

Equipment	Two pieces of recycled paper for each student
Learning Outcome	Demonstrate proficiency in dynamic balance and sending and object with accuracy.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If students will touch the same piece of paper, ask them to wash their hands 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 to share with students providing an overview and movement skills cues for dynamic balance. Refer to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skill with an adult. Encourage students to practice different dynamic balance movements such as bounding from one line to another, taking big steps from spot to spot, walking along a skipping rope placed on the ground, etc.



Activity Description

If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, review the movement skills cues for dynamic balance. Encourage students to find a safe place away from others and practice different dynamic balance movements such as taking big steps from tile to tile on the floor or walking along a line on the floor.

Provide each student with two pieces of recycled paper. Invite students to put the paper on the floor and place one foot on each paper imagining they are putting on skates – don't forget to put on an (imaginary) helmet too! Students move around the space while sliding with their feet on the paper. Ask students to identify activities in which people participate while on skates and imitate the appropriate movements (e.g., figure skating, speed skating, hockey, ringette, etc.). Skate at high and low levels, wide and narrow, and in straight, curved, and zig zag pathways. Ask students about how they could place their body and papers in a way that reflects playing Para Hockey. Their papers become a Para Hockey sled as they work to move around the space.

As a large group, review the movement skill of overhand throwing. Refer to the [Movement Skills Cues](#) document to support you. Crumple the skates into snowballs, and challenging students to throw and catch one snowball, then juggle two snowballs, then throw and catch with a partner. Students could also write something on their snowball related to winter (a winter word, a question about winter, etc.), then have a “snowball fight”, where students throw the crumpled pages at targets on the wall for 15 seconds. Each student would then pick up a new snowball, uncrumple it, and add to the content (another winter word, an answer to the question). Repeat!

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 different parts of your body did you use as you were skating around the room?
- What movement was easier – skating with the paper on your feet or skating with the paper as a Para Hockey sled? 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
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 do not move around the room and only move their feet forwards and backwards and side to side.	Students use an object to support them (e.g. chair) as they move their feet.	Provide verbal cues to support students with what to do with their different body parts to maintain balance.

Observing Learning Outcomes

Use the dynamic balance and overhand throw cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to demonstrate proficiency in extending other body parts to even out distribution of weight/counterbalance?
- Is the student able to demonstrate proficiency in the preparation, throwing action, and follow through of their overhand throws?

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.

[Kneel Jump](#)