



Equipment	Recording paper and pencil per student
Learning Outcome	Demonstrate collaboration skills when working with a partner.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups.

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 the qualities of a supportive group member such as being a good listener, helping solve problems, being an active participant, communicating well, treating others with respect, and being kind to group members. Encourage students to complete an activity with a partner such as completing a puzzle together, or even folding laundry or doing dishes together. While participating in the activity, the student should practice being a supportive group member.



Activity Description

As a large group, discuss the qualities of a supportive group member such as being a good listener, helping solve problems, being an active participant, communicating well, treating others with respect, and being kind to group members. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed from the partner activity they completed.

Provide each student with a recording sheet and a pencil. Choose the amount of numbers you would like to have students search. For younger students, consider asking them to search for numbers 1-10. For older students, consider having them complete numeration problems and search for those numbers (e.g., $10 - 9 = \underline{\quad}$, $4 + 11 = \underline{\quad}$). Ask students to write the numbers or numeration problems on their recording paper. For early writers, consider providing a recording paper with the numbers on it already.

Bring students to a large outdoor area, preferably with access to natural items (e.g., leaves, grass, sticks, pebbles, etc.). If the school is located in an urban environment, the activity can be completed in the schoolyard and small props can be placed throughout the space (e.g., math cubes, bingo chips, bean bags, etc.). Divide students into pairs. Explain that with their partner, students will locate items for each number or numeration problem. For example, for the number one, they will locate one item, such as one rock or tree, and draw it on their recording paper. They will then locate two of another item, such as two leaves or two sticks, and draw the two items on their recording paper. Students work with their partner to explore the area locating and drawing the amount of items on their recording paper. Explain to students that they do not need to collect any items but should focus on drawing the items on their recording paper.

Remind partners to stay together and to practice being supportive group members. After pairs have completed the activity, ask them to discuss with their partner what worked well and what they could improve upon. Explain that reflection and evaluation is an important part of understanding strengths and areas for improvement for being a supportive group member. For younger students, support pairs with this reflection, or do it as a whole group activity.

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.

- *How did you and your partner choose which items to draw?*
- *What is one thing you appreciated about working with your partner?*



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 size of the playing area.		Students work with their partner to find and draw as many different items they can.		Students use the required equipment they need in order to complete the activity successfully.		Provide verbal cues to support pairs with locating items.



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate several collaboration skills when working with their partner?
- Is the student able to successfully communicate their strengths and areas for improvement when reflecting with their partner or the group?

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!](#)