

Materials	Equipment of choice
Learning Outcome	Identify an active game and modify the rules, equipment, space or amount of people before instructing and playing the game.

Description

Invite the youth to think of an active game they liked to play at home, at school, or at the park when they were younger. Games such as four square, tag, wall ball, grounders, hopscotch, skipping, parachute games, or any similar game can be used.

Once the youth has chosen a game, challenge them to make a modification to the game to change the rules, equipment, space, or the amount of people who play. The objective of the game should stay the same (e.g., score a point in four square, etc.) but other game factors can be modified. Support the youth as needed to develop the new elements of the game. Ensure there is enough space to do the activity away from any safety hazards.

When the youth is ready they can explain the game and play it.

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 activity. Consider asking the youth the reflection questions below and discuss the answers together.

- *What did you change about the game – the rules, equipment, space, or amount of people?*
- *What other activities or games have the same objective but different ways of playing (e.g., hockey and soccer, etc.)?*



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
The youth modifies the space of their chosen game by making it bigger or smaller.	Provide the youth with two to three modifications to choose and let them choose one to apply to the game.	The youth modifies the chosen game as needed with the equipment of their choice.	The youth modifies the chosen game as needed with the equipment of their choice.