

Ever Active Schools

Presents:

Recipe Card Lesson Plans

Sets are available for grades K-3 and 4-6 and were developed for Elementary Generalist teachers by experienced Alberta physical education specialists. Each set is only \$20 and contains:

- 37 double sided, card stock, full colour 5"X7" cards
- 6 lessons in each of the five dimensions plus 6 DPA appropriate lessons for small spaces.

Division 1 (K-3): 6 units of 6 lessons each (available now!)

- Dance: Hip Hop progressions
- Types of Gymnastics: Locomotions, Leg Landings, Floor Supports, Safety Roll Landings, Balances & Vertical Rotations
- Individual Activities: Running, Jumping and Throwing
- Games: Scooter Activities
- Alternative Environments: Outdoor Activities for all seasons
- Daily Physical Activity: Activities for small spaces

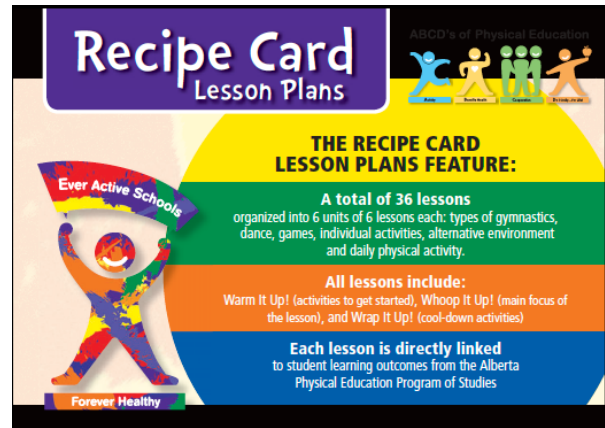
Division 2 (4-6): 6 units of 6 lessons each (available on or before April 30, 2009)

- Dance: Hip Hop progressions
- Types of Gymnastics: Locomotions, Rotations, Swinging
- Individual Activities: Fitness Activities
- Games: Invasion Games
- Alternative Environments: Orienteering and Letterboxing
- Daily Physical Activity: Activities for small spaces

Sets will be available from the EAS office or online (coming soon!) Visit www.everactive.org for more information and the latest updates or email Karen@everactive.org to order your copies.

Practical ways to use your Recipe Card Plans:

- Hole punch each lesson and place in a small 3 ring binder with tabs for easy access and organization
- Organize the plans in a recipe card box. Add some tabbed dividers and you can quickly find the lesson you need
- When a substitute teacher is in for you, photocopy a lesson plan – everything they need will be on one page!
- Keep a set in the library or staff room for all teachers to access
- Download the Word template from the Ever Active Schools website and write your own plans into easy to use recipe cards
- Laminate the cards for extra durability and weather protection
- Make up equipment bags to match each unit plan so teachers can grab the cards and the equipment and be ready to teach!



Strategies for Planning Safe and Engaging Physical Education Opportunities:

- Choose the appropriate outcome from the Physical Education Guide to Implementation **first**, then decide what activity you will use
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- Always consult the Safety Guidelines for Physical Activity in Alberta Schools (www.acicr.ualberta.ca) as the minimum standard of care for your students


Front side:

- Incorporate warm-ups and cool-downs that are linked to the main part of your lesson
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- Decide upon and implement a “safety stop” signal as well as a way to get student’s attention in a respectful way
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- Establish and stick to routines that provide for maximum amounts of physical activity
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- Collaborate and share ideas with colleagues
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- Be creative in your equipment choices and feel free to use innovative stuff (like grocery bags for juggling!)
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- Allow for student input and ideas and be sure to give them voice and choice when possible
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- Maximum activity time, minimum wait time!
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- One per ball and a ball for all!
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- Be a role model for your students
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- Share the joy of physical activity with parents and staff


GRADES K – 3

Daily Physical Activity

Lesson 2 of 6



ABC's of Physical Education



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	CT-2-5

Activities in Small Spaces

EQUIPMENT
4-6 small-medium sized playground balls » beanbag for each student

RELATED RESOURCES
Daily Physical Activity: A Handbook for Grades 1-9 Schools, Alberta Education, 2006, www.education.alberta.ca/teachers/resources/dpa/asp


Warm It Up
BEANBAG HATS
Give each student a beanbag and instruct them to stand in a personal space. Placing the beanbag on the head as a hat, students move around the activity area using a variety of locomotor movements (e.g., skipping, side stepping, heel-toe walking). Should the hat fall off, students must freeze, balancing on one leg, until they are rescued. Any other student may rescue a frozen student by placing their hat on the frozen student's head and picking up the fallen hat and placing it on their own head. Increase the level of difficulty by challenging students to change direction every time they meet another student in the activity area, change levels as they move, and to rescue a frozen student by picking up the fallen hat while their own hat remains on their head.

Safety First!
For safety, equipment, and supervision considerations when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.

Clues that students are achieving the outcome...

"Students will display a willingness to play cooperatively with others of various abilities, in large or small groups." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can willingly rescue classmates during the warm up activity
- Students can work with other group members to complete tasks and improve performance



Back side:


GRADES K – 3

Daily Physical Activity

Whoop It Up
AROUND & AROUND IT GOES!
Be sure to take into account the abilities of all students when planning learning opportunities and incorporating variations as needed to ensure learning and success for all. Divide the class into 4-6 groups. The students in each group stand with their arms extended to the side, which will allow for a 3-4 foot space between each student. If the activity area is a classroom, there can be desks inside the circle. Provide each team with a playground ball. One student in each circle is chosen as the leader and always starts the game. Consider changing leaders after each task. The goal of the game is to move the ball around the circle as many times as possible in the given time frame; e.g., 1-2 minutes for each task.

On the signal to begin the first task, the leader in each circle starts by passing the ball underhand, to the student on his/her right. The ball or object continues around the circle making its way back to the leader. When the ball gets back to the leader, the group has completed one round and yells out "one" while continuing to pass the ball around the circle. The ball is not allowed to skip a student and if it is dropped at any point, must be returned to the leader and that round starts over. After the first attempt, have the group try and beat their record. Repeat one more time (optional). Introduce different ways of passing the ball for the next tasks; e.g., under the leg, behind the back, over and under (over the head, under the legs), a single bounce to the next student. Teachers can direct each task, or invite students to offer suggestions for new ways to pass the ball. Remind students that although speed is necessary to beat their records, teamwork and accuracy are also required to be successful.

Safety First!
For safety, equipment, and supervision considerations when playing games, see the "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2003



Wrap It Up

If space permits, have students choose their favourite method (or the teacher picks the one that looked like the most fun!) and repeat the activity with the whole class (once or twice). Discuss the activity and how each group worked together. What did they enjoy? What did they find challenging? What other ways could the ball have been passed around the circle? What way(s) worked best when passing the ball and why?

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