



Equipment	One scarf, bean bag, or sticker per student (4 different colours to choose from)
Learning Outcome	Demonstrate various static balance poses and locomotor skills.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. 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 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 come up with different ways to practice static balance on one leg, one arm and one leg, or on one elbow and one knee.



Activity Description

If utilizing a flipped classroom approach, remind students to apply the static balance poses they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, review static balance cues. Encourage students to find a safe place away from others and come up with different ways to practice static balance on one leg, one arm and one leg, or on one elbow and one knee.

Provide each student with a scarf or a sticker so that there are 4 close-to equal groups of students with differently coloured scarves or stickers. Invite students to begin moving around the playing area using a specific locomotor skill (e.g., jump, gallop, slide, ooze, etc.). Call out “freeze” at different intervals and all students must freeze in place. Choose a colour and a type of balance movement (e.g., balance on one foot, balance on elbow and knee, etc.). Students with that colour of scarf or sticker perform the balance movement while students with different coloured scarves and stickers hop like a frog around the playing area. Call out a new locomotor skill for students to use to move around the room and begin again. Continue to call out different colours and different balance poses.

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 balance pose did you find the easiest? Hardest?
- If you were given a ball as you moved around the playing area, what different things could you do with it as you move?



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
Provide students with their own space to complete the activity within.	Students choose a mode of locomotion to move around the space.	Students may use a chair or other balancing object to support them with the balance poses.	Provide verbal and visual cues to support students with the different locomotor and balance movements.

Observing Learning Outcomes

Use the skipping, jumping, and hopping 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 extend other body parts to even out their distribution of weight?
- Is the student able to successfully demonstrate a balanced landing when jumping?

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.

[Human Bop It](#)