



Equipment	Floor tape or yarn and tape
Learning Outcome	Create a movement sequence and demonstrate how to work effectively with a partner.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other.

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 challenging them to develop a movement pattern or sequence. Students can utilize a safe space available to them and use tape, string, or lines on the to make an addition sign that divides into four quadrants. Students create different ways of moving in the quadrants to develop a movement sequence. Ideas include:

- Hop from quadrant to quadrant
- Jump from quadrant to quadrant
- Hop from side-to-side
- Jump from side-to-side
- Jump and spin
- Step forward and back in two quadrants



Activity Description

Divide students into pairs. Provide each student with floor tape or yarn and tape and ask them to create an addition sign on the ground beside their partner and a safe space away from others.

If utilizing a flipped classroom approach, ask students to demonstrate movements they came up with when practicing before class time. If not utilizing a flipped classroom approach, ask students how they could move within their own quadrant and share the ideas from the Flipped Classroom Strategy section above if needed.

Explain to students that they will develop a movement sequence with their partner each utilizing their own quadrants. Share with students that timing is important and partners must work together to develop the same movement pattern that can be performed in unison. Challenge students to get creative with their movements (e.g. one foot and one hand in each quadrant, grapevine through the quadrants, etc.). Pairs can also use music to support them and move to the beat or rhythm of the music. Movement sequences should be approximately 30 seconds to 1 minute in length.

When groups have completed their movement sequence, invite them to perform them for another group. Rotate groups so each pair presents their movement sequence multiple times.

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 part of your movement sequence was the easiest? Hardest?
- How did you and your partner work together to decide the movements for your sequence?



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 a list of movements they must incorporate into their movement sequence.	Students use the required equipment for them to complete the activity successfully.	One student completes a movement and then the other students mirrors that movement following this process for the entire movement sequence.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to contribute to the development of different movements for their sequence?
- Is the student able to demonstrate creativity in developing different movements for their sequence?
- Is the student able to effectively work with their partner to develop their movement sequence?

Create a movement sequence and demonstrate how to work effectively with a partner.

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.

[Dance in Space at Your Place](#)