

Materials	Floor markers (e.g., plastic cups, stuff animals, pylons), music, paper and markers (optional)
Learning Outcome	Demonstrate a variety of locomotor skills and practice stopping and changing direction in a controlled manner.

Description

Ensure there is enough space to do the activity and check for safety hazards. Scatter the floor markers in the playing area making sure there is enough space between the markers for the child to travel. Choose a type of locomotion to travel to each marker (e.g., hop, skip, jump, gallop, run, dodge). Review how to perform each type of locomotor skill or refer to Movement Skills Cues to support you. Choose a body part for the child to touch the floor markers with (e.g. elbow, toe, knee, hand, thumb). Start the music and invite the child to use the chosen locomotion and try to touch as many markers as they can using the designated body part. When the music stops, the child will freeze and share with you how many floor markers they touched. Decide on a new locomotion for travel and another body part to touch the markers. Challenge the child to surpass the number of markers touched each round. For older children, consider placing numbers on the markers and having them touch them in sequence, or place letters on the markers and have them spell their name or words.

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.

- Which locomotion skill was the easiest for you? Hardest?
- What happened to your breathing as you played? Why did this happen?



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
Place the floor markers in a square or rectangular shape.	The child moves using a chosen locomotion (e.g., walking) and touches specific objects with their hand, or any other chosen body part.	The child follows a tactical line (e.g., rope or string taped to the ground) to each floor marker.	The child moves through the space following another individual.