

Materials	Paper, marker, small container
Learning Outcome	Perform a variety of fundamental movement skills and practice making patterns using these skills.

Description

Cut up small pieces of paper and write movement skills on each piece (e.g., write jump on 5 papers, hop on 5 papers, leap on 5 papers, roll on 5 papers, etc.). Place the papers in a small container. Ensure there is enough space to do the activity away from any safety hazards. Review how to perform each of the movement skills or refer to [Movement Skills Cues](#) to support you. Have the child pull 6 papers out of the container and arrange them in a line making the performance code. For example, the code may be jump, hop, hop, roll, leap, leap. Perform the code together a few times and then challenge yourself to see if you can do it by memory. For older children, consider writing a direction arrow on each piece of paper so they change directions as they perform the code (e.g., jump forward, hop backward, hop left, roll right). Continue to make new codes and perform them and change the movement skills if you want to try new movements. Other movements can include skip, run, or dodge.

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.

- Are certain movements harder than others? Why or why not?
- How has your ability to perform the movements and the codes changed from the beginning of the activity to the end?



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.	Change the types of movements on the cards to reflect the child's ability (e.g., twist, bend, arms up, etc.).	Provide the child with a sensory object, like a knobby ball, to hold while performing the movements.	The child holds onto another individual for stability while performing the movements.