

Materials	At least one ball, other equipment of choice
Learning Outcome	Use the conditions provided to create a game with rules and strategies.

Description

Ensure there is enough space to do the activity away from any safety hazards. Challenge the youth to develop their own physical activity game. The only elements that must be included in the game are:

- At least one ball or similar object (e.g., socks) must be used.
- At least one form of sending (throwing, kick, roll, etc.) must be used.

Allow the youth time to brainstorm and to test the rules and strategies for their game.

Invite the youth to name their game and then video call a friend or family member to teach them the game.

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 was the most enjoyable part of inventing your game?
- What would you do to modify your game for a younger player or for a player with a disability?



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.	The youth moves through an obstacle course with various options to choose from at each component of the course (e.g., roll the ball to the target or bounce the ball through the ring).	The youth uses the support equipment they require to complete the activity such as ramp, tee, or other implements.	Another individual supports the youth with brainstorming and creating game elements.