

Equipment	Music and speaker (optional)
Learning Outcome	Differentiate and perform various creative movements at a safe distance from others.
COVID-19 Safety Precautions	Ensure that students are able to move freely within the space without compromising physical distancing guidelines.

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 encouraging them to observe animals that they see in and around their home environment (e.g., pets, birds, bugs, farm animals, etc.) and practice mimicking their movements. If no animals are observable, students can watch videos of animals in their natural habitats. Ask students to consider the speed, direction, energy, and body parts that the animals use when moving.

Activity Description

Encourage students to spread out in a large open space. As a large group, ask students to think of different types of animals and their movements. Consider the speed, direction, energy, and body parts that the animals use when moving. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or written instructions.

Call out various types of animals (e.g., frog, snake, rabbit, fly, cat, bear, etc.) and ask students to move their body in the open space around them to mimic the animals. If students need support coming up with movements, provide question prompts to support students (e.g., What parts of the body does a frog use to move? How many legs or arms does a frog use to move? If using music, encourage students to perform the movements at the same beat or tempo of the song. For older students, consider calling out descriptive words (e.g., strong, fast, jump, slither, etc.) and have students choose an animal to mimic that aligns with the word. Ask students to share the animal they chose to mimic.

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.

- *What different movements did you use when you were mimicking different animals?*
- *Why is it important for humans and animals to move their body?*



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.	Call out verbal to support students with different movements (e.g., jump like a rabbit, etc.).	Provide students with a sensory object, like a mesh squish ball, to hold while performing the movements.	The student moves through the space following another individual.

Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully demonstrate types of movement associated with different animals?
- Is the student able to successfully perform different types of creative movements with their body?
- Is the student able to successfully move through the space at a safe distance from others?

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.

[Do the Locomotion](#)