

Materials	Music
Learning Outcome	Demonstrate rhythm, coordination skills, and movement skills by performing actions to the beat of the music.

Description

Ensure there is enough space to do the activity away from any safety hazards. Explain to the child that they will perform movements to the beat of a song based on the popular game called Bop It. If the child has never played Bop It, they can still enjoy playing Human Bop It!

Choose music with a strong beat and as the music is played call out the following actions for the child to perform:

- Kick it - kick in front of your body
- Twist it - plant your feet on the floor, and twist your torso gently to the side and then back to the centre
- Spin it - do a 360 degree spin
- Pull it - imagine you are pulling two levers down from above your head
- Bop it - jump in the air

As you call out the actions, encourage the child to perform them to the beat. Increase or decrease the speed that you call out actions depending on the skill level of the child.

Switch roles for the next song and allow the child to call out the actions and you perform them.

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 action did you enjoy performing the most? Why?
- Were you able to perform the actions quicker the more you did them?



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
	Complete the activity in a space with minimal distractions.		Adjust the actions to match the ability of the child and use verbal cues to call out the name of the action (e.g., stomp, hands in the air, touch your toes, etc.).		Use a maraca (plastic bottle half filled with rice) or drum to create the beat.		The child follows the movements of another individual.