



Equipment	None
Learning Outcome	Demonstrate various locomotor skills and identify how to use them for different movement patterns.
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.

Encourage students to find a safe space away from others. If the space being utilized is quite small (e.g. a classroom), consider pairing students to do the movements in the same area at different times. Once one student completes the movement, they wait while the other student completes the movement. Begin by inviting students to skip in a safe space away from others. Call out a shape such as a circle, figure eight or triangle and ask the students to skip this shape two times before returning to skipping in free space. For older students, consider challenging them to skip shapes such as a hexagon, oval, trapezoid, or star.

After a certain amount of time, switch the locomotor skill and ask students to practice jumping and hopping in free space. Continue to call out shapes at different intervals and students jump or hop this shape two times.

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 practice the different locomotor movements following along a rope on the floor.	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 characteristics of each shape.

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 rhythmical repetition of the step-hop on alternate feet when skipping?
- Is the student able to successfully demonstrate a balanced landing when jumping or hopping?

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.

[Do the Locomotion](#)