



Equipment	Snow, shovels, buckets, pool noodles, bean bags, one hula hoop per group of 5-6 students
Learning Outcome	Demonstrate tactical awareness problem-solving, communication, and cooperation skills in a territory/invasion game.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If using shared equipment, clean and sanitize the equipment before and after the activity and in between rounds.

## 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 document providing students with an overview of tactics for territory/invasion games (e.g., maintaining possession, attacking or defending the goal, moving to open space, etc.). Encourage students to ask a family member to support them with practicing some of the tactics by using a ball or similar object (e.g., pair of socks) to practice the tactics.



## Activity Description

As a large group, review and practice tactics for territory/invasion games (e.g., maintaining possession, attacking or defending the goal, moving to open space, etc.). If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity.

Divide students into teams of about 5-6 students per group. Give each group 5-10 bean bags that represent treasure ensuring each group receives an equal amount. Provide groups time to build a snow fort that will protect their treasure (balls) as best as possible and without burying their treasure.

Provide about half of the students in each group with a pool noodle. These students are designated as Taggers and use the pool noodles to tag students from other teams who try to retrieve treasure from their fort. The rest of the students in each group will be the Seekers, who travel around the playing area to other groups' forts to try to retrieve treasure, one at a time, and return them to their own area, without getting tagged by an opposing Tagger. The Seekers will place any retrieved treasure in their team's designated treasure chest (hula hoop). Once retrieved treasure is placed in a treasure chest, it must remain there. Seekers cannot be tagged when they are within their team's hula hoop. Decide as a group how close Taggers are allowed to stand to their snow fort and, if needed, use rope around each fort to create a crease that taggers are not allowed to enter.

If a Seeker gets tagged, they have to run to a designated area and perform a task (i.e., 5 jumping jacks, 5 squats, 5 vertical jumps, etc.) before they can return to the game. If Seekers are tagged while holding a treasure, they raise one arm while moving to place it back in the snow fort they got it from, and then move to the designated area to perform the task before rejoining the game. The goal is for teams to work together to retrieve as many objects as possible and return them to their fort, while also retaining as many of their own objects as possible.

The game ends when all of the objects have been retrieved or time is up. Subsequent rounds can be played, and students can switch roles.

## 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 strategies did you use as a Seeker or a Tagger?*
- *What could you do to make this activity more challenging?*



## 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
	Use a space with minimal outdoor distractions.		Groups work to be the first group to move all of their objects into other snow forts. Only one object can be moved at a time.		Use larger objects as treasure.		Divide the class into two-three groups and complete the activity.



### Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate teamwork skills such as cooperation and communication while participating in the activity?
- Does the student demonstrate tactical knowledge while participating in the activity?
- Does the student play fairly throughout the activity?

### 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.

[Force Field](#)