



Equipment	Music and speaker (optional)
Learning Outcome	Demonstrate body awareness by creating and following different movements.
COVID-19 Safety Precautions	Ensure that students are spread out and 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 about body awareness. Share that body awareness helps us to know how different body parts move, feel, and work. Encourage students to practice body awareness by following movements in dance videos, yoga videos, or the movements of a family member.



## Activity Description

Encourage students to spread out in a large open space. As a large group, discuss how body awareness helps us to know how different body parts move, feel, and work. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or written instructions.

Begin performing different types of movement encouraging students to mirror the movements. Ensure to move at a pace that students can follow. Choose interested students to take a turn being the leader.

For older students, invite them to find a partner and stand facing each other and a safe distance apart. One partner acts as the lead, performing various movements, while the other mirrors the same movements. Encourage students to move at a pace that can be followed by their partner. After a certain amount of time, partners switch roles. Students can also switch partners and practice different movements.

Encourage students to participate in the activity by using non-verbal forms of communication. Also encourage students to consider how to move at different levels (high/medium/low), energies (light/strong/weak/sharp/smooth), directions (forwards/backwards/left/right/up/down), pathways (straight/curved/zigzagged/turn), and use different body parts.

## 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.

- *How were you aware of your body as you performed the movements?*
- *Were there different movements that were easier for you to follow? 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
Complete the activity in a space with minimal distractions.	Sing songs or play videos that students can follow along with and move different parts of their body.	Place a chair or other stabilizing object beside the child to hold while performing the movements.	Provide verbal cues to students that align with the different movements being performed.

### Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully mimic most of the movements performed by the leader?
- Does the student demonstrate body awareness by staying within their own personal space while performing the movements?

### 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.

[Human Bop It](#)