



Equipment	One bean bag per student
Learning Outcome	Demonstrate creative thinking skills and move the body various ways between sending and trapping an object.
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 of the importance of being able to combine different movement skills and challenging themselves to try new ways of moving. Invite students to use a ball or a similar object (e.g., pair of socks, stuffed animal, etc.) and come up with as many different ways they can release the object and then catch or trap it again. Encourage students to consider how it can be released from different parts of their body, what they can do with their body before catching it, and the different parts of their body they can catch or trap it with.



## Activity Description

If utilizing a flipped classroom approach, ask students what movements they came up with when practicing before class time. If not utilizing a flipped classroom approach, provide each student with a bean bag and ask them to find a safe space away from others. Challenge students to come up with as many different ways they can release the object and then catch or trap it again. Encourage students to consider how it can be released from different parts of their body, what they can do with their body before catching it, and the different parts of their body they can catch or trap it with.

Divide students into groups of 4 and ask each group to stand in a straight line one behind the other within the playing area. Each group works together to decide which group member will perform the following tricks with a bean bag (one trick per student):

- Through the legs and catch
- Catch behind the back
- Spin around once and catch
- Place bean bag on one foot and lift up into air and catch with hands

On a signal, groups begin the relay with the first person in each group performing their trick. Once they successfully complete their trick, the next person in the line goes, and so on. If a student is unsuccessful after 3 tries, the next student in line goes but the student can continue to try the trick. Set a timer for 3 minutes and ask groups to count how many times each person in the line can complete the trick. After 3 minutes, ask groups to switch their tricks so that each student is doing a new trick. Set the timer for 3 minutes again and groups count how many times each person in the line can complete the trick. After a few rounds, consider inviting students to share trick ideas and invite the groups to try these in subsequent rounds of the activity.

## 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 trick did you find the easiest? Hardest?
- How did you and your group members work together to decide who would do each trick?



## 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
Divide students into different areas to complete the activity where they can still be supervised (e.g. half of the students in the hallway and half in the classroom).	Students throw their bean bags at different targets instead of performing a trick.	Students may use a large foam ball to perform their trick.	Students participate individually and see how many tricks they can successfully complete within 2 minutes.

# Super Trick Relay

Physical  
Education



At School  
Activities



Small Space  
Activities

4-6

Grade  
Level

## Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate creative thinking skills by coming up with at least one trick?
- Is the student able to successfully execute at least one trick?
- Is the student able to successfully apply decision-making skills with group members to assign tricks each round?

## 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.

[Sending Spree](#)