designated builders touch the building equipment when re-creating the structure. 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 detailing the different components of teamwork in physical education (e.g., problem-solving, communication, feedback, conflict resolution, etc.). Encourage students to use available space and equipment to play an active game with a partner or family member(s) that involves teamwork (e.g., work to pass a balloon or volleyball back and forth as many times as possible, etc.). Ask students to think about the different components of teamwork they utilized while they played the game.



Activity Description

In the centre of the field or playing area, use 6 pieces of equipment or loose parts to create a structure by stacking the equipment or laying it out in a design. Use a gymnastics mat or large piece of cardboard to hide the design from the students.

Divide students into groups of 4 and have groups stand apart from each other around the field or playing area and in front of a pile of equipment. Each equipment pile should have the same pieces of equipment that were used to create the structure. Review different components of teamwork (e.g., problem-solving, communication, feedback, conflict resolution, etc.) with students and discuss what it means to be a good teammate. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed about teamwork in advance of the activity.

One person in each group acts as the runner and the other group members are the builders. Each builder is assigned to two pieces of equipment that they are allowed to touch. On a start signal, the runner moves to behind the gymnasium mat or cardboard where the structure has been built and works to memorize the sample structure. The runner then returns to their group and verbally describes what they saw. The builders work to re-create the design working together to place their pieces of equipment in the appropriate design. Once the group is confident in their design, they can call for the teacher to inspect it. The teacher will either approve it, or they will encourage the runner to take another look at the structure and share the adjustments with their group. The runner can move back and forth as many times as needed in order to communicate the design to their group members. Once groups have completed the design, create structure using the same equipment and challenge groups to use the same process to create the new structure. If possible, switch the role of the runner and be sure to sanitize equipment appropriately. Increase the challenge level by having runners use other forms of movement when going back and forth (e.g., crab walk, galloping, skipping, jumping, etc.) or by using only non-verbal cues with the builders.

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 did you and your group members have to do to work cooperatively to design the structure?
- What was the hardest part about being a runner? A builder?



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.		Allow more than one student to be a runner for each group.		Students follow a tactical line (e.g., rope or string taped to the ground) when they are the runner.		Increase or reduce the number of students per group.



Observing Learning Outcomes

Consider the following when observing student learning:

- Are the students able to appropriately communicate with one another?
- Do students work cohesively together towards achieving a common goal?
- Are the students being cooperative with one another?