



Equipment	Chosen equipment for each group
Learning Outcome	Identify qualities of effective teamwork and create a teamwork activity.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Explain to students that they should touch the ball with their feet only. Clean or sanitize the equipment 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 or written instructions asking students to write a description of each of the following qualities of effective teamwork:

- Cooperation
- Trust Building
- Commitment
- Responsibility
- Decision Making
- Problem Solving
- Conflict Resolution
- Communication

Encourage students to write a description or a list of how each quality is exemplified in a team environment.



Activity Description

Note: This activity may require multiple classes to complete.

As a group, discuss the following qualities of effective teamwork:

- Cooperation
- Trust Building
- Commitment
- Responsibility
- Decision Making
- Problem Solving
- Conflict Resolution
- Communication

Encourage students to write a description or a list of how each quality is exemplified in a team environment. If utilizing a flipped classroom approach, ask students to share the description or list they created before the activity.

Divide students into groups of 3-4. Explain to students that they are going to work with their group to create a physical education activity that focuses on one or more qualities of effective teamwork. Groups will also focus on their own teamwork skills while developing the activity.

Share with groups the following components that must be included in their activity:

- **Learning Focus** – Groups decide what the focus of their activity is. The learning focus can be one or more of the qualities of effective teamwork above as well as a focus on developing different physical skills.
- **Learning Roles** – The activity must include different roles for different group members. Examples of learning roles include coach, encourager, equipment manager, recorder, and more.
- **Equipment** – If the activity includes equipment, groups must consider how the activity can be completed without participants having to share equipment, or if equipment is shared, it is shared with the feet only.
- **Safety** – The group considers safety requirements/instructions for the activity and must be able to share safety considerations before others participate in the activity.
- **Set-up** – If there is a particular way the equipment or playing area must be set up, the group must be able to explain and demonstrate this.
- **Rules** – The group develops all rules for the activity and must be able to explain them in a way that others can understand them and participate in the activity.

Consider asking groups to complete a written activity plan that includes the information above as well as an activity name and diagram of the activity set-up. Invite groups to share their activity with the group and have other groups participate in the activity. Provide time after each activity so the group can receive feedback about the activity from the students who participated in the activity. Provide groups time to refine their activity after receiving feedback and share their activity again.

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 teamwork qualities did your group effectively utilize to develop the activity? Are there any qualities your group could continue to work on?*
- *How did the feedback support your group with enhancing your activity?*



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.		Groups are assigned the type of equipment and teamwork skill they must develop an activity for.		Students use the required equipment for them to complete the activity successfully.		Complete the activity in pairs.



Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully identify and describe effective teamwork qualities?
- Is the student able to successfully demonstrate teamwork qualities when working with their group?
- Is the student able to successfully contribute and follow instructions in order to develop a physical education activity that demonstrates teamwork?

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.

[Put the 'I' in Inventor](#)