

The Lava is Coming!

Physical
Education



At School
Activities



Individual
Games

K-3

Grade
Level

Equipment	One cone per student, one floor marker per student (e.g., poly spot, bean bag, etc.), one soccer ball per student
Learning Outcome	Distinguish between different actions in a game and demonstrate how to dribble with the feet.
COVID-19 Safety Precautions	Inform students to touch only their own cone, floor marker, and soccer ball. Ensure students follow physical distancing guidelines as they participate in the activity. 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 dribbling with the feet. 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 practice dribbling with the feet using available objects (e.g., ball, pair of socks, stuffed animal) in a safe space available to them.

Activity Description

Provide each student with one cone, one floor marker, and one soccer ball. Ask students to find a space in the playing area at a safe distance from others where they can place their cone and floor marker approximately 6 metres apart. As a large group, review how to perform dribbling with the feet or refer to the [Movement Skills Cues](#) document to support you. If utilizing a flipped classroom strategy, remind students to apply the cues they learned or reviewed in the video or document.

Ask students to stand by their cone and explain that the cone represents an active volcano. They need to monitor the activity of the volcano and must listen and follow the actions that you call out. Ask students to begin by dribbling their ball with their feet around their volcano (cone). At different times, call out the following and students perform associated actions:

- The lava is coming! (run to floor marker for safety)
- Flying rocks! (freeze and duck with hands over head)
- Here comes the rain! (spin around with arms out and head raised to the sky to enjoy the cooling feeling of the rain)

After students perform the action, instruct them to begin dribbling with their feet around their volcano once again. Encourage older students to develop additional actions for you to call out that can be performed within their playing space. Consider inviting different students to call out the actions.

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 other ways could you play this game (e.g., controlling a ball with a stick, dribbling a ball with the hands, etc.)?
- How did you dribble the ball so that you did not hit into your volcano (e.g., head up, moved ball to foot furthest away from cone, etc.)?



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
Reduce the space students must travel between the cone and the floor marker.	Students perform various locomotor skills around their volcano (e.g., skip, jump, run, etc.).	Students use a jingle ball or other auditory ball to dribble with their feet.	The educator performs the actions and students can follow their actions.

Observing Learning Outcomes

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

- Is the student able to dribble the soccer ball using the inside of their feet?
- Is the student able to appropriately respond to the “flying rocks” cue?
- Is the student able to appropriately respond to the “here comes the rain” cue?

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.

[Clean Up Your Messy Room!](#)