

Traffic Light

Physical Education



At School Activities



Individual Games

K-3

Grade Level

Equipment	Three sheets of paper (one green, one yellow, one red), cones or floor markers (to divide playing area into physical distancing zones)
Learning Outcome	Distinguish between fundamental movement skills and demonstrate how to perform them.
COVID-19 Safety Precautions	Ensure students stay within their playing zone.

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 skipping, hopping, and static balance. Refer to the 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 skipping, hopping, and static balance in a safe space that is available to them.



Activity Description

Use the cones or floor markers to create a playing zone for each student in a safe space and at a safe distance from others. The zones should be large enough for students to skip within their zone. As a large group, review how to perform skipping, hopping, and static balance 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.

Students pretend to be vehicles responding to the colour of the traffic signal (sheets of coloured paper):

- Green – skip within their playing zone
- Yellow – hop on the spot
- Red – one-foot static balance

For older students, consider having papers with numbers 1 through 4 written on them for when the red traffic signal is shown. When the red traffic signal is shown so is a number. Students then demonstrate static balance with that number of bases of support (e.g., 3 bases of support could be two hands and one foot on the ground, etc.). Invite students to come up with other actions (e.g. filling up with gas, going through a car wash, etc.) and hold up a different coloured paper for these 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 different body parts did you have to use for the different movements?*
- *Which movement was easiest for you? Hardest? Why?*



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
Set up the playing zones for students who may require additional support close to where the traffic light signal papers will be held up.	Students perform scissor kicks (instead of skipping), jumps (instead of hopping), and use a chair for support for static balance.	Use sounds to indicate the traffic light signal (e.g., green = triangle, yellow = maraca, red = drum) in addition to holding up the paper.	The educator performs the movements and students follow their actions.

Observing Learning Outcomes

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

- Is the student able to respond appropriately to the movement cue colours?
- Is the student able to alternate feet when skipping?
- Is the student able to successfully hold a one-point balance for 3-5 seconds?

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](#)