

Materials	Two sections of rope or string, 4-5 stuffed animals, scarf or dish towel, 5-6 paper dots, 5-6 stickers, streamer or ribbon
Learning Outcome	Demonstrate how to balance using different body parts and perform a variety of contrasting movements.

Description

Ensure there is enough space to do the activity and check for safety hazards. Create a gymnastics floor routine for the child with different movement stations around the space. Examples of different stations are provided below.

- Walk along a rope or string and jump over stuffed animals placed along the rope.
- Hold a tree pose for 3-5 seconds.
- Do a wall handstand.
- Do a log roll along a rope while holding a scarf or dish towel above their head.
- Hold a bridge pose for 3-5 seconds.
- Jump from dot to dot taped to the ground.
- Walk on their hands with someone holding their legs and touching each sticker with one hand.
- Spell their name with the streamer or ribbon.

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 movement was the easiest for you to do? Hardest? Why?
- What parts of your body are you moving or using at each station?



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
Reduce the amount of stations throughout the space.	Develop stations that the child can perform different movements at specific to their ability.	The child uses the support equipment they require to complete the activity.	The child follows the movements of another individual.