



Equipment	Index cards, markers, chosen equipment
Learning Outcome	Practice the communication skills of listening, speaking, and non-verbal communication in a group activity.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Ensure only one student touches the equipment at a time. Clean or sanitize the equipment before the activity, in between rounds, 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 asking students to research different communication skills and reflect about their own communication strengths and which communication skills they could develop or enhance. Encourage students to write their reflection so they can refer back to it after the activity.



Activity Description

Choose a variety of equipment that can be set up in different ways (e.g., poly dots, cones, balls, hoops, scarves, rubber chickens, etc.). Divide the equipment so that groups of 4 students have access to 6-8 items of equipment. Draw the equipment organized in a specific way on an index card (e.g., a poly dot with a cone on it, with a hoop to the left of it, a scarf in the hoop, a ball to the right of it, and a rubber chicken above the poly dot). Use the same 6-8 pieces of equipment and draw 3 other (different) ways of organizing it on index cards.

Place a pile of equipment and the associated index cards in different areas around the playing area. Ensure that the index cards are placed face down.

Discuss with students the importance of good communication skills in a team environment. Share that good communication involves:

- **Listening skills** - focus on the speaker, listen actively, keep an open mind
- **Speaking skills** - know how you want to say something, check for comprehension, use more than one way to convey a message
- **Non-verbal communication** - body orientation, gestures, face and eye movements and positions

Ask students to consider what communication skills are their strongest and which area(s) they could develop or enhance. If utilizing a flipped classroom approach, ask students to turn to a classmate and share their reflection completed before the activity.

Divide students into groups of 4 and assign each group to an area with equipment and associated index cards. Introduce students to the different learning roles below.

- **Communicator** – only person to look at an index card for the round; uses communication skills to direct group members to use the equipment to design the image on the card
- **Equipment Manager** – places equipment; only person to touch the equipment for the round
- **Design Manager** - manages other group members to decide where equipment should be placed
- **Encourager** –provides positive verbal and non-verbal encouragement

Students take turns in each of the learning roles listed above. Ensure that between rounds, the equipment manager cleans and sanitizes the equipment before the next round. For the first two rounds, the Communicator can use verbal and non-verbal communication to inform the group how to place the equipment. For the last two rounds, the Communicator can only use non-verbal communication to inform the group how to place the equipment. Remind students to focus on enhancing the communication skills they would like to improve upon throughout 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.

- *How did the activity change when the Communicator used verbal communication versus when they used non-verbal communication?*
- *What communication skills did you utilize in the different learning roles?*



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.		Students use different equipment to design common objects (e.g., geometric shape manipulatives to make a house or a pattern).		Reduce the amount of equipment pieces per group.		Complete the activity in pairs.



Observing Learning Outcomes

Consider the following when observing student learning.

- Does the student demonstrate active listening skills (focus on the speaker, listen actively, keep an open mind) when listening to the Communicator?·
- Does the student demonstrate speaking skills (know how you want to say something, check for comprehension, use more than one way to convey a message) when working with other group members as well as when they are the Communicator?·
- Is the student able to correctly identify non-verbal communication (body orientation, gestures, face and eye movements and positions) to support their group in completing the design?