



Equipment	None
Learning Outcome	Recall game instructions and demonstrate a variety of locomotor skills.
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 different types of locomotor skills (e.g., skipping, hopping, jumping). 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 skills with an adult. Encourage students to practice different locomotor movements such as skipping around an object, jumping as far as they can, and hopping in a straight line from one spot to another.



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, review the movement skill cues for different types of locomotor skills (e.g., skipping, hopping, jumping). Encourage students to find a safe place away from others and practice different locomotor movements such as skipping around an object, jumping as far as they can, and hopping in a straight line from one spot to another.

Assign different areas of the space as the following parts of a ship:

- Front of the playing area – bow
- Back of the playing area – stern
- Left side of the playing area – port
- Right side of the playing area – starboard

Ask all students to stand in the center of the playing area at a safe distance from each other. Call out different locomotor movements and one part of the ship. All players must then use this locomotor movement to get to the designated area (e.g. hop to the stern, skip to the port, etc.). If the available space makes it difficult for all students to stand at a safe distance from each other, divide the class into two groups and provide each group a name (e.g., 1st mates and 2nd mates) and an area to stand. Ask one group at a time to go to the area called out and back using the instructed form of locomotion. The other group stays in their place and performs a stationary action such as running on the spot, high knees, or holding a tree pose. When all members of the first group are back, the second group travels to the area called out and back using the instructed form of locomotion, and the first group performs the stationary action.

Other possible actions that can be added to the activity include:

- Submarine – students stay stationary, lie down on their backs, and raise one foot in the air.
- Lifeboat port – students move to the left side of the playing area, sit down, and begin to row.
- Lifeboat starboard – students move to the right side of the playing area, sit down, and begin to 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 parts of your body did you use for the different locomotor skills?*
- *How did your ability to know which area of the room to travel to change at the beginning of the activity compared to at the end of 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
Use only the front (bow) and back (stern) of the playing area.	Students practice the different locomotor movements without moving to different sections of the room. Play music and students freeze and perform a new action when the music starts again.	Students hold a sensory object, like a knobby ball, while performing the movements.	Provide verbal and visual cues to support students with the different locomotor movements and areas of the room to travel.



Observing Learning Outcomes

Use the locomotor movement 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 a balanced landing when jumping or hopping?
- Is the student able to successfully follow instructions to travel to different areas of the playing area?

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.

[Jump, Hop, Leap, and Roll Coding](#)