



Equipment	Self-selected equipment
Learning Outcome	Pick a game tactic, create a game to practice the tactic, and evaluate the game to make refinements.
COVID-19 Safety Precautions	Ensure that students do not share their equipment or that it is cleaned and sanitized before being shared. Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after use.

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 explain or review different game approaches and game tactics with students (e.g. aim and accuracy in a target game, placement of object in a striking and fielding game, attacking the goal in territorial/invasion games, etc.). Share examples of games they have played to practice different tactics and invite them to think about different activities or sports that they like to play and the tactics used.



Activity Description

Explain or review different game tactics with students (e.g. aim and accuracy in a target game, placement of object in a striking and fielding game, attacking the goal in territorial/invasion games, etc.). If utilizing a flipped classroom strategy, remind students to apply what they brainstormed in advance of the activity.

Invite students to choose a game approach and associated tactic from the list below and create a game to share with classmates. Each student should develop rules for their game and choose from available equipment. Encourage students to use minimal equipment to create their games. Additionally, their games should not require the sharing of equipment (other than with feet) and should be able to be played following physical distancing guidelines. Students present their games to classmates, accept feedback, and refine their game as needed. In small groups, students play each other's games.

- **Target Games** – aim and accuracy (for pre shot routine, consistency, adjusting effort), avoiding obstacles, defending space
- **Striking and Fielding Games** – placement of object in the field, striking for accuracy, covering space, running for points, covering bases
- **Net and Wall Games** – maintaining a rally, defending space, setting up for attack, attacking open space, defending against an attack
- **Territorial and Invasion Games** – maintaining possession, avoiding defense, attacking the goal, defending space, regaining possession

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 did you think about when developing the rules and strategies for your game in relation to your chosen tactic?*
- *What did you do to evaluate your game? How did you refine it after evaluation?*



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.	Provide students with an existing game and challenge them to make modifications to the game to increase or decrease complexity.	Students choose how to modify the equipment used for their activity.	Students complete the activity with a partner.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student creating the game able to use the proper language and terminology to explain the game to their peers?
- Is the student creating the game able to demonstrate and teach the game clearly to their peers?
- Is the student participating in the student led activity able to demonstrate the proper skills needed to participate in the designed 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.

[Grow a Throwback Game](#)