

Materials	Laundry basket or laundry bag, various clothing items (e.g., socks, shorts, t-shirts, etc.), timer, floor marker (e.g., plastic cup)
Learning Outcome	Develop cardiovascular endurance while demonstrating locomotor skills.

Description

Ensure there is enough space to do the activity away from any safety hazards. In the middle of the playing area, scatter clothing on the ground or floor with a laundry basket in the middle of the playing area and a floor marker 2 metres away. Explain to the child that they have a very messy room with clothes everywhere and they will need to move quickly to clean it up! Before starting, decide together a different scoring value for each clothing item (e.g., socks = 1, shorts = 2, t-shirts = 3). The child starts at the floor marker and when you say “go” and start the timer, the child moves to collect one clothing piece at a time and put it into the laundry basket. After each piece of clothing is dropped in the basket, the child runs back and touches the floor marker. Stop the timer when all the clothing is cleaned up and the child touches the floor marker. Support the child to count their score and then play the game again, trying to beat the previous score and time. For older children, challenge them to perform different movements to collect the clothing such as hopping or side shuffling to each article of clothing.

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 activity. Consider asking the child the reflection questions below and discuss the answers together.

- How did you decide which clothes to pick up each time?
- How could you make the activity easier? Harder?



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
Remove the floor marker and the child chooses where to start the activity.	Place the basket on a chair and the objects on another chair and have the child move the objects into the basket, using a chosen form of movement.	The child picks up pillows or large, soft items to put in the basket.	With permission, provide physical cues to manually support the child as they move through the space.