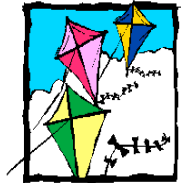




2008 Seasonal Activity Calendar
Spring Edition



Spring

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Rake Some Leaves	Intercept	ⓐ(A(K-9))-1 Block Walk/ Jog	Crows and Cranes	Get Strong 101 Classroom Workout	ⓐ(A(K-9))-13 Catch the Tiger Tail/Flag Roundup	Play with a Hula Hoop
Go For a Walk Around the Neighborhood	Shipwreck	Treehawk	ⓐ(C(K-9))-3 Positive Playground Activities	Zig-Zag	Computer Fitness Challenge	Shoot Hoops
Go Bowling	ⓐ(A(K-9))-5 Pirate Ball	Dominos Fitness	Catchball Craze	ⓐ(C(K-9))-5 Summer Olympic Stations	Friday Fruit Basket	Bike Ride with your family
Fly a Kite	Chuck the Chicken	Zoom Eek	Spring Card Run	Collection of Spring Tag Games	ⓐ(A(K-9))-5 Mass Soccer	Ride a Scooter, Skateboard, Roller Blade
Plant Some Flowers or an Herb Garden	Explosion	Around the World	Spokeball	ⓐ(A(K-9))-2 Summer Active Fitness Circuit	Make Your Move	Play Catch

2008

The activities shared in this Spring 2008 Activity Calendar are intended to support teachers with activity ideas for Physical Education and the Daily Physical Activity Initiative. Some of these activities are offered as warm-up activities in P.E. or ideas that can be implemented in the classroom.

The clock symbol ⌚ indicates an activity to facilitate student learning during a lesson that is 30 minutes or longer.

The  symbol indicates an activity that can be shared with students as a daily physical activity in a smaller space.

For more ideas visit:

www.schoolscomealive.org

INTERCEPT

Students form a circle with one or two students in the middle. A ball is passed across the circle while the students in the middle try to intercept the ball. The ball cannot be passed to the student on either side and if the middle student touches the ball, they switch places. Some variations include limiting the pass to one type (chest, bounce), setting a number of passes that can be made before the student in the middle is changed, using more than one ball and playing this activity in smaller groups of 4 or 5.

BLOCK WALK/JOG



A(K-9)-1 Physical Education – Basic Skills

Students experience and develop locomotor skills through a variety of activities

Create a list of activities and place them in a reusable container. Go for a walk/jog with your class around the playground or neighborhood. After a few minutes of walking or at a certain landmark, ask one student to select an activity from the container. All students participate in the activity for 30 seconds, then continue on the walk together. Be sure to have a supervisor at the end and at the front of the group for safety reasons.

CROWS AND CRANES

Students are split into two teams with each team standing on a line facing each other about 2-3 meters apart. One team is named "Crows" and the other is "Cranes". When the teacher calls out a team name, that team chases the other team to the end line. The end lines should be at least 1-2 meters from the wall and could be marked by pylons. The team being chased should try to get to the marked end line before the chasers tag them. If a person is tagged, he/she joins the other team. Each time the team gets to the end line, except for those tagged, they go back to the start. To add an element of anticipation, the name called could be drawn out, such as, "Crrrrrrrr...". You could also have both teams touch one foot on the center line, then call out a name.

GET STRONG 101! CLASSROOM WORKOUT



This activity helps supports the Daily Physical Activity Initiative and can be used in a small space. See the *Daily Physical Activity: A Handbook for Grades 1-9* for more activity ideas, equipment and facility usage tips, scheduling and mentoring tips.

In the high-energy DVD, *Get Strong 101: 101 Strength and Conditioning Games and Activities* by Judy Notte Howard, you will help your students aged 10 to 18 get strong and feel great. The moves on this DVD are the same techniques used by elite athletes, but they have been adapted by strength and conditioning expert Jon Bula for use in the classroom, in the gym, or at home. Each activity is presented with a clear demonstration and description of how to perform the moves correctly, safely, and efficiently. The activities cover every aspect of strength and conditioning:

- Strength training
- Speed, agility, and quickness
- Balance & Stretching

CATCH THE TIGER TAIL/FLAG ROUND-UP



A(K-9)-13 Physical Education – Application of Basic Skills in Individual Activities

Students select and perform basic skills of running, jumping and throwing activities in a variety of environments and using various equipment.

Each student is given a flag belt and two flags. Pylons are placed down on the end lines and two students are chosen to be "Its". Start the activity by having the "Its" stand in the middle of the playing area. On the signal, students attempt to move from one end line to the other without getting their flags taken by the "its". If one flag is removed, the student is still "safe". If both flags are taken, the student must join the middle students and also be an "It". Hula-hoops can be placed inside the playing area and used as "safe zones" for students to take a 5 second break in.

SHIPWRECK

Students in teams of 4 or 5 stand together on an end line all holding onto a hula-hoop (one hand each). On the signal, students jog to the other end line and back while holding onto the hula-hoop. While they are moving together, "shipwreck" is called out. At that point, all students must get inside their hoop. When all teams are inside their hoop, "go" is called out and teams must continue from where they left off. Be sure to remind students that all members must be outside of the hula-hoop before continuing on.

TREEHAWK

Place hula-hoops around the playing area to symbolize "trees". Select one or two students to be "hawks". All of the other students are "birds" and must find a tree to stand in. The object of the game is for any two birds to trade places by moving from tree to tree before the hawk tags him/her. In order to trade with another bird, a student must blink two times to a bird occupying a tree. If blinked at, a bird must leave and find another tree. A bird is safe when occupying a tree and can only stay in a tree for a maximum of 10 seconds. If a bird gets tagged by the hawk, he/she becomes the new "it".

POSITIVE PLAYGROUND ACTIVITIES



C(K-9)-3 Physical Education – Cooperation

Students will interact positively with others.

Visit www.positiveplaygrounds.ab.ca to order your copy of the *Positive Playgrounds Manual and Comprehensive Resource of Outdoor and Indoor Games*. The manual contains as easy to use, step-by-step guide for putting the "play" back into your playground. Activities such as hopscotch, skipping, jacks, wall ball and tarmac games, and many others are included. An example of a tarmac game is four square.

Four Square Advanced: Draw a large square on the tarmac using chalk and divide it into four smaller squares. Each student occupies a square and those not in a square stand in a line just off to the side. Divide the squares into A-Ace, K-King, Q-Queen and J-Jack. To start, the Ace serves the ball by bouncing it into his/her square once and then hitting it towards one of the other squares. The receiving student attempts to hit the ball to any other square after one bounce. Play continues until it either hits another student or the ball bounces more than once. If this happens, then that student moves to the back of the line and everyone moves one square over. The student at the front of the line then moves into the Jack square.

ZIG-ZAG

Students are given an index card with a list of 5 colors on it. Each card should be different (ie. Blue, Red, Yellow, Green, Purple). Different colored pylons are placed around the playing area. Students read their card and touch the pylons in order according to their card. If an activity is posted at a pylon, they perform that activity. After the card is completed, they choose another. Students can be given the opportunity to work alone, with partners or small groups. Try having students dribble a ball to the colored pylons.

COMPUTER FITNESS CHALLENGE



This activity helps supports the Daily Physical Activity Initiative and can be used in a small space. See the *Daily Physical Activity: A Handbook for Grades 1-9* for more activity ideas, equipment and facility usage tips, scheduling and mentoring tips.

This is a great rainy day activity to be used in the computer lab and can be tailored to your needs. Follow the steps here for a fun fitness challenge:

- Type in www.2learn.ca
- Click on [Kids Love 2Learn.ca](http://www.2learn.ca)
- Click on [Physical Education](#)
- Click on [Personal Responsibilities](#)
- Scroll down and click on [Fitness Challenge](#)
- Read the instructions in the stopwatch and then press play
- Press play and read/go through the "10" fitness challenges orally first
- Go over some safety considerations
- PLAY TIME!
-



PIRATE BALL



A(K-9)-5 Physical Education – Individual Activities

Students participate in running, jumping and throwing activities; individual manipulatives; combatives or self-defense activities, and target activities.

Split the group into two. Each student in one of the groups has the equipment (ie. lacrosse ball, basketball, soccer ball). The other group are the pirates and do not have equipment, but attempt to take the equipment away from the other group and bring it to a designated spot outside of the playing area. The students who had the equipment taken must move to the outside of the playing area and perform a fitness activity such as 5 tuck jumps or 10 jumping jacks

DOMINOS FITNESS

Put up posters with dominos drawn on them and fitness activities underneath each around the playing area. Place the actual dominos on the ground in the middle of the playing area. Students move to the middle pick up a domino and find the matching domino poster on the wall. They complete the fitness activity that corresponds to that domino. When they have completed the activity, students move to the middle to select another domino.

To order a copy of this DVD visit www.dvdskills.com

CATCHBALL CRAZE



This activity helps supports the Daily Physical Activity Initiative and can be used in a small space. See the *Daily Physical Activity: A Handbook for Grades 1-9* for more activity ideas, equipment and facility usage tips, scheduling and mentoring tips.

The catchball is a star-shaped piece of equipment that can be used in **activities** and catching games to help improve hand-eye co-ordination and eye tracking. Using catchballs, complete the following challenges:

1. How quickly can the group catch 20 points?
2. Which team can catch to 20 points first?
3. Try multiplying, adding and/or subtracting where if the 4 is caught, then you must multiply it by the next number caught. Continue until you reach 100 points.

SUMMER OLYMPIC STATIONS



C(K-9)-5 Physical Education – Cooperation

Students display a willingness to play cooperatively with others in large and small groups that contributes to teamwork.

Noodle Hurdle-tape pool noodles across and on the top of two pylons and have students jump over the noodles

Olympic Torch Relay-pass a shortened pool noodle amongst a team that is standing in a straight line facing the same direction (over head, under legs, over head...)

Frisbee Discus-record the distances thrown. Best out of three throws

Shot Put/Softball Throw- record the distances thrown. Best out of three throws

Basketball-count how many shots made in a time at a given distance

Olympic Rings-toss 10 rings at 2 pylons being held by teammates and attempt to ring all 10 onto the pylons

Travel to Host City-ride scooters around course and back

FRIDAY FRUIT BASKET



This activity helps supports the Daily Physical Activity Initiative and can be used in a small space. See the *Daily Physical Activity: A Handbook for Grades 1-9* for more activity ideas, equipment and facility usage tips, scheduling and mentoring tips.

Arrange the chairs in the classroom in a circle and be sure that every student except for one sits on a chair. The student without a chair stands in the middle of the circle. Give each student the name of a fruit only choosing 4-5 different names of fruit (ie. orange, apple, watermelon, kiwi, orange, apple, watermelon, kiwi...). On the signal, students on the chairs get up and move in the circle in a clockwise direction. When the center student calls out the name of a fruit, those with that name must switch places with each other. The student that does not get a spot becomes the new middle person. If the student in the middle calls out "fruit basket", all students must switch places. Students may not switch places with the student on either side of them.

CHUCK THE CHICKEN

Divide the class into two groups in order to play two games and divide each group into two teams. One team has the chicken and is "up to bat." The batter throws the chicken as far as he/she can in any direction (within designated boundaries). After throwing the chicken, the batter runs around his/her team (which is lined up) as many times a possible while the team counts laps. Meanwhile, the entire fielding team chases the chicken. The first person who gets to the chicken holds the chicken up while the other team members line up behind him/her. The group passes the chicken over heads then under legs to the end of the line. When the chicken reaches the end, the person at the end of the line is now "up to bat" and throws the chicken as far as he/she can in any direction, then begins to run laps around his/her team. The activity continues for a designated amount of time. Teams should ensure that a different person is at the end of the line each time so that all have a turn to throw.

ZOOM EEK



This activity helps supports the Daily Physical Activity Initiative and can be used in a small space. See the *Daily Physical Activity: A Handbook for Grades 1-9* for more activity ideas, equipment and facility usage tips, scheduling and mentoring tips.

A Zoom or car (soft ball or beanbag) is passed around a circle in a counter clockwise direction. A student can reverse the car by calling out "eek". No one can call out "eek" more than once. Try using two cars and have them start in the opposite direction around the circle.

SPRING CARD RUN

Divide the students into groups of 4-5. Have each group take turns designating a 'Card Leader' who is responsible to come to the teacher or a designated area to collect a card. Once the card has been collected, the whole group works together to complete the designated physical activity for that card; e.g., Ace=10 jumping jacks, King=8 shoulder rolls, Hearts=6 lunges with alternate legs etc. Write the activities on a chart and ensure that the activities chosen are ones that can be done in the activity area. Try incorporating equipment into some of the tasks, such as, Jack=6 ball bounces to a partner.

COLLECTION OF SPRING TAG GAMES

ROLLER BALL TAG

This activity can be played indoor or outdoor with an omnikin ball. Two students are designated as "It" and must work together to roll the omnikin ball to tag another pair that are either holding hands or elbow linked. If tagged, that pair becomes "It". Incorporate another omnikin ball if you have two. Visit www.omnikin.com for more activities and for ordering information.

BEAR PAW TAG

Choose two or three students to be "It". Students speed walk around the area. If caught, students do a "bear walk" on all fours, find another bear, shake or high five paws, then re-join the game.

COUCH POTATO TAG

Students walk quickly around the classroom. Three or four students are "It". If tagged by an "It", students must "sit" in a crouch position and pretend to be sitting on the couch, watching TV or playing an electronic game. Designate two or three "Active Angels" who visit each couch potato. The couch potato must tell the Active Angel an activity that they could do to be active in their free time. They are then free to re-join the game.

MASS SOCCER



A(K-9)-5 Physical Education – Basic Skills

Students participate in running, jumping and throwing activities; individual manipulatives; combatives or self-defense activities, and target activities.

Divide the students equally into a maximum of eight teams. Each team is given eight pinnies, two pylons, seven bean bags, eight hula-hoops and one ball (all of which are in the same color to distinguish each team). Eight goals are set up using the team's pylons in a large circle formation and one hula-hoop is placed beside each team's goal. All teams must have a goalie. The team's bean bags (all of one color) are placed beside one of the pylons. The object of this activity is to be the first team to score on all of the other seven teams. When a goal is scored, the "scorer" retrieves the ball for his/her teammates to continue playing. The "scorer" then takes a bean bag from the team he/she just scored on (ie. If the blue team scores on the purple team, then the scorer for the blue team must take a purple bean bag from the purple team's goal). The scorer places the bean bag in their hula-hoop and continues playing. After all seven different colored bean bags have been placed in their hula-hoop, the entire team sits down. Bean bags must be placed not thrown and students cannot kick another team's ball, unless it is threatening their goal. Only one color of each bean bag is to be collected and goalies must either roll the ball out or kick it from the ground (place kick) after saving it.

EXPLOSION

Each student holds a ball or soft object in each hand. The balls are "asteroids". Designate two or three students to be "its". If tagged by an "it," a student "explodes", jumping up and throwing their asteroid in the air. They must freeze in place until they can get another asteroid. A frozen player can receive an asteroid from a player still moving, can catch an asteroid that is thrown when someone else "explodes" or can reach an asteroid that has been thrown previously. When they get an asteroid, they may move in the game again. Be sure to change the "its" frequently.

AROUND THE WORLD FITNESS



This activity helps supports the Daily Physical Activity Initiative and can be used in a small space. See the *Daily Physical Activity: A Handbook for Grades 1-9* for more activity ideas, equipment and facility usage tips, scheduling and mentoring tips.

Each student stands beside his/her desk and records an activity on a sheet of paper (e.g. jumping jacks, crunches, leg raises, running on the spot). The students perform the activity they have written down. Decide beforehand whether this activity is to be timed or a number of repetitions will be performed. On a signal, students move to the next desk. They read the activity already recorded on the paper and perform that activity. Brainstorm possible activities with your class prior to beginning (post on chart paper/bulletin board). Try having the students remain at their own desk and rotate the sheets of paper throughout the classroom.

SPOKEBALL

Place one hoop in the centre of the playing area and the remaining six hoops an equal distance away from the center. Place all of the balls in the center hoop. Divide the students equally into groups and ask each group to sit behind a different hoop. Within each group, the students should number off - one to five. Call out a number between one and five. When the number is called, the students with that number jog to the center pick up one ball and return it to their hoop. Numbers are continued to be called out and the students with the corresponding numbers run to the center hoop or to any other hoop (since there might not be any left in the center) to get a ball and bring it back to their group's hoop. The object is for the groups to collect three balls into their hoop. When one group gets three balls, all of the balls are quickly returned to the center and the game is repeated.

SUMMER ACTIVE FITNESS CIRCUIT



A(K-9)-2 Physical Education – Individual Activities

Students participate in running, jumping and throwing activities; individual manipulatives; combatives or self-defense activities, and target activities.

Set up stations around the activity area. Divide students into small groups of 3 to 5. Assign each group a start point on the circuit. Students work at the station for 1 minute and move to the next station on your signal. The circuit can include the following fitness activities:

- Pedal Push - Do push-ups: 10 against the wall, 10 on the floor, repeat. Push-ups can be modified to have students keep their knees on the ground.
- Puddle Jump - Do 20 side to side jumps while skipping, do 20 high knees together for jumping over puddles.
- Sit-ups - Do 25 partial sit-ups on the floor.
- Super Shuttle Run - Sprint 10 metres from line A to line B; repeat.
- Beach ball Lifts - Lift a ball (medicine ball) from the ground above the head and back down to the ground; repeat. To pick up a medicine ball properly, bend down and get in squat position, pick up the medicine ball with two hands, then slowly straighten legs to standing position, keeping back straight.
- Bubble Jump - Standing in front of a wall, jump to touch the wall as high as possible (burst a bubble); repeat.
- Hot Seat - Sit with back against the wall, legs at 90 degrees to form a chair position and hold.
- Jump for Joy - Do a variety of jacks (e.g., jumping jacks, star jump, stride jump).
- Run for It! - Jog around the area

MAKE YOUR MOVE!

Your turn to create an activity that requires limited equipment and can be done in small spaces. Be creative and get everyone in your school moving! Consider having students create an activity calendar specific to the events and needs of your school community - or create a family activity calendar and send a copy home in the school newsletter! Be sure to share your ideas so they can be shared with teachers throughout the province in future activity calendars! Call or email anytime - (780) 454-4745, tracy@schoolscomealive.org.

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