

Snow Pyramid Dodge and Dribble Relay

Physical
Education



At School
Activities



Winter
Activities

K-3

Grade
Level

Equipment	Snow, one plastic cup per student, 1 pail per group of 4 students, cones, soccer balls
Learning Outcome	Demonstrate dodging and dribbling movement skills and create a snow structure with a group.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean and 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 to share with students providing an overview and movement skills cues for dodging and dribbling. Refer to the to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skills. Encourage students to practice the movement skills in the snow in a safe space available to them.

Activity Description

If utilizing a flipped classroom approach, remind students to apply the movement cues they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, review the movement skill cues for dodging and dribbling. Encourage students to find a safe place away from others and practice these movements in the snow.

Divide students into four groups, provide each student with a plastic cup, and assign each group a playing area with access to snow. Place a pail in each group's playing area. Set up a dodging and dribbling station for each group. For the dodging station, set up 2 cones across from each other where students start at one cone and practice the movement of dodging to the other cone. For the dribbling station, set up 2 cones across from each other and place a ball by one cone. Students practice the movement of dribbling by dribbling the soccer ball around each cone with their feet.

Explain to students that they will participate in a relay with their group that requires them to fill their pail three times and create a snow pyramid (two pails of snow on the bottom and one pail of snow on top of the other two). In order to fill their pail with snow, they must complete the dodging or dribbling station before filling their cup with snow and then moving to dump it into their pail. Students follow this process completing the dodging or dribbling station before filling their cup with snow until their group's pail is full. Remind students to pack the snow down in their pail! Once their pail is full, groups find a space to turn their pail over and create the first part of the pyramid. They then follow the same process to fill their pail two more times to create their pyramid. If creating a pyramid is too difficult for younger students, consider encouraging them to create three pails of snow in a row.

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 body parts did you have to move while practicing dodging? Dribbling?*
- *How did your group communicate throughout the activity?*



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 an area with minimal distractions.		Students complete appropriate fundamental movement skills for their ability.		Students dribble the ball along a line of rope placed on the ground.		Provide visual and verbal cues to students while dodging and dribbling.

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Observing Learning Outcomes

Use the dodging and dribbling cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Does the student demonstrate teamwork skills by working cooperatively with their group?
- Does the student demonstrate engagement and interest in the 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.

[Fill the Cup](#)