

Working Together: Movement Skills and Healthy Relationships

30 minutes, 3 stages

When you move with others, in sports, dance, or games, you need both physical skills and the ability to work as a team. This homework helps you see how practice improves your movement and how respect and communication make group activities work better. You will think about how feedback helps you improve and how listening to others builds trust ([Outcome](#), [Outcome](#)).

Stage 1: Reflect on Your Movement (8 min)

Think about a physical activity you do regularly: a sport, a game, a dance class, or something you do at home or school.

Write the name of the activity.

Now answer these questions in a few sentences each:

1. What movement skill in this activity have you improved through practice? Describe what you could do at first and what you can do now.
2. How did you learn to do it better? Did someone give you feedback (like a coach, teacher, or friend saying "try this" or "you almost had it")? Did you notice yourself getting better?
3. Name one movement skill from this activity that you could use in a different sport or activity. For example, if you play soccer, the skill of balancing on one foot transfers to ice skating. What skill transfers, and where could you use it?

Stage 2: Healthy Teamwork in Movement (12 min)

Working well with others during physical activities depends on respect, communication, and trust ([Details](#), [Outcome](#)).

Read each scenario. Write a short answer (two or three sentences) for each one.

Scenario 1: Feedback

You are playing basketball with friends. Your friend tries a new jump shot and misses. You want to help them improve. What is one thing you could say that gives helpful feedback without making them feel bad? (Remember: good feedback is specific, honest, and kind.)

Scenario 2: Listening

During a team game, one of your teammates suggests a new strategy. You do not think it will work. How could you listen actively and show respect for their idea, even if you disagree? What could you say?

Scenario 3: Boundaries

A friend asks to borrow your sports equipment and says they will not tell anyone they have it. This makes you uncomfortable. How would you set a personal boundary and explain why you need to keep your equipment where you can see it? ([Details](#))

Scenario 4: Handling Conflict

Two friends on your team are arguing about the rules of a game. The argument is getting louder and people are upset. What is one thing you could do or say to help resolve the conflict calmly? ([Details](#))

Stage 3: Plan Your Practice (10 min)

Choose one movement skill you want to improve over the next two weeks. It can be from the activity you named in Stage 1 or something new.

Write down:

1. The skill you will practise (for example: dribbling a basketball, doing a cartwheel, throwing accurately, balancing on one foot).
2. How often you will practise it (for example: three times a week, every day for 10 minutes).
3. One way you will get feedback to help you improve. Will you ask a friend to watch and tell you what they see? Will you record yourself and watch it back? Will a teacher or coach give you feedback? ([Outcome](#))
4. One way this skill might transfer to another activity you do. How could it help you in a different sport, game, or movement activity?

Self-check

Answer these questions to see if you understand what you have learned:

1. How does practice help you get better at a movement skill? Give one example from your own experience.
2. Name two things that make a healthy relationship in a team or group activity. How do they help the group work together?