

Fundamental Movements Scavenger Hunt

Physical Education



At School Activities



Individual Games

K-3

Grade Level

Equipment	Different coloured paper or small objects (e.g., math cubes, Bingo chips, etc.), chart paper, markers, soccer ball for each student, pylon for each student
Learning Outcome	Identify various fundamental movement skills and demonstrate how to perform them.
COVID-19 Safety Precautions	Inform students to not touch the papers or small objects and only touch the ball and cone at their space. Ensure students follow physical distancing guidelines as they look for clues. 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 to share with students providing an overview of the different fundamental movement skills they will use throughout the activity. 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 skill with an adult. Encourage students to practice the mechanics of the fundamental movement skills in a safe space.



Activity Description

Before the activity, cut up small pieces of paper of different colours or gather small items of different colours (e.g., math cubes, Bingo chips, etc.). Use the chart paper to create a legend for students to refer to throughout the activity. Assign a fundamental movement skill to each colour of paper or small item (e.g. blue = hop, red = jump, green = skip, yellow = dodge, orange = underhand roll, purple = kick, etc.).

Adjust the amount of movements depending on the age and stage of students. Hide the small objects around a safe outdoor space, preferably in an area with trees, logs, and other natural elements. For schools in urban centres, use the schoolyard or space available. In an open area of the space, place a soccer ball and a pylon for each student.

Invite students to stand by one of the pylons and soccer balls. As a large group, review how to perform the different fundamental movement skills students they will use for the activity or refer to the [Movement Skills Cues](#) document to support you. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document.

Share with students that they will be going on a scavenger hunt to find and perform as many fundamental movements as they can. Review the legend with the students and explain that you have hidden different coloured items around the space that represent different fundamental movements. Their task is to locate as many of these items as they can without touching or moving the items. After they locate an item, they can refer to the legend, and then make their way back to their pylon to perform 3-5 repetitions of the fundamental movement skill. If they find an *underhand roll* or *kick* item, they use the soccer ball at their pylon to perform the skill, aiming at the pylon as a target. Students can count how many items they find within the given time period to complete the scavenger hunt.

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 to do? Why?
- Which movement did you find the hardest to do? Why?



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
	Students perform the movements at a safe distance from others instead of going back to their pylon.		Change the types of movements on the legend to reflect students' ability (e.g., kick or send, hop or balance, etc.).		Students uses a sensory ball (e.g., bell ball, light-up ball, etc.) to underhand roll or kick.		Students move through the space following another individual at a safe distance.

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Observing Learning Outcomes

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

- Is the student able perform a toe-first landing when hopping?
- Is the student able to spring with their legs when hopping?
- Is the student able to transition between movements effortlessly?

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](#)