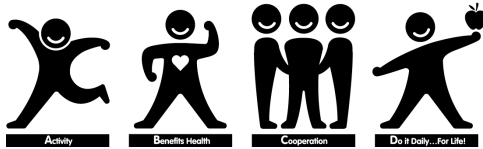




Ever Active Schools Daily Physical Activity For the Classroom Teacher

Participant Handout

ABCD's of Physical Education



K-9 Health & Life Skills

Intended Audience: Grades K-12 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 supporting daily physical activities and multiculturalism in the classroom.*
- *Become familiar with instructional strategies to maximize student participation in physical activity.*
- *Identify opportunities to access ongoing support and resources.*



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Workshop development supported by:

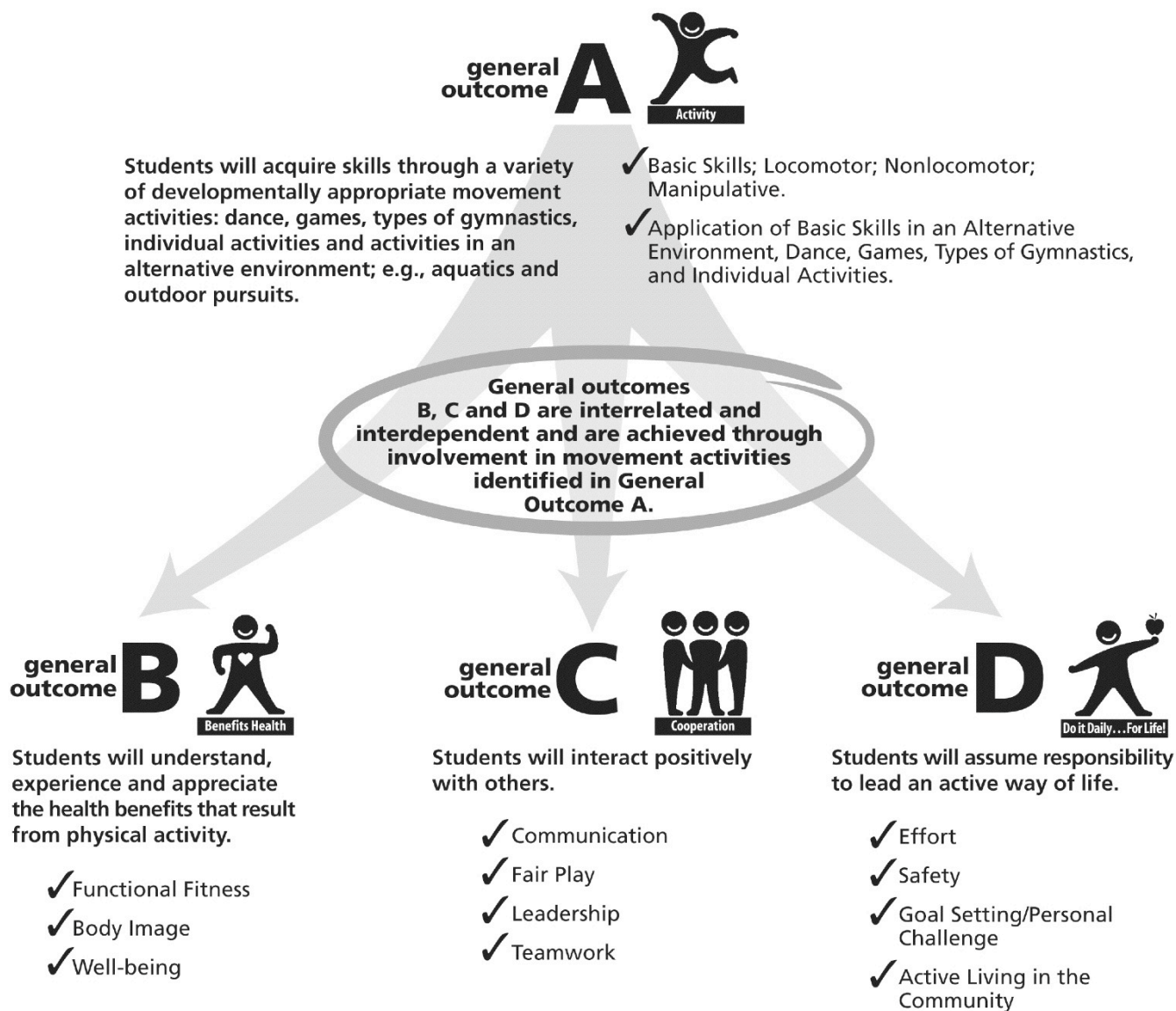


Alberta Regional Consortia



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:

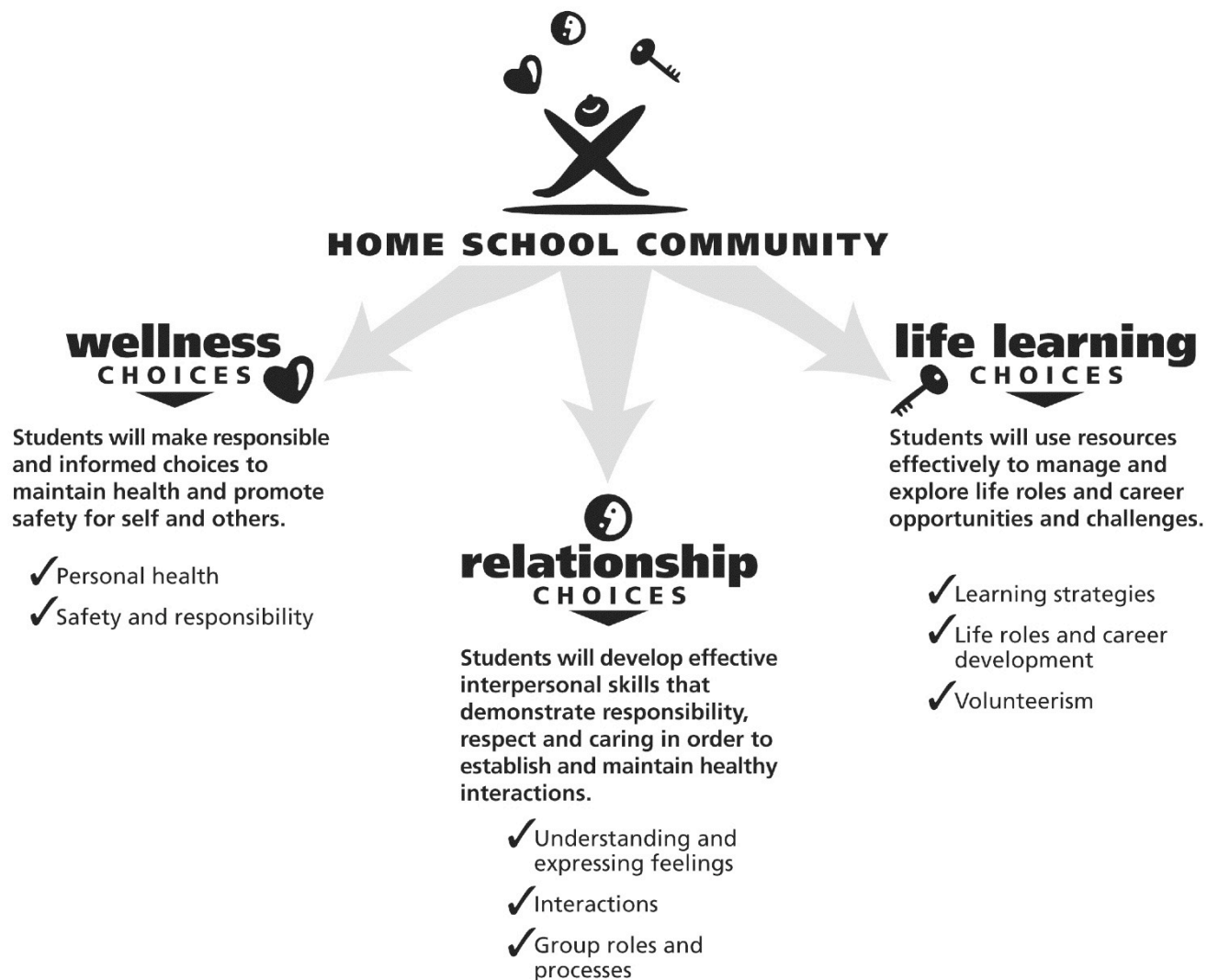
- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne

- 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

Daily Physical Activity in Alberta

In September 2005, Alberta Education implemented a requirement of 30 minutes of daily physical activity for all students in grades 1 to 9. The policy, guiding principles and procedures for DPA as outlined on page 46 of the *Guide to Education: ECS to Grade 12* (September 2007) are as follows:

Policy

School authorities shall ensure that all students in grades 1-9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school.

Guiding Principles

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit of daily physical activity and that supports healthy lifestyles.

Daily physical activities should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and larger community
- allow for student choice

Procedures

- School authorities have the flexibility to use instructional and/or non-instructional hours to implement DPA.
- Physical Education classes are an appropriate strategy to meet the DPA requirement
- DPA should be offered in as large a block of time as possible, but can be offered in time segments adding up to the minimum 30 minutes per day; e.g. two 15-minute blocks of time for a total 30 minutes
- DPA can be incorporated throughout the day and integrated into other subjects

Alberta Education Resources

- In 2006, the *Daily Physical Activity: A Handbook for Grades 1-9* was developed and distributed to all eligible grades 1-9 schools in Alberta. Since then a *Daily Physical Activity Implementation Study* has been conducted by Alberta Education. The feedback from the March/April 2007 Study suggested that DPA Booklets or Tip Sheets be created.
- This booklet entitled, "Take Action!" is a compliment to the DPA Handbook and features tips and support for school communities in the implementation of the Daily Physical Activity Initiative.
- To download your copy of the *Daily Physical Activity: A Handbook for Grades 1-9* visit the Alberta Education website link:
<http://education.alberta.ca/teachers/program/pe/resources/dpahandbook.aspx>

For more information about DPA, Health and Physical Education, contact Lori Olson-Johns;
Alberta Education K-12 Wellness Program Consultant
Phone: 780-422-0627 or email lori.olson-johns@gov.ab.ca

For more information in French, contact Alan Chouinard;
Alberta Education French Language Services Branch
Email alan.chouinard@gov.ab.ca





8 Strategies for Planning Safe and Effective Physical Activity Opportunities

1. Incorporate warm-ups & cool-downs	5. Maximize activity time, minimize wait time.
2. Warn students about any out of bounds or dangerous areas to stay away from. Inform students of your safety STOP signal.	6. Collaborate and share with colleagues.
3. Establish and stick to routines.	7. Be a role model as often as possible.
4. Be creative & allow for student input/ideas.	8. Share your joy for physical activities with your students and their families.

Activity Ideas

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!

◆ CLOTHESLINE





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-6)-1		B(K-6)-6								D(K-6)-5		

Equipment: 3-5 clothespins for each student

Organization: Give 5 clothespins to each participant and have them each place them on the front bottom of their shirt. Ask them to think about the physical activities they enjoy. Participants find someone and have a Rock, Paper, Scissors challenge with them. If you win the challenge, take one clothespin and tell each other one physical activity that they enjoy before heading off to another person. If you run out of clothespins, see the teacher/leader for an activity and a new clothespin.

Variation/Inclusion: Participants can move with a partner for this activity. Instead of a physical activity try having the students think of one of their favorite _____ (healthy foods, places to visit, etc.). Instead of students sharing a physical activity have them think of their favorite healthy foods or a food item that belongs to the fruit and vegetable group or have them share a new concept from their social studies lesson.

◆ CLOTHESPIN TAG





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-6)-1		B(K-6)-6								D(K-6)-5		

Equipment: 5-7 clothespins for each participant, obstacle-free space

Organization: Give each participant 5 clothespins and have them place them on the back of their shirt. In this activity, everyone's 'it'. The object is to try to take one clothespin at a time from someone. If you take a clothespin, kneel down and place it on the front of your shirt. You are safe for a moment while you are placing the clothespin on the front. The clothespins on the front of your shirt cannot be taken by someone else. Continue to play even if you do not have any clothespins left.

Variation/Inclusion: Try this activity as a walking only activity when in a small space.

◆ RUBBER CHICKEN RACES





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-6)-1		B(K-6)-6								D(K-6)-5		

Equipment: One rubber chicken for each group of 5 or 6

Organization: Have participants in groups of 5 or 6 line up in front of a pylon or on a line facing where you want them to go. Ask the back participant from each line to place the rubber chicken under their armpit. On the signal, the rubber chicken is passed from the back participant to the next in line. Once passed, the participant moves quickly to the front of the line. Continue until the entire group is across the "finish line". Place the rubber chicken between your knees on the way back.

Variation/Inclusion: Allow students with disabilities to move with a partner or to hold onto the chicken in their hands.

◆ DESK RELAY – WORD RELAY





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-6)-3										D (K-6)-3		

Equipment: One beanbag, rubber chicken or other safe object for every row of 5-6 students

Organization: Have students sit in rows of desks or chairs with the first person in each row holding one object. On the signal to begin, the object is passed over his/her head to the next person and so on until the end of the row. The last student runs to the front of the room, touches the wall and sits in the first desk while everyone else moves to sit in the desk behind them. Continue for 2 minutes. Have each group count how many times they were able to pass the object down the row – then challenge each group to beat their score by two!

Variation/Inclusion: Change the way the object is passed, instead of over the head, try under the desk, or alternate to the right, then left, etc. Have the students choose how to modify this activity! Place letters on a wall or board. Assign each row of students a word (possibly from the word wall or another appropriate topic). One at a time, students will move to the letters, touch the first letter of the word, hop on one foot around the room and back to their desk. Rows of students work together to spell the assigned word. Consider having each row choose the word for the next row to spell. Challenge students to stand beside the first desk in the row and hit each letter with a bean bag as opposed to touching it with their hand. Provide enough room for students in wheelchairs to wheel beside a desk and up to the front of the room. Allow students to choose how they move to the front. Pass a large, soft object so it is easier to grasp.

◆ COLOR TASK CARDS





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-6)-1		B(K-6)-6								D(K-6)-5		

Equipment: 30+ Color Game task cards

Organization: Create task cards that list 3-5 items in the activity space that can be touched. E.g., with your hand, touch something black, a circle, and a teacher; with your toe, touch a poster, something metal, something orange, and a door. Students will read a task card, run to touch the identified objects and come back to read another task card. If students are too young to read, use pictures! Increase the level of difficulty by having students travel with a partner or two!

Variation/Inclusion: Be sure to use clear pictures for students with cognitive impairments or for those who have difficulty with verbal instructions. Have a partner read the directions for students with visual impairments. Have students stand in a circle and name each student a colour; red, yellow or blue. Call out the name of one color – all students with that name will travel around the circle once and return to their starting place. Start by calling red, yellow or blue, then try calling green – all students named blue and yellow would travel around the circle because yellow combined with blue makes green!

◆ RPS BODY CHALLENGE

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-6)-1	A(K-6)-11					C(K-6)-3						





Equipment: pylons to indicate safe lines and the center line

Organization: Split the playing area into two and place pylons at the end of each side approximately 2-3 metres from the wall indicating a line. Divide the participants into two teams facing each other at the centre of the activity space, one to two meters apart. Each team huddles up and secretly decides if they would like to be “Rock” (crouched down with body shaped like a ball), “Paper” (standing with arms and legs wide), or “Scissors” (standing with arms up and crossed and legs crossed in front). When the teams are ready, they stand in a line facing each other in the center of the playing area. Students chant together “Rock, Paper, Scissors, Rock, Paper, Scissors, Rock, Paper, Scissors” (while doing the actions), then each group shows their choice. The side that wins the RPS challenge chases the other side back to their line. Anyone tagged becomes a new participant on the other team.

Variation/Inclusion: Change the rock to wrapping arms around self for students in a wheelchair or for those that find it a challenge to get down to the floor. To play this activity in the classroom or small space, give the team a point if they win the RPS challenge and do not have them chase each other. The teacher can also call out “three, two, one, choose!” instead of the teams chanting and performing the actions.

Cross-Curricular Linking-Health – Have students create their own version of the rock, paper, scissors body challenge by having them come up with health-related words and actions.

◆ PAPER PLAY

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-6)-1&5		B(K-6)-1			C(K-6)-1		C(K-6)-5		D(K-6)-1	D(K-6)-3		

Equipment: Recycled paper (2 for each student)

Organization:

Paper Skate - Students stand on two sheets of recycled paper to be used as “skates”. Demonstrate the proper skating form and have students move throughout the skating area while watching out for other skaters. Encourage students to move in different directions (side to side, forward or backward) while using their arms for momentum. Ask students to move like hockey players, figure skaters, and speed skaters. Try putting on paper “cross-country skis” and have students move around the playing area. Leave one piece of paper behind and use the other as a “skateboard” or “scooter”. Near the end of the activity, students can crumple up the pieces of paper and have a snowball fight! For more activities using recycled paper see the Daily Physical Activity: A Handbook for Grades 1-9 Schools.

Paper Balls/Snowballs - Continue the paper play and have students crumple one piece of scrap paper into a ball. Toss and catch the paper ball with two hands, one hand. Toss it with one hand and catch it with two. Toss the ball up, clap once and catch it in two hands. Toss the ball up and clap two, three or four times and





catch. Toss and catch with both right and left hands. Toss, touch your shoulder or knees and catch. Toss, turn around and catch. Toss while standing up and catch while sitting down, try the reverse. Toss under the knee, and catch. Toss behind the back and catch in front, reverse. Practice other ways of tossing and catching the ball. Throw the ball to a spot on the wall, ceiling, and floor. Toss and catch with a partner. Use a second piece of paper as a second ball and juggle. Juggle with a partner or in a group of three. How many different ways can the ball be thrown and caught without being dropped? What other tricks can be done with the paper ball using a variety of body parts? Demonstrate tricks for the class.

Swedish Paper Tag – Distribute a piece of paper to each student and have them hold it up to their stomach. Choose one or two students to be it and have them hold a colored piece of paper or wear a pinnie. On the signal, have the students move around the room without holding onto their piece of paper with their hand and trying to keep it on their stomach. Give the students a minute or two to practice this skill, then have the “its” try and tag. If tagged, you must do three jumping jacks, then return to the activity. Change “its” often.

Variation/Inclusion: Students can also try this activity in partners. For instance, a student in a wheelchair can have another student toss the paper ball into their lap.

Cross-Curricular Linking-Language Arts: Uncrumple a paper ball and write one healthy eating habit/problem solving skill/benefit of being active on the ball. Younger students can draw pictures instead of writing. When the teacher signals, students throw a ball to another student and read the message on the ball. Students then throw to a new student and read another message. Share some of the messages read with the class.

◆ DECK OF FUN





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-6)-1	A(K-6)-12							C(K-6)-5				

Equipment: 5-6 decks of playing cards

Organization: Have the students assign an individual activity, representative of each component of fitness (i.e., cardiovascular endurance, flexibility, strength) to each suit of a deck of playing cards; i.e., hearts = bench step ups (cardio), clubs = wall sprints (cardio), spades = v-sit (strength), diamonds = hamstring stretch (flexibility). 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 bench or in a pocket. 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/Inclusion: Consider having autistic students or those with ADHD work with only one partner to decrease the distraction of working with a large group. Where possible, provide a picture of each activity. Try 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).

◆ DICE TAG – DICE TAG CANADIANA





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-6)-1	A(K-6)-11					C(K-6)-3						

Equipment: 6-10 foam dice, pinnies

Organization: Have 2-3 students wear pinnies and choose a foam die. These students are “it” and try to tag all other students by touching them with the foam die. All other students start with the number 10. Once tagged, they roll the die and watch for it to stop on a number. That number is subtracted from 10, the student calls their new number out loud and keeps on playing (e.g., a 3 was rolled, new number is 7, student says “7” out loud and keeps playing). When tagged again, subtract the dice number from the new number, and continue until the difference is 0, at which point the student gets their own pinnie and die and becomes a tagger! In small spaces, have students hop on one foot, walk with one foot directly in front of the other, or crab walk instead of run.

Variation/Inclusion: Add instead of subtract – have all students start with 0 and become a tagger when their total reaches 20. Multiply instead of add – have all students choose a number between 1-6 at which to start (e.g., $4 \times 2 = 8$; $8 \times 5 = 40$; $40 \times 3 = 120$...) and become a tagger when their total is 200! Consider having students with developmental disabilities focus on identifying the number rolled as opposed to solving the equation. Identify a safe zone where students with mobility impairments can stop for 5-10 seconds before re-joining the game. Try dice tag Canadiana – post a map of Canada covering the names of the provinces and capital cities. Number six of the provinces/territories 1 through 6. Students play the same tag game, but this time when tagged, the tagger chooses “province” or “capital” before rolling the die. The students who are tagged would look at the map and identify the province or capital that corresponds to the number rolled. Consider posting 6 pictures of articles related to different cultures – when students are tagged they need to identify the culture to which the article belong

◆ EVOLUTION aka SUPREME BEING *(Adapted with permission from Why Paper & Scissors Rock!!!, CIRA Ontario)*





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-6)-1	A(K-6)-11					C(K-6)-3						

Equipment: Obstacle free area

Organization: Students start the activity as an egg (waddling low to the ground around the playing area). When they waddle to another egg, they are to have a RPS challenge with them. If they win the challenge, they evolve into chickens (walk around the playing area while flapping their wings). If they lose, they remain eggs. Students continue playing and they can only challenge another similar student. If they win as a chicken, they evolve into a dinosaur (arms straight and moving open and closed to simulate teeth chomping). If they win as a dinosaur, they evolve into human beings (walk around the playing area giving high fives to other students). The last evolution if they win as a human being, is a Superhero. A Superhero moves around the playing area with one arm out in front. If a Superhero wins a RPS challenge, they stay a Superhero. If they lose, they return to an egg.

Variation/Inclusion: Try the cooperative version where students that become a Superhero do not regress to an egg, but help other students evolve to the next level. The objective would then be for as many students to evolve into Superheroes under a certain time limit.

◆ **FITNESSOPOLY** (Activity adapted from PE central website, www.pecentral.org)





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-6)-1	A(K-6)-12							C(K-6)-5				

Equipment: Poly-spots for each student and a few extra spots, fitness-related activities to go under each poly-spot, various equipment such as juggling scarves/plastic bags, basketballs, hula hoops, skipping ropes, etc., music, and two dice.

Organization: Set up the poly-spots in a large square in the playing area. Place an activity card under each poly-spot face up and ask student to stand on a spot. Roll the dice in the middle of the square for all to see. Call out the total of the two dice and ask students to move that number of spots moving in a counter-clockwise direction. Once the students have found their spot, ask them to look under the spot and perform the activity to the music. When the music stops, roll the dice again and students are to move according to the number on the dice to find a new spot. If a student lands on a “Free Parking” spot, he/she is to move to the middle of the square and chooses a piece of equipment to use. The activities in the middle include juggling with scarves or plastic bags, basketball dribbling, foot bag/hacky sack activities, hula hooping, skipping rope, etc.

Variation/Inclusion: Try placing cards with pictures showing what activity they are to perform under the poly-spots or colored cards under each spot for the younger students and have them move to touch something of that color and come back to the game board. Not enough spots, have students partner up and move together to a spot.

◆ **JUGGLING**

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-6)-1		B (K-6)-6								D (K-6)-5		

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 or try the activities below. Also included in this handout is a juggling progression for individual and partner juggling.

Juggling Circle

Students form a large circle facing inwards with a scarf. Say, “to the right - throw and go” and everyone throws their scarf straight up in the air and takes one step to their right and catches the other person’s scarf. This is repeated until the students get a rhythm going. Say, “to the left – throw and go” and everyone throws

their scarf straight up in the air and takes one step to the left. Vary the level of difficulty by having the students face clockwise in the circle and toss their scarves straight up over their heads, taking a step forward to catch the scarf of the person in front of them.

Variation/Inclusion: 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! Practice body awareness skills by throwing one scarf up and catching it on a foot, left elbow, head, right knee, etc. Try moving throughout the activity space with an object balanced on the head. Should the object fall, freeze until another student can successfully pick and place the object back on your head without dropping their own object. 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! Try partner juggling: toss a beanbag to a partner using two hands, then one hand. When ready, add another object.

Scarf Juggling Progressions

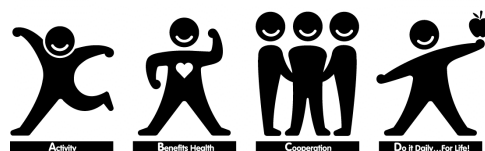
Individual Juggling

- Toss one scarf up and catch on the way down with the back of your hand facing the ceiling. Try using the right hand approx. 5-10 times, then left hand.
- Toss single scarf from right to left in a circular pattern.
- Switch directions and toss from left to right in a circular pattern.
- Toss from right to left and back from left to right.
- Using two scarves, one in each hand, cross arms above head and drop scarves from hand. Uncross hands and catch the scarves before they hit the floor (about waist height). Remind the students to keep the backs of their hands facing the ceiling. Cues: “cross-drop-catch”.
- Using two scarves, one in each hand, toss one in front of your body, then toss the other in front. Catch each one with the opposite hand. Cues: “criss-cross-catch-catch” OR “criss-cross-applesauce”.
- Using three scarves, place one in each hand and one in your pocket or waistband off to one side. Toss one scarf across your body (use the one in your hand that is on the same side as the one in your pocket). Toss the other scarf from your other hand across your body, then grab the scarf out of your pocket and toss it across your body. Let all three scarves drop. Try this 5-10 times.
- Instead of letting the scarves drop, this time catch and release each scarf.

Partner Juggling

- Partner start by facing each other approximately 5 feet apart with one scarf in each of their right hands.
- Toss at the same time to your partner's left hand. Continue for 5-10 tosses. Cue: “ready-toss”.
- One partner then holds two scarves one in each hand. The partner with one starts with it in their right hand. At the same, toss one scarf from your right hand to your partner's left hand. The partner with two scarves quickly moves the scarf from the left hand to the right. Continue for 10-15 tosses.
- Each partner then gets two scarves one in each hand and performs the same actions as above.
- Challenge students to try different variations such as: Under the leg tosses, criss-cross tosses, etc.

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Circle Breaks

Wink Switch (SWINK)

The group stands in a circle. Without talking, participants make eye contact and wink/blink with another participant in the circle. When participants wink at each other, they agree to switch places and will switch as quickly as possible. One participant starts in the middle of the circle and tries to take the place of another participant while they are switching places. Discuss strategies for spotting when participants might switch places as well as for winking and switching without being caught in the middle.

One to the Right

The group forms a large circle facing inwards, each participant holding an object (e.g., pool noodle, scarf, plastic bag). Out loud, the leader counts “1–2–go”. On “go”, every participant throws their object up straight in the air, and moves one step to the right to catch the object of the person next to them. Complete a few practice rounds and then switch from moving to the right, to moving to the left. Try moving two steps to the right/left, or facing clockwise and tossing the objects straight up above the head and stepping forward to catch.

Speed Rabbit

This activity idea and others can be found in the *Teachers Resources – Teaching Tools – PDF Resources* section of the *Physical Education and Online* website, www.education.gov.ab.ca/physicaleducationonline or in French at www.education.gov.ab.ca/educationphysiqueeligne. The group starts by standing in a circle, one participant in the centre. The person in the centre begins by pointing at another participant and saying the name of an animal or action (see list below). The participant that was pointed to, as well as the participants to the left and right of the one pointed to perform the appropriate action. If they are too slow, or make a mistake, they take the place of the person in the centre. The person in the centre is the judge of whether or not a mistake has been made. Introduce actions one or two at a time. Possible animals and actions include:

Moose – player holds two fists in front of face to create a moose’s long nose; partners place hands near player’s head to form antlers.

Rabbit – player makes whiskers with extended fingers; partners make ears near player’s head.

Mosquito – players makes a “v” with fingers of one hand and places index finger through the “v” in front of face to create a “stinger”; partners stand close to player and make a buzz sound.

Road Kill – player crouches down; partners place one foot above player.

Elvis – player imitates their favorite Elvis pose; partners stand close and scream with glee like Elvis fans.

Tornado

Students stand in a circle with one person in the middle. Everyone does an activity at the same time while chanting “TORNADO”. Activities can include, jumping jacks, lunges, bicep curls, mountain climbers, high knees, marching, etc. When the person in the middle calls out “TORNADO ALERT!” everyone must scatter as he/she from the middle tries to tag others. If tagged you must join the middle person. On three claps everyone must return to the circle.

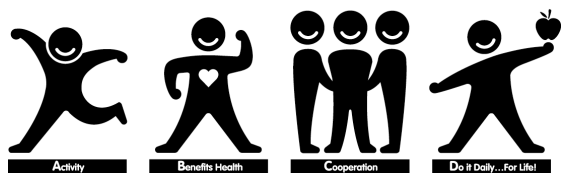
Group Juggle

Participants start standing in a circle with their hands held out in front of them, waiting for an object to be passed. A leader starts by passing the object to one person who then throws to another person who has their hands held out in front of them. After passing the object, the participant puts their hands down. The pattern ends when everyone has caught and thrown the object, the last person throws back to the leader. Participants must remember who passed the object to them and whom they passed the object to. Repeat the same pattern ensuring that participants throw underhand and always make eye contact and say the name of the person they are throwing to **before** throwing! The leader adds more objects (e.g., rolled up sock, crumpled piece of paper) so the group is juggling, then try going in reverse!

Resources

1. **Alberta Regional Professional Development Consortia (ARPDC)**
Offers PD opportunities in each of the six regional consortiums to support the implementation of DPA. www.arpdc.ca
2. **Daily Physical Activity: A Handbook for Grades 1-9 Schools**, Alberta Education, 2006
LRC Product #640872, \$34.50. Online at
www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa
3. **Ever Active Schools Program**
Ever Active Schools is a free membership program available to all Alberta school communities. For resources such as workshop handouts and activity calendars visit:
www.everactive.org
4. **Everybody Move! Daily Vigorous Physical Activity**, CIRA Ontario, 2005
CIRA members \$40.00, non-members \$60.00,
www.mohawkcollege.ca/external/cira/template/resources.html
5. **Health and Physical Education Council (HPEC)**
HPEC is a Specialist Council of the ATA, which provides support to health and physical education teachers. HPEC Conference 2009 is being held in Banff, AB. April 30-May 2, 2008,
www.hpec.teachers.ab.ca
6. **Ontario DPA Handbooks**
Online in English: www.edu.gov.on.ca/eng/teachers/dpa.html
Online in French: www.edu.gov.on.ca/fre/teachers/dpa.html
7. **Physical Education Guide to Implementation K-12**, Alberta Learning, 2000
English: LRC Product #425597, \$12.10
Français: LRC Product # 461335, \$27.65
Online at www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/
8. **Physical Education Online**
A collection of activities to support student learning of the Physical Education program of studies, teaching tips, interactive skill video clips, and much, much more!
English: www.education.gov.ab.ca/physicaleducationonline
Français: www.education.gov.ab.ca/educationphysiqueenligne
9. **Positive Playgrounds**, P. Marko & M. Smith, 2001
Program Manual - \$69.95, Games Resource - \$24.95
More Positive Playgrounds, B. Bradford, P. Marko, H. Rootsart, 2004 - \$34.95
www.positiveplaygrounds.ab.ca
10. **Safety Guidelines for Physical Activity in Alberta Schools**, Alberta Centre for Injury Control and Research (ACICR) in conjunction with partnering organizations, 2003
LRC Product #517063, \$18.70, or online at www.med.ualberta.ca/acicr
11. **Why Paper & Scissors Rock!!!**, Byl J. et al.
www.mohawkcollege.ca/external/cira/template/resources.html

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“ATTITUDE is a little thing that makes a BIG difference”

A series of horizontal lines for writing, consisting of 20 lines in total, arranged in two columns of 10 lines each.

