



Equipment	Bean bags, hula hoops/buckets, plastic party cups, balloons, bean bags, clothing pins/paper clips, cups/bottles, one timer per group, recording paper and pen
Learning Outcome	Demonstrate collaboration skills working with a group and use a variety of skills to participate in small group activities.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before during, 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 different considerations for developing collaboration skills. This includes building trust, having a common purpose and goal, and communicating openly and effectively. Invite students to work with another individual participating in a cooperative activity. This could include using their feet to juggle an object (e.g., pair of socks), back and forth or throwing an object at a target working together to score the most points possible. Ask students to consciously use and develop cooperative skills throughout the activity.



Activity Description

If utilizing a flipped classroom approach, remind students to apply the cooperative skills they used or developed before the activity. If not utilizing a flipped classroom approach, provide students with an overview of different considerations for developing collaboration skills. This includes building trust, having a common purpose and goal, and communicating openly and effectively. Explain to students that they will consciously utilize and develop cooperative skills throughout the activity.

Welcome to the Class Carnival! Divide the class into four groups. Depending on the group, choose how to implement the activity from the two options below:

Option 1: Challenge groups to create their own carnival station for the class and have each group rotate through each station.

Option 2: Set up pre-determined stations as suggested below and have each group rotate through each station.

Station 1: Bean Bag Toss

Use buckets, hula hoops, or pieces of paper taped to the wall or ground to act as targets and assign a point value to each. Students stand behind a predetermined lined and take turns tossing 3 bean bags to try to hit the targets. Groups time themselves for 5 minutes and tally the total group points at the end of the 5 minutes and write it on their recording paper.

Station 2: Cup Stack Tower

Using plastic cups, each student has one minute to construct a tower. Then as a group, challenge the students to work together to create the tallest tower possible in one minute. Once the minute is up, the teacher will measure and record the height of the tower. At the end of the activity, award 20 points to the group with the highest tower, and then 15, 10, and 5 points respectively for the other groups.

Station 3: Balloon Bump

Each group member begins with a bean bag balanced on their head and a balloon in their hands. Groups time themselves for 2 minutes and each group member works to keep from the balloon from touching the ground and the bean bag balanced on their head. Students each keep track of how many times they can strike the balloon successfully without the bean bag falling off their head or the balloon touching the ground. After the end of the 2 minutes, group members can take a break and then time themselves for another round. After the end of the two rounds, group members tally their most successful amount of strikes to the balloon and write it on their recording paper.



Activity Description

Station 4: Pin Drop

Provide each student with their clothing pins, paper clips, or small items that can be held between their knees. Place a cup or bottle at a predetermined distance away from each student in the group. Students start behind a predetermined line and walk to the cup/bottle with the object held in place between their knees. If they drop the object, students must go back to the start line and start again. Once they get to their cup/bottle, they will attempt to drop the object into the cup/bottle. Each successful object they drop into the cup/bottle is a point for their team. Groups time themselves for 5 minutes and tally the total group points at the end of the 5 minutes and write it on their recording paper. Before a group leaves a station, ask them to sanitize the equipment before the next group rotates to the station.

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 station was the most difficult for you? Why?
- What strategies did your group use to work together cooperatively?



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.	Modify stations as needed adjusting time, distance, and/or goal.	Students use the required equipment for them to complete the activity successfully.	Increase or reduce the amount of students in each group.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully demonstrate the qualities of a supportive group member?
- Is the student able to successfully demonstrate collaboration skills such as building trust, having a common purpose and goal, and communicating openly and effectively?
- Is the student able to successfully use the different skills required to complete each station?

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.

[Ultra Obstacle Challenge](#)