



Equipment	Paper, pencils
Learning Outcome	Distinguish between different actions in a game and demonstrate three static balance poses.
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 to share with students providing an overview and movement skills cues for static balance. Refer 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 skill with an adult. Encourage students to practice different static balance activities such as [airplane pose](#), [tree pose](#), and [warrior II pose](#).



Activity Description

If utilizing a flipped classroom approach, remind students to apply the locomotor movements they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, introduce or review the following three poses: airplane pose, tree pose, and warrior II pose. Encourage students to find a safe place away from others and practice the poses.

Review or introduce Rock, Paper, Scissors and discuss how rock beats scissors, scissors beats paper, and paper beats rock. Explain to students that they will play a similar game using the balancing poses they have practiced. Share that this activity is called Airplane, Tree, Warrior:

Airplane beats Tree because it can fly over the Tree.
Tree beats Warrior because it is stronger than the Warrior.
Warrior beats Airplane because it can hide from the Airplane.

Provide each student with a piece of paper and a pencil. Review what a tally is and how to complete a tally. Invite students to find a classmate and stand across from them. Together they say “Airplane, Tree, Warrior, Pose!”, hopping at each word, and then performing one of the poses. The student who chooses the pose that beats the other student’s pose makes a mark on their tally sheet. Students move around the room finding other classmates to challenge and making a mark on their tally sheet each time they beat the other student’s pose. If students choose the same pose, they try again until one student chooses a pose that beats the other pose.

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 movement did you find the easiest? Hardest?
- Why do you think it is important to practice these skills?



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
Divide students into different areas to complete the activity where they can still be supervised (e.g. half of the students in the hallway and half in the classroom).	Students complete active rock, paper, scissors poses (jump to crouch for rock, star jump for paper, scissor jump for scissors).	Students hold a chair for support while doing the airplane and tree poses.	Provide verbal and visual cues to support students with the different poses and with the tally sheet.

Observing Learning Outcomes

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

- Is the student able to successfully demonstrate how to hold each pose for 2-3 seconds?
- Is the student able to successfully demonstrate how to extend other body parts to even out distribution of weight?

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.

[Balance Bean](#)