



Equipment	One bean bag per student, two cones per group of 3-4 students
Learning Outcome	Demonstrate teamwork skills while working with a group to solve a movement problem.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Inform students to touch only their own bean bag. Consider providing each group member a different coloured bean bag or place stickers on the bean bags to easily differentiate them. 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 or written instructions to share with students providing an overview of some (or all) of the following movements: leap, standing long jump, hop, splits, bridge, or log roll. Refer to the to the [Movement Skills Cues](#) document to support you with cues for jumping and hopping. Invite students to practice leaping, jumping, hopping, splits, bridge, and the log roll in a safe space.



Activity Description

Ask students to find a space a safe distance from others. As a large group, review how to perform leaping, standing long jump, hop, splits, bridge, and log roll. If utilizing a flipped classroom approach, remind students to apply the cues they learned or reviewed in the video or document.

Introduce to students that they can also try the forward roll or cartwheel during this activity. Instruct students how to safely perform a forward roll and a cartwheel and support students with performing these skills safely.

Divide students into groups of 3-4. For each group, place two cones 15 metres away from each other, representing the start and finish indicator. Ask each group to line up behind their start cone. Provide each student with a bean bag.

Explain to students that they will use super powers and work together with their group to complete this activity. Super powers are demonstrated by performing one of the movements from the list below, or students can come up with their own super power to perform. Consider posting a chart with the super powers below listed to support students.

Super Powers:

- Leap
- Forward roll
- Standing long jump
- Hop
- Splits
- Bridge
- Cartwheel
- Log roll

The first student in each group starts with their heels touching the start cone. On a start signal, they choose a super power, and perform the movement. Wherever they land, they will place their bean bag and run back to the end of the line for their group (e.g., if they choose to jump, they jump, and then place their bean bag where they landed). The next student will move to where the bean bag was placed, perform their chosen super power, and place the bean bag where they landed. Groups will continue this process, starting from where the last bean bag was placed, until they reach the finish cone. When students move to the last bean bag that was placed for subsequent turns, they will have to pick up their own bean bag along the way so they can mark the distance they travel for this new turn.

Once groups complete the activity, they can start the activity again. For older students, consider challenging them to complete the same super power for different rounds (e.g., one round they all jump, the next round they all do bridges, etc.).

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 movement did you experience the most success with in terms of how far you traveled and your comfort with performing the movement?
- How did your group support each other 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
	Decrease the amount of space between the start and finish cones.		Provide students with 2-3 developmentally appropriate movements to perform.		Students use the required equipment they need in order to complete the activity successfully.		Students can work with a partner to complete the activity with the cones at a shorter distance from each other.



Observing Learning Outcomes

Use the 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 demonstrate teamwork skills such as positive communication and problem solving with their group members?
- Is the student able to demonstrate decision making skills to choose movements to help their group solve the movement problem?
- Is the student a contributing member of the team demonstrating interaction and positive relationships with group members?

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.

[Flip the Cup](#)