

You'll need: scarves, light balls, cones, bean bags

You can play: outside, in the gym, on the blacktop

Game 1

Switch

Form groups of six or seven learners. For each group, create a square with four cones in the corners approximately three metres apart, and place one cone in the middle of the square. Four people start on the corners, one person in the middle and the rest in a line up on the edge of the square. The first person in line shouts 'Switch!' and the people on the corners and in the middle have to find a new corner to stand on. The person who does not get a corner moves to the back of the line. The person that shouted 'Switch!' now moves to the middle cone. The new person at the front of the line calls 'Switch!' and the game repeats.

Game 2

Jump Battle

Working with one other person, learners try to jump as far as they can. Give each learner a bean bag or object to mark their jump with. From a line/starting point, the first person jumps as far as they can from a standing position and marks the back of their heel with their bean bag/object. The next person then jumps and sets their own mark. The children continue to jump attempting to get further than their mark each time.

Encourage learners to give advice to the person jumping, looking to see if the jumper is using their arms, bending their legs to generate force on take off or absorb force on landing.

Game 3

Mini Parachutes

In groups of two, gather one juggling scarf and one light ball. Each person grabs two corners of the scarf and places the ball in the middle. The pair then has to try and launch the ball in to the air and catch it. Progress this activity by challenging the pairs with other objects and seeing how high they can get them.

Extend the activity by joining pairs with another pair and having them pass the object back and forth.

Debrief

Was it easy to see how people moved?

Did you copy any movements when you think it may have helped you go further or higher?

How was it to receive feedback on your movement from someone else?

Knowledge and understanding are a large component of developing physical literacy. Being able to understand how movements are formed, the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments are all factors that lead to people engaging in physical activity for life.

We can build the knowledge and understanding of the learners within a physical activity context by using many different strategies. One effective strategy is to use peer-to-peer learning. Peer-to-peer learning allows learners to work through new concepts and material with other individuals engaged in the same work and provides them with opportunities to teach and be taught by one another, expanding their perspectives and fostering meaningful connections.

Within a physical education setting, this provides us an opportunity to give cues regarding a specific skill to the entire group, and then encourage the learners to observe and correct those movements with their peers. In the corresponding lesson plan, the cues for jumping may be:

- point your toes straight ahead
- pretend your sitting on a chair or motorcycle
- get in to the 'ready' position
- throw your arms up in to the air
- stretch your body up and in to the air like a superhero
- pop up like a piece of toast out of the toaster
- land on the balls of your feet
- bend you ankles, knees and hips
- land as quietly as a mouse

Engaging the learners in looking for these specific movements by a peer builds the knowledge and understanding of the movement within themselves. Asking the observer to provide feedback creates the opportunity for the individual to communicate complex thoughts and characteristics, and they may even perform the movement as a demonstration.

Another aspect of peer-to-peer learning is being aware of the importance of mimicry. Mimicry allows children to learn from others without any explicit instruction. Mimicry can be a powerful tool of discovery when a game has many ways of being played, and when one group finds an efficient solution it may be quickly copied by others.

If you have any questions or would like more information on how to accomplish anything mentioned above, please email play@pise.ca.