

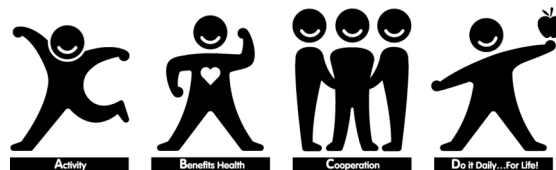
Schools Come Alive

Creating a Desire to Participate!

Support for the Implementation of Daily Physical Activity

Participant Handout

ABCD's of Physical Education



Intended Audience: Grade 1-9 Teachers

Workshop Outcomes

Participants will:

- *Demonstrate an understanding of Alberta Education's Daily Physical Activity (DPA) Initiative.*
- *Become familiar with a variety of strategies for implementing daily physical activity throughout the school community.*
- *Participate in activities to support student learning of the Physical Education program outcomes.*
- *Identify opportunities to access ongoing support for the implementation of DPA.*



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Workshop development supported by:

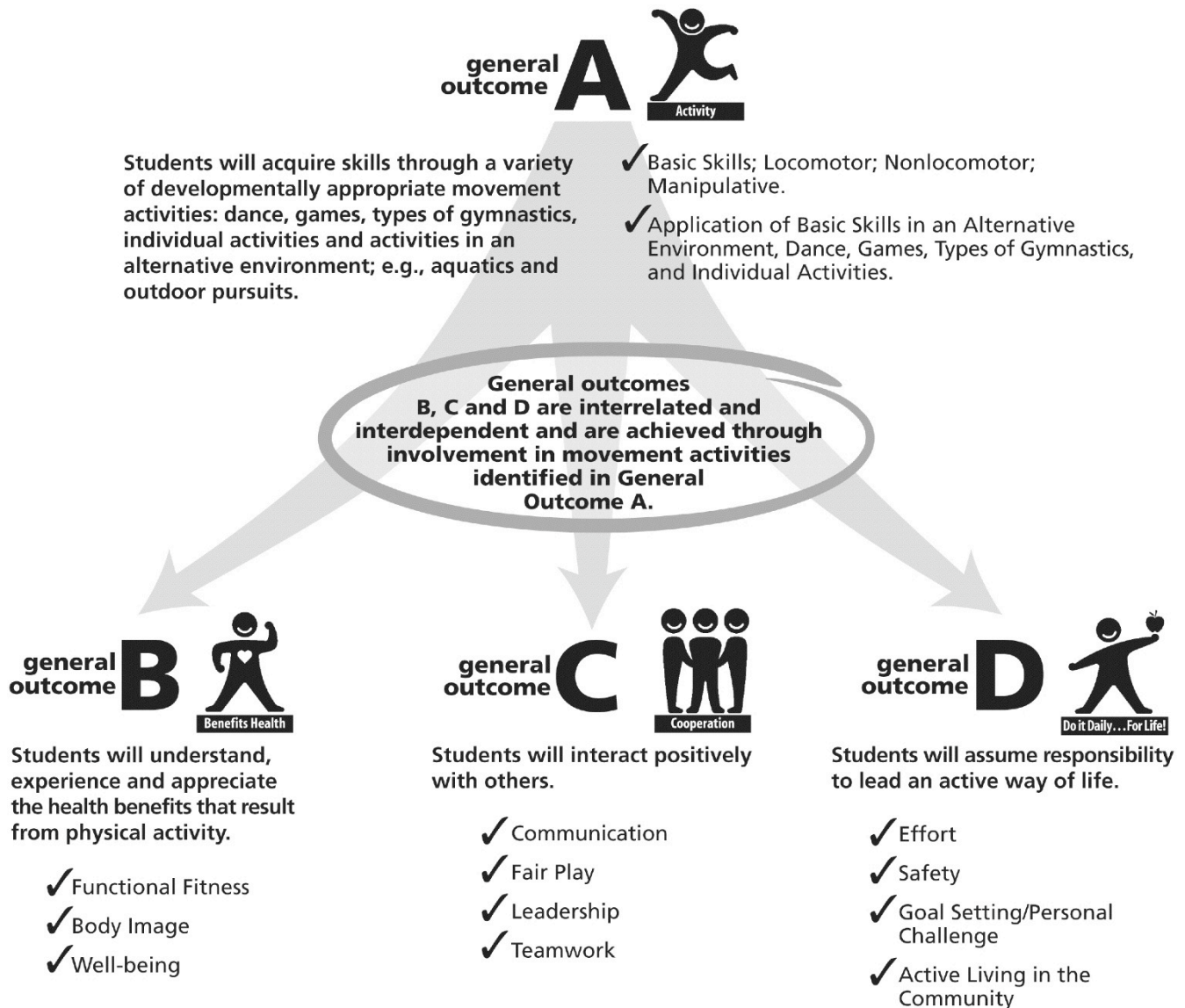


Alberta Regional Consortia



K-12 physical education program of studies

The aim of the Kindergarten to Grade 12 Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



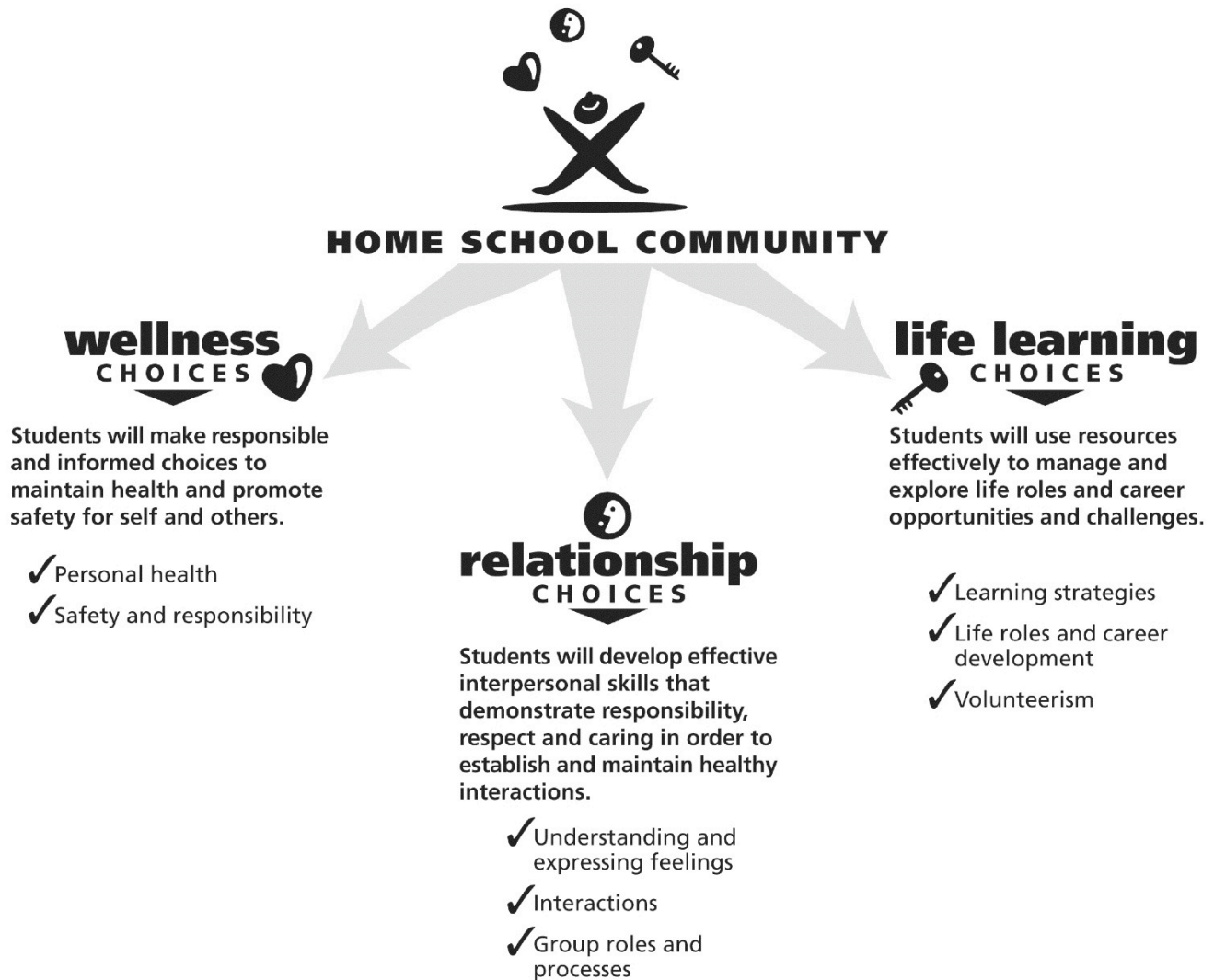
Resources available to support implementation:

- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne
- Resources @ www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed
 - Physical Education Kindergarten to Grade 12 Guide to Implementation
English: LRC Product #425597, French: LRC Product #461335, www.lrc.learning.gov.ab.ca
 - Administrator's Overview, K-12 Physical Education
 - Physical Education Resource Guide
 - Daily Physical Activity Initiative in Alberta Schools, Discussion Paper
 - Daily Physical Activity Teacher and Administrator Handbooks

K-9 health and life skills program of studies

Alberta
EDUCATION
2002

The aim of the Kindergarten to Grade 9 Health & Life Skills program is to enable students to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.



Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

Resources available to support implementation:

- Resources @ www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls
 - Health & Life Skills Kindergarten to Grade 9 Guide to Implementation
English: LRC Product #495674, French: LRC Product #529315,
www.lrc.learning.gov.ab.ca
 - Health & Life Skills Kindergarten to Grade 9 Alberta Authorized Resource List
- Health & Life Skills Performance Assessment Tools Available as a result of collaboration between the Alberta Assessment Consortium and the Edmonton Regional Learning Consortium. www.aac.ab.ca, Assessment Materials – Public Domain

The Daily Physical Activity Initiative

“In August 2003, the Honourable Dr. Lyle Oberg, Minister of Learning, announced that daily physical activity would be implemented in all schools in Alberta. The goal of the Daily Physical Activity (DPA) Initiative is to optimize the activity levels of students in order to address growing obesity rates and chronic diseases associated with decreased physical activity levels.

A minimum of 30 minutes of daily physical activity, linked to the acquisition of the knowledge, skills and attitudes of the current Physical Education program, will become mandatory in Alberta schools in September 2005 for grades 1-9 and in September 2006 for grades 10-12. Schools may choose to implement the DPA requirement in the 2004-2005 school year.

Alberta Learning will work collaboratively with school authorities and partnering ministries to develop program and policy supports and strategies. Local authorities will decide how to support implementation of the requirement for daily physical activity.

The expected outcomes of the DPA Initiative are that through a supportive environment and well-planned programs, schools will:

- optimize physical activity levels of students during the school year
- increase/maintain knowledge, skills and attitudes of students necessary to lead an active, healthy lifestyle.”

Alberta Learning, DPA Discussion Paper, October 14, 2004.

Benefits of Physical Activity

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____





Planning for Physical Education

In our planning as teachers, we know that in order to ensure our teaching is aligned with the program outcomes, best practice is to start with the end in mind (*Understanding by Design, Wiggins & McTighe, 1998*). The “end”, is student learning and achievement of the program outcomes.

Starting with the end in mind and working backwards in our planning will lead to engaging and effective learning experiences for students. We can start the planning process with the program outcomes, an activity, assessment tools, or an existing unit or lesson. What’s important is not where you start, but that all elements of the final plan support student learning and achievement of the program outcomes.

Important questions to consider when planning for student learning in Physical Education:

- Which **outcome(s)** will students be working to achieve?

General Outcomes													
	Activities		Benefits Health			Cooperation				Do It Daily...For Life			
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>

- What will I accept as evidence that **learning** has occurred? What assessment or evaluation tool will I use?
- What **activity** will facilitate student learning of the knowledge, skills and attitudes of the K-12 Physical Education program? (Remember, no single activity is prescribed)
- How will I organize the activity to ensure learning for **all students**?
- What are the **safety** considerations for the activity? (Check the “*Safety Guidelines for Physical Activity in Alberta Schools*” document as well as your District policies)

Assessment/Evaluation

Sample assessment and evaluation tools for a variety of outcomes and grade levels are included as part of this handout. For more assessment and evaluation ideas, look to the K-12 Physical Education Guide to Implementation, the *Teacher Resources-Teaching Tools* section of the Physical Education Online website (www.learning.gov.ab.ca/physicaleducationonline) or the Alberta Assessment Consortium (www.aac.ab.ca).

Moving to Inclusion

The outcomes included in the K-12 Physical Education Program are the same for all students, even those with a disability. The “*Moving to Inclusion*” series of resources is a great source of information and ideas for providing meaningful learning experiences and opportunities for all students in physical education, as well as tips for getting the necessary support to allow these students to learn, have fun, and achieve the program outcomes. A copy of the “*Moving to Inclusion*” series was sent to all schools in 1994 and is available for purchase or download from the Active Living Alliance for Canadians with a Disability website (www.ala.ca).

Safety and Instruction

The “*Safety Guidelines for Physical Activity in Alberta Schools*”, suggests minimum guidelines related to equipment, instruction and supervision, to ensure the safest possible physical activity experiences for students. A physically and emotionally safe environment is essential if students are going to learn and have fun!

Physical Education Dimensions

Choose activities that will allow your students to have fun while learning and developing the knowledge, skills and attitudes necessary to achieve the learning outcome(s). A small sample of these kinds of activities is included in this handout. Always be sure to maximize the amount of time students spend being active; the limit is your imagination!

ALTERNATIVE ENVIRONMENT

Students participate in a variety of land-or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

INDIVIDUAL ACTIVITIES

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

DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills and develop skills that are transferable to social situations in the community.

TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

GAMES





Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies and spatial awareness. Inherent in playing all games are cooperation, respect for others, fairplay and etiquette.

Activities

No collection of activities is complete without the sharing of ideas, tips and tricks from many professional peers. Thanks to those teachers who were willing to be creative and share in order to enhance all of our teaching!

PHYSICAL EDUCATION – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land-or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

General Outcomes													
	Activities		Benefits Health		Cooperation				Do It Daily...For Life				
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In The Community
		A(K-9)-7											

◆ Orienteering Review

Equipment: one clue sheet for every pair of students

Organization: Have students place a hand over their chest or take their pulse to feel their heart rate. Challenge pairs of students to work together to find the correct answers and solve the final equation. Post a number in the location of each correct answer. Consider including an explanation or probing question in the locations of incorrect answers. The challenge

is not only to complete the final equation, but also to keep the heart rate elevated throughout the search! Encourage students to check their heart rates often – use heart rate monitors if they are available. When finished, students return to the gym to cool down by drinking water and stretching.

Sample orienteering review questions might include:

#1 – To hydrate your body after activity, a good choice would be:

- Water – GO TO the basketball hoops
- Gatorade/sports drink – GO TO the entrance to the gym

#2 – “Let me win, but if I cannot let me be brave in the attempt” is the oath of...

- The Special Olympics – GO TO the portables
- Boy Scouts/Girl Guides – GO TO the bench of the east baseball diamond

#3 – The sun rises in the...

- East – GO TO the elementary bike racks
- West – GO TO the playground slide

#4 – BMX biking is what kind of activity...

- strength – GO TO the evergreen tree farm
- flexibility – GO TO the fire exit door of the gym

#5 –To be healthy, we should accumulate how many minutes of physical activity every day...

- 60 minutes – GO TO the SW corner of the field
- 30 minutes – GO TO the garbage can on the tarmac

#6 – You and a friend are skating on a very cold day. Your friend complains that her hands are cold as she takes off her mittens. You might guess her hands are frostbitten if they are...

- Red – GO TO the picnic tables
- White – GO TO the nearest water fountain





#7 – Stretching is a stress management technique...

- Yes – GO TO the southeast soccer post
- No – GO TO the picnic tables

$$\frac{\quad}{\#1} + \frac{\quad}{\#2} - \frac{\quad}{\#3} \times \frac{\quad}{\#4} + \frac{\quad}{\#5} - \frac{\quad}{\#6} + \frac{\quad}{\#7} = \frac{\quad}{\#7} \quad \text{Final Answer!}$$

PHYSICAL EDUCATION – INDIVIDUAL ACTIVITIES

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

General Outcomes													
	Activities		Benefits Health			Cooperation			Do It Daily...For Life				
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team Work	Effort	Safety	Goal Setting/Personal Challenge	Active Living In The Community
		A(K-9)-13	*B(K-9)-3										

◆ Juggling

Equipment: Juggling scarves, beanbags, or plastic garbage bags for every student

Organization: Distribute the “Juggling” handout from the *Teacher Resources – Teaching Tools – PDF Resources* section of the Physical Education Online website and have students explore juggling with one, two or three objects. Challenge them to create new juggling patterns (e.g., the elevator: where two objects are thrown up at the same time, and while they lower to the ground, the third object is thrown up between them. Two objects move up and down on the outsides, while the third object moves up and down in the middle – opposite to the others.

Variation: Further challenge students by having them juggle beanbags, rubber chickens and relay batons! Juggle balls by bouncing them off the wall, juggle one scarf, one ball and one rubber chicken, or juggle with a partner! Link to body awareness skills by throwing one scarf up and catching it on a foot, left elbow, head, right knee, etc. Try throwing up one object and clap hands once, clap hands twice, clap hands behind back then front, slap thighs, touch knees, touch toes, turn 360 degrees, throw while standing, sit to catch, throw while standing, lie down to catch!

◆ ***Deck of Fun!**





Equipment: 5-6 decks of playing cards

Organization: Have the students assign an activity to each suit; i.e., hearts = bench step ups, clubs = wall sprints, spades = v-sit, diamonds = walking lunges. Each group of 4-5 students is given half a deck of cards. On the signal to begin, a group leader deals each group member one card and then remainder of the deck is placed on a desk. Simultaneously, everyone turns over his or her card. Each student is then challenged to complete the activity on the card (jack of spades = v-sit for 11 seconds) before another group hand can be dealt. Once your required activity is completed, help teammates compete their activities to be able to deal another hand more quickly. The group challenge is to deal all of the cards and complete all activities. Aces are bonus cards, if one group member turns over an ace, all other activities do not need to be completed – all group members travel together to touch all four walls and then deal another hand.

Variation: Full House! Have groups of 4-5 students travel through an obstacle course or complete laps of the field at their own pace. With every completed lap, every student receives a playing card. Groups must communicate throughout the activity as they try to build a full house (3 of one card, 2 of another, i.e., 3 kings, 2 aces).

PHYSICAL EDUCATION – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

General Outcomes													
	Activities		Benefits Health		Cooperation				Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/Personal Challenge</i>	<i>Active Living In The Community</i>
		A(K-9)-12			B(K-9)-8								

◆ **Active Relaxation**

Equipment: One mat or mat space for every student

Organization: Yoga, Pilates and other forms of stretching and relaxation are great ways to improve fitness and manage stress. Consider inviting a yoga instructor from a community organization to lead your students through a session, or play some soothing music and try the Tense? Just Relax! activity (included at the end of the handout) from the *Teacher Resource – Activities – General Outcome B – Grades 4-6 – Well-being* section of the Physical Education Online website, www.learning.gov.ab.ca/physicaleducationonline.

◆ **Funky Furniture**





Equipment: Matted activity area, prior work with balances, locomotor and non-locomotor movement.

Organization: Divide students into groups of 6-8. A leader will choose a room or space e.g., kitchen, garage, or bathroom. Students are challenged to create a piece of furniture that might appear in the room chosen by the leader. Each creation must incorporate all group members. E.g., students might create a blender in the kitchen, or a lawn mower in a garage, a washing machine in the basement, etc.

Variation: Limit the number of body parts that can be in contact with the floor to increase the challenge, or allow for the inclusion of various small pieces of equipment. Have students create a sequence creating furniture as they travel through three rooms in a house.

PHYSICAL EDUCATION – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies and spatial awareness. Inherent in playing all games are cooperation, respect for others, fairplay and etiquette.

General Outcomes													
	Activities		Benefits Health		Cooperation				Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
		A(K-9)-11							C(K-9)-5				

◆ Chuck the Chicken

Equipment: One rubber chicken for every 20 students, large obstacle free area.

Organization: Divide students into groups of 8-10. Each group will be playing against one other group, while one team is on offense; the other team is on defense. The team on offense starts with the chicken, one shouts “CHUCK THE CHICKEN” and throws the rubber chicken wherever they like in the playing area. The team then stands in a very tight circle while one person travels around the circle scoring “runs”. The entire team counts the number of runs until they hear “chuck the chicken”. The team on defense runs to the chicken, wherever it was thrown. They line up in a single file and pass the chicken alternating over the head and between the knees until the chicken reaches the end of the line. The last person in line then shouts “CHUCK THE CHICKEN” and throws the chicken to a new location. The teams then switch roles and continue to score as many runs as possible! The same student is not allowed to throw the chicken, or score more runs until each person on the team has taken a turn.

Variation: If working with a large group or double classes, provide each group with a different object to throw – “chuck the chicken”, “pitch the pig”, “fling the fish”, “kick the koosh ball”, etc.

◆ Knots

Equipment: None!

Organization: A circle of 6-12 participants stand close together. Ask the participants to shake, and hold right hands with someone else in the circle that is not standing directly beside them. Then ask participants to shake and join left hands with a different person who is not standing directly beside them. The challenge is to untangle the circle without letting go of each other’s hands!

Variation: Increase the challenge by not allowing participants to talk, or have one student communicating and leading the group, half of who have their eyes covered/closed.





◆ Magic Broomstick

Equipment: 1 broomstick, floor hockey stick, or dowel for every 10-12 students

Organization: A group of 10-12 students is given one broomstick. Their challenge is to work together to lower the broomstick to the ground. Every group member holds out one index finger (palm down, other fingers folded into a fist) on which to balance the broomstick. Students may stand staggered on both sides of the stick. Every finger must remain in contact with the broomstick at all times! Students will quickly learn that the broomstick tends to elevate higher into the air as opposed to move towards the floor as all group members ensure their fingers are in contact with the broomstick. Remind students often to keep in contact with the broomstick and gather as one big group at the conclusion of the activity to share strategies used to be successful!

PHYSICAL EDUCATION – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills and develop skills that are transferable to social situations in the community.

General Outcomes													
	Activities		Benefits Health		Cooperation			Do It Daily...For Life					
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
		A(K-9)-9										D(K-9)-7	

◆ Rhythm Challenge

Equipment: 1 small object (bean bag, koosh ball, hockey puck) for every 2 students, music





Organization: This activity challenges students to move to the beat of music while completing various tasks. Pairs of students sit on the floor one meter apart and facing each other. Place a bean bag between each pair – each student will move accordingly to the beat of the music, and try to grab the bean bag before their partner when the music stops. Change partners after each challenge.

Students might move to the beat of the music by:

- Tap hands on knees
- Tap hands on shoulders
- Clap hands
- Clap hands, touch knees, touch shoulders (repeat!)
- Do crunches to the beat of the music
- Alternate hands in a front support position to the beat of the music
- Alternate feet in a front support position
- Have students create their own moves to the rhythm!

Variation: Instead of changing partners after each round, have students create a sequence. Students choose what movement they will do during the first round. A different movement is chosen for the second round, but it is performed after the first movement. E.g., First movement is clapping hands on thighs twice and clapping partner's hands twice. Second movement is knee raises. Students would complete the clapping pattern, then complete four knee raises and return to clapping pattern. Continue adding more movements until five or six have been linked together!

THE SCHOOL COMMUNITY SUPPORTS DAILY PHYSICAL ACTIVITY!

General Outcomes													
	Activities		Benefits Health			Cooperation			Do It Daily...For Life				
Specific Outcomes	<i>Basic Skills</i>	<i>Application of Basic Skills</i>	<i>Functional Fitness</i>	<i>Body Image</i>	<i>Well-Being</i>	<i>Communication</i>	<i>Fair Play</i>	<i>Leadership</i>	<i>Team Work</i>	<i>Effort</i>	<i>Safety</i>	<i>Goal Setting/ Personal Challenge</i>	<i>Active Living In The Community</i>
										D(K-9)-1			D(K-9)-8



The Ever Active Schools program is a membership-based program available to Alberta school communities. The Ever Active Schools program assists schools in creating a healthy active school community by supporting the achievement of goals identified in each school's Game Plan. Schools reflect upon the four E's when building a Game Plan - Education, Everywhere, Everyone, and Environment. The *Promising Practices* document is a compilation of the best and most unique activities schools in the Ever Active Schools program have hosted, and is one of many resources available on the Ever Active Schools website, www.everactive.org. The following activities are adapted from the Ever Active Schools *Promising Practices*:

◆ Family Gym Nights

Equipment: School gym, equipment, and members of the school community!

Organization: Family gym nights can be an excellent opportunity to facilitate parents and students being active together. Invite students and their families out to participate in a specific activity that the students have done in P.E. class. For example, set up a "rubber chicken night" where families rotate around a circuit of rubber chicken activities. Have the students teach the activity to the parents, then play together. Involve your parent council to help plan and promote this event.

◆ Pump Up the Volume!

Equipment: Members of the school community and loud voices!

Organization: Energize your school assemblies by kicking them off with the Active Living Chant! Have students stand up and chant – make up actions to go with the chant to tap into even more energy!

Move your body to the beat! (Echo)
 Clap your hands and stomp your feet! (Echo)
 On your feet and on the go! (Echo)
 Don't be a couch potato! (Echo)
 ACTIVE! (Echo)
 LIVING! (Echo)
 Looking good and feeling great! (Echo)
 Must have been something I ate! (Echo)
 Good food makes me feel so strong! (Echo)
 Too much junk, my powers' gone! (Echo)
 ACTIVE! (Echo)
 LIVING! (Echo)
 Active Living's where it's at! (Echo)
 It's no lie, I'm sure of that! (Echo)
 The healthy life's my golden rule! (Echo)
 'Cause taking care of me is cool! (Echo)
 ACTIVE! (Echo)
 LIVING! (Echo)
 ACTIVE! (Echo)
 LIVING! (Echo)

Resources

1. **Alberta Learning**
DPA Creating a Desire to Participate-Discussion Paper, 2004
DPA Handbooks for Teachers & Administrators, Coming Soon!
www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/
2. **Alberta Regional Professional Development Consortia (ARPDC)**
PD opportunities being offered in each of the six regional consortium to support the implementation of the Daily Physical Activity Initiative.
www.arpdc.ca
3. **Ever Active Schools Program**
Information about the Alberta Ever Active Schools membership program, application information, resources, promising practices, as well as upcoming events and initiatives.
www.everactive.org
4. **Health & Life Skills Guide to Implementation K-9**, Alberta Learning, 2002
English: LRC Product #475964, \$23.30
French: LRC Product # 529315, \$23.30
Online at www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls
5. **Health and Physical Education Council (HPEC)**
HPEC, an ATA Specialist Council, membership and conference information, district representative updates and more!
www.hpec.ab.ca
6. **Physical Education Guide to Implementation K-12**, Alberta Learning, 2000
English: LRC Product #425597, \$14.75
French: LRC Product # 461335, \$14.75
Online at www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/
7. **Physical Education Online**
A collection of activities linked to the Alberta Physical Education program outcomes, teaching tips, interactive skill video clips, and much, much more!
www.learning.gov.ab.ca/physicaleducationonline
8. **Safety Guidelines for Physical Activity in Alberta Schools**, Alberta Centre for Injury Control and Research (ACICR) in conjunction with many partnering organizations, 2003
LRC Product #517063, \$18.75, or online at www.med.ualberta.ca/acicr