

Team Target Relay

Physical
Education



At School
Activities



Game-Centred
Activities

7-12

Grade
Level

Equipment	One bean bag per student, one pylon per student
Learning Outcome	Throw for aim and accuracy and work with classmates to create game conditions.
COVID-19 Safety Precautions	Ensure students touch only their own beanbag and pylon. Remind students to keep a safe physical distance from each other. 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 to share with students providing an overview of throwing for accuracy inviting students to brainstorm different conditions for throwing (e.g., do three tuck jumps before throwing, take a deep breath before throwing, etc.). If students have access to equipment and space, encourage them to practice using the game conditions they brainstorm to throw a ball at a target. If students do not have access to adequate equipment or space, they can practice throwing a soft object (e.g., foam ball, socks, stuffed animal, etc.) at a target on the wall or floor using a space that is safe and available to them.



Activity Description

Break students into groups of three and provide each student with a beanbag and a pylon. Pair each group of three with another group. Choose a landmark in a safe playing space (e.g., tree line, line on the ground, etc.) and have groups line up in a horizontal line facing the landmark. Each student places their pylon 1-2 metres away from where they are standing with all six students having their pylon the same distance from where they are standing. As a large group, review and practice throwing for accuracy and brainstorm different game conditions students can use (e.g., do three tuck jumps before throwing, take a deep breath before throwing, etc.). If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity.

Ask each group of six to select a way to throw the beanbag (e.g., overhand, underhand, etc.) and a game condition to use before throwing (e.g. thrower must spin around two times before throwing, all players stay silent while players are throwing, etc.) to apply each round. On a signal, each group of three works together to finish the relay before the other group of the three. The first student from each group throws their beanbag at the pylon using the chosen throwing method. The other students in the group choose a continuous movement such as running on the spot, side shuffles, or jumping jacks to perform until it is their turn to throw. When the first student hits or knocks over their pylon with their beanbag, they sprint to the landmark and back. Upon returning to their cone, the second group member can now start throwing their beanbag at their pylon with the first group member now participating in continuous movement. Groups play until one group has all members successfully hit or knock over their pylon and run to the landmark and back. Groups can then choose a new method of throwing and a new game condition and play again. Groups can also come up with new ways to move to the landmark (e.g., walking lunges, long jumps, etc.).

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 having to perform continuous movement before throwing affect your throw?
- What game conditions did your group use? What were the hardest to perform? Easiest?



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
Reduce the throwing distance to the pylon or the traveling distance to the landmark.	Students use whatever sending method they are most successful with to send a chosen object to a target.	Students use a ramp and roll a ball into an upturned box or paper bag on the ground.	Students participate in the activity on their own and count how many times they hit or knock over their pylon within a given time limit.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to use creativity when choosing the movements for their group members?
- Is the student able to successfully knock over their cone using either an overhand or underhand throwing technique?
- Is the student able to demonstrate the proper movement techniques for each designated movement chosen by the group?

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.

[Hang It Up](#)