



<b>Equipment</b>	Snow, objects per group of 4 students: 4 objects that will not roll away (e.g., bean bags, koosh balls, weighted yarn balls), 3 flat target objects (e.g., carpet squares, poly spots), 2 target blockers (e.g., small pylons, bowling pins), throwing-line marker (e.g., pylon or rope)
<b>Learning Outcome</b>	Demonstrate defensive and offensive strategy, using spatial awareness and observing different trajectory paths while playing a small-sided game.
<b>COVID-19 Safety Precautions</b>	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 written instructions to share with students providing an overview on the sport of curling. Consider sharing curling videos that students can watch and encourage them to use safe equipment that is available to them to underhand throw or roll an object to a target (e.g., underhand throw a pair of socks to a basket or roll a can to a plastic bottle).



## Activity Description

If utilizing a flipped classroom approach, review what students learned from the video or written instructions they viewed and practiced before the activity. If not utilizing a flipped classroom approach, consider showing students videos of curling and discuss the various strategies and tactics.

Divide students into groups of four, and then divide the groups of four into pairs (Pair 1, Pair 2). Provide each group with equipment and assign them a playing area. Each group chooses where to place their throwing-line marker. Pair 1 students place all 3 target objects in locations of choice up to 1 meter behind the target line. This area is called the Snow Zone. After Pair 1 places the targets, Pair 2 students place the 2 target blockers in locations of choice in the Snow Zone. Pair 1 students alternate throwing two objects each, trying to hit one of the three flat targets. This is called an end.

When throwing, students must be in a lunge body position (i.e., leg opposite to throwing arm in front and bent to 90° with back leg stretched out straight behind) and front foot must stay behind the throwing line. The students must roll or underhand throw the object for it to remain in play. If they throw the object in the air, they must try a second time to roll or toss it. Points are scored as follows:

- 2 points if the thrown object touches a flat target and does not contact a target blocker
- 1 point for each object that crosses the target line even while touching target blocker and then also touches a flat target
- 2 points for the opposing pair if an object hits a target blocker

Pairs switch roles after one pair has thrown all four objects. Play for a predetermined number of ends or for a predetermined amount of time.

## 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.

- How did the placement of the target objects effect your decision of where to place the two target blockers?
- How did the placement of the target blockers effect your decisions about where to aim and the speed at which you would throw?



## 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
	Decrease the distance between the throwing line and the target objects.		Increase the size and/or weight of the object being thrown.		Students lean on a chair or other type of supporting object while throwing the objects.		Use verbal and visual cues to help students complete the activity.



## Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Does the student demonstrate defensive strategy such as placing target blockers close to target objects?
- Does the student demonstrate offensive strategy such as choosing to throw objects at the target object without a target blocker near it?
- Does the student demonstrate aim and accuracy when throwing at a target?

## 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.

[5-Pin Kick-It](#)