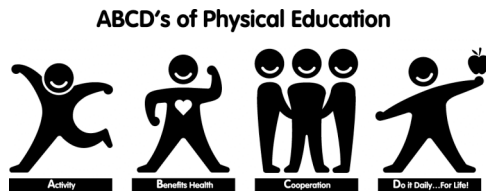




Schools Come Alive Daily Physical Activity for the Classroom Teacher

Participant Handout



K-9 Health & Life Skills

Intended Audience: Grades 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 physical activities that support student learning of a variety of program outcomes.*
- *Identify opportunities to access ongoing support for the implementation of DPA.*



Tracy Lockwood
Project Coordinator
Percy Page Centre - 11759 Groat Road
Edmonton, Alberta T5M 3K6
Ph: (780) 454-4745 Fax: (780) 453-1756
Email: tracy@schoolscomealive.org
Website: www.schoolscomealive.org

Workshop development supported by:

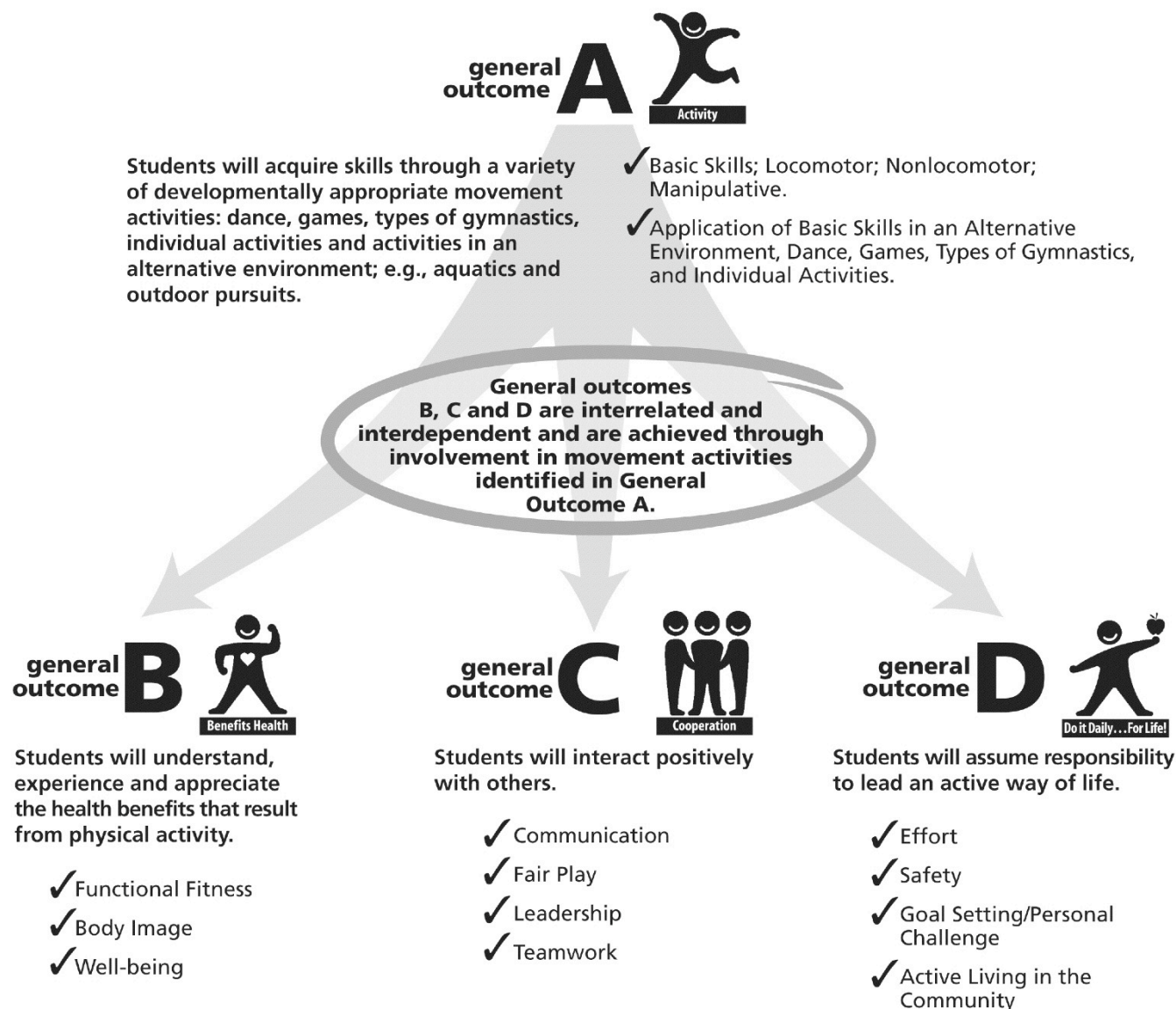


Alberta Regional Consortia



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:

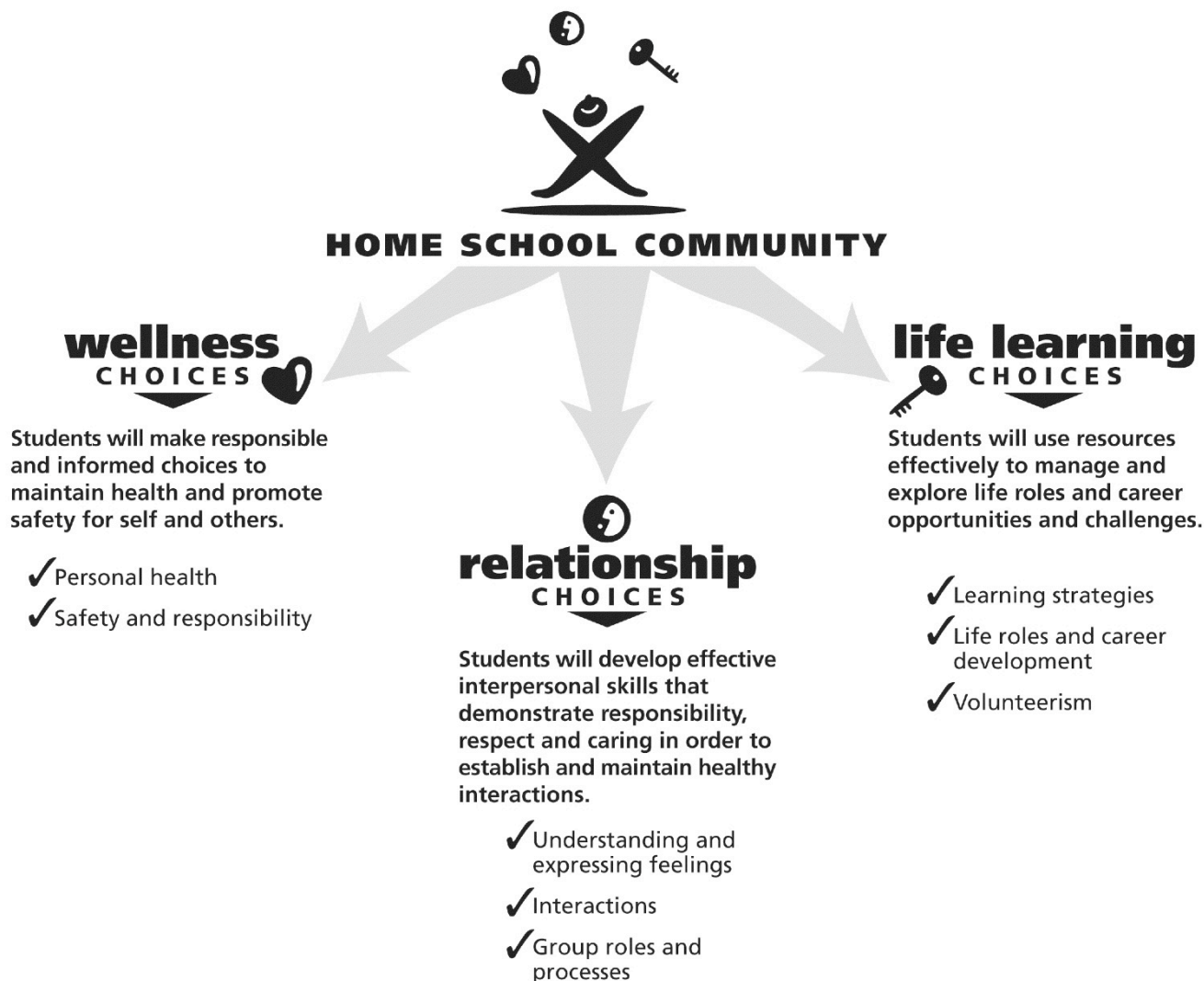
- Physical Education Online
English: www.learning.gov.ab.ca/physicaleducationonline
French: www.learning.gov.ab.ca/educationphysiqueenligne

- 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.



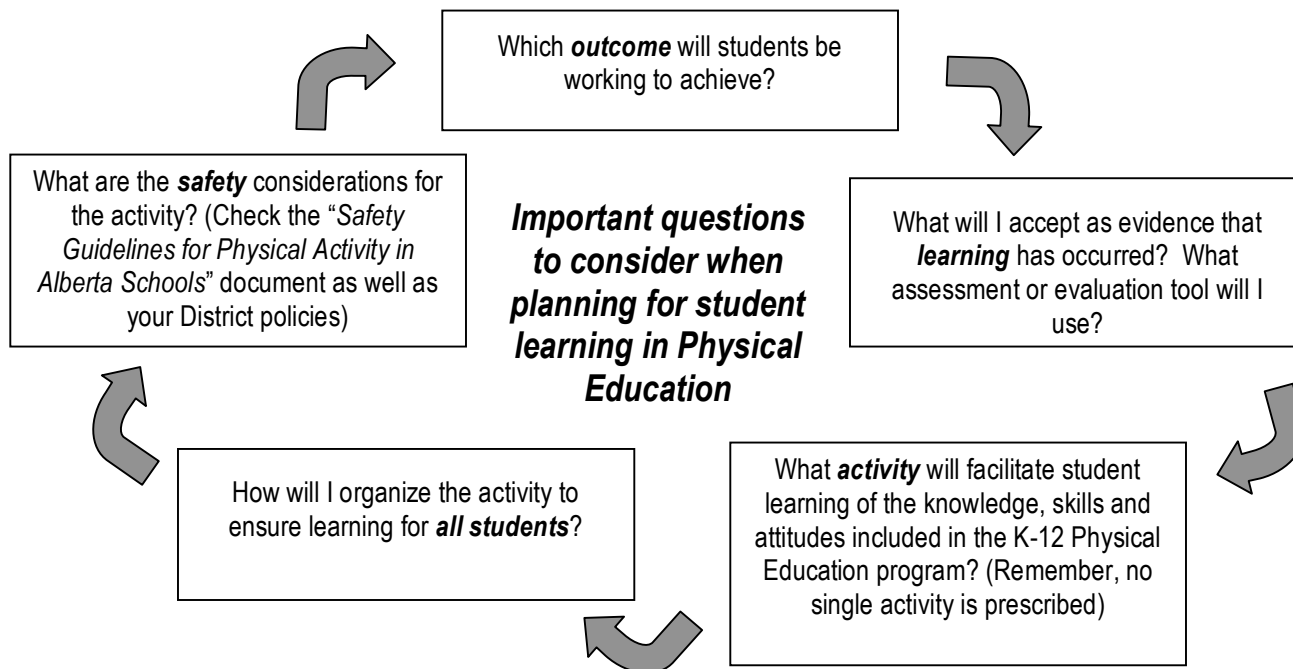
Home, school and community partnerships are critical to the delivery of the Health & Life Skills program of studies.

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

Physical Education – Starting with the End in Mind

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.



Daily Physical Activity in Alberta

“Starting in September 2005, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school.”

Guide to Education: ECS to Grade 12 September 2005, pp. 32

www.education.gov.ab.ca/k_12/curriculum/bySubject/dpa.asp

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**

For more information about DPA, Health and Physical Education, contact Michelle Kilborn:

Phone: 780-644-2530 or email michelle.kilborn@gov.ab.ca

For more information in French, contact Yannick Dufour:

Phone: 780-427-2940 or email yannick.dufour@gov.ab.ca





8 Strategies for Planning Safe and Effective Physical Activity Opportunities

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

◆ ALPHABET 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									D(K-6)-3		

Equipment: letters of the alphabet posted in the activity area

Organization: Post the letters of the alphabet around the activity area. As students enter the area, ask them to spell different words by touching the appropriate letters. Students might be asked to spell different words from the class word list (be sure not to give every student the same word!), something they ate for breakfast, the name of their pet – or the name of an imaginary pet. A great warm up activity!

Variation/Inclusion: Be sure to place the letters low enough on the walls so they are accessible to students in wheelchairs. Vary the locomotor pattern students use to travel to each letter from walking to running, crab-walking, hopping and galloping! Create teams by asking each student to stand beside the first letter of their middle name then group according to the numbers needed.

◆ 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 colour – 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!

◆ 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.

◆ 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 “snowboard” and push the board around. 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 DPA Handbook.

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. 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.

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.

◆ 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: Obstacle free area, four pylons to indicate safe lines

Organization: Two lines of students stand facing each other at the centre of the activity space, one to two meters apart. Each side 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 and legs crossed). Upon the teacher calling out “three, two, one, go!” each group shows their choice. The side that wins the RPS challenge chases the other side back to their line. Be sure to have the line at least a couple of metres from the wall. 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 those that find it a challenge to get down to the floor. Also, try this as a walking only activity!

◆ JUMPING BEANS (Adapted from *Everybody Move! Daily Vigorous Physical Activity, 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>
			B(K-6)-6							D(K-6)-1	D(K-6)-5		

Equipment: A posted description of an activity for different kinds of beans, obstacle free area

Organization: Demonstrate bean shapes or actions with students. The group will act out each bean shape as it is called out by the leader.

Baked Beans – make body as small as possible

Jumping Beans – jump!

Runner Beans – run on the spot

Chili Beans – shiver and shake

Jelly Beans – wobble and shake like jelly





French Beans – do the can-can with a partner

Lima Beans – with a partner, make a fat and narrow shape

Coffee Beans – be very energetic

Variation/Inclusion: Encourage students to create movements for different kinds of bean (navy beans, kidney beans). The leader should show a signal for each kind of bean as well as calling the name out loud to assist students with hearing impairments. Students could also work in small groups taking turns being the leader.

◆ BEAT 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: 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:

- 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/feet in a front support position to the beat of the music
- Have students create their own action to the beat of the music!

◆ 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.

◆ 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

◆ **FITNESS SPELLING** (Adapted with permission from *Everybody Move! Daily Vigorous Physical Activity*, 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)-13	B(K-6)-3										





Equipment: A posted list of activities for each letter of the alphabet

Organization: Post an activity for each letter of the alphabet – a sample list is included below. Ensure that all students are able to perform each activity. Challenge students to spell the entire alphabet by completing all activities, or have partners practice spelling words while the other partner guesses each word, or have a leader assign each pair of students a word that they will then complete the activity for each letter in the word.

A – Alternate knee lifts 20x	J – Jumping Jacks 20x	T – Tae Bo kicks front and back 10x each leg
B – Balance on 5 body parts for 20 seconds	K – Kick your heels together 10x	U – YOU stretch it – reach high and low
C – Calf raises 20x	L – Lunges on each leg 10x	V – V-sit 20 seconds
D – Dips 10x	M – Mountain climbers 15x	W – Walk around the room once
E – Energizer bunny hops 20x	N – Note your heart rate	X – Cross-over steps 10x each direction
F – Free dance your favorite moves for 30 seconds	O – hOp on each foot 10x	Y – Yodel for 10 seconds with your best voice
G – Gluteal kicks 10x each leg	P – Push ups 5x	Z – Zig zag jumps from side to side 20x
H – Hand jive	Q – Quench your thirst	
I – Intense marching on the spot	R – Run on the spot 15 seconds	
	S – Squats 10x slow and controlled	

Variation/Inclusion: Post letters and activities throughout the activity space encouraging students to move to each letter before completing the action. Have students create new activities or themed activities for each letter of the alphabet. Provide variations to ensure that all students are able to complete each movement – a student in a wheelchair could do tricep extensions over their head instead of dips. Students with visual impairments could work with a partner.

◆ **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).

◆ MAORI STICKS

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

Equipment: 2 one-foot sticks for every student (old broom handles, dowels, relay batons, rolled newspaper)

Organization: Maori sticks is a partner activity where students sit facing each other and tap the sticks in the following patterns while singing the tune (or creating their own tune to sing!) “Maku e kaute o hikoi tanga” x 2 for each trick.

Down – Clap – Tap (Right), Down – Clap – Tap (Left)

Down = tap sticks on the floor, on either side of your body

Clap = tap sticks together in front of your body

Tap = tap stick in your right hand, with stick in your partner's right hand, then left

Down – Clap – Single Throw (Right), Down – Clap – Single Throw (Left)

Single Throw = instead of tapping right sticks, throw and exchange right sticks – then left sticks

Down – Clap - Double Throw (exchange right sticks twice in a row, then left sticks)

Down – Clap – Two Stick Throw (exchange both sticks – one partner throws inside, the other outside)

Down – Clap – Two Stick Double (exchange both sticks, twice in a row)





Down – Clap – Square (sticks move in a square, throw one to your right hand, the other one forward)

All of the above tricks, except flip instead of clapping the sticks, *Down – Flip – Tap!*

All of the above tricks in a group of three, four or more students!

Variation/Inclusion: Have students create tricks and share with the group. For students with developmental disabilities, work in partners and keep movements simple. Provide lots of visual demonstrations. Encourage them to mirror their partner. Verbal prompts will help a student with visual impairments participate – if not able to remember the words to the song, students could count to 12. Have students listen to the music and create movements based on the beat of the music.

◆ HEALTHY SIMON SAYS

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>

Equipment: A list of appropriate health habits (sample K-1 list below)

Organization: The teacher leads the group by saying “Simon Says...”, followed by one health habit statement. If the statement is true, students move accordingly, if the statement is false, students should not move. If students move after a false statement, discuss why the statement is false and continue the game!

Sample health statements for K-3:

- ♥ If an apple is a nutritious snack, hop to the door...
- ♥ If your heart beats faster after playing tag, touch all four walls in the room...
- ♥ If water is good to drink after PE class, skip around your desk...

Sample health statements for 4-6:





- ♥ If skateboarding is a strength activity, touch a poster on the wall...
- ♥ If the gastrocnemius is a muscle used for jumping, do five jumping jacks...
- ♥ If a chocolate bar provides good energy for endurance activities, stand on one foot...

Sample health statements for 7-9:

- ♥ If stretching is a stress management technique, reach for your toes...
- ♥ If the Special Olympics oath is: “Let me win, but if I cannot let me be brave in the attempt”, give a high-five to 5 classmates...

Variation/Inclusion: Have the statements written on flip chart paper for those students who are hard of hearing. Play with a partner to support visually impaired or physically awkward students. Encourage students to come up with their own Simon Says Statements.

◆ ORIENTEERING REVIEW

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>

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.

#1 – The other Canadian province to celebrate its centennial year in 2005 is...

Nova Scotia – GO TO the basketball hoops

Saskatchewan – GO TO the entrance to the gym

Manitoba – GO TO the north soccer goal

#2 – The number of icefields in Alberta is...

One – GO TO the portables

Two – GO TO the bench of the east baseball diamond

#3 – Canada's largest oil strike was in Leduc in 1947, but oil was first discovered in...

Turner Valley – GO TO the bike racks

Fort McMurray – GO TO the playground slide

#4 – Some of the endangered animals that live on Alberta's prairies are...

Whopping crane, sage grouse, swift fox – GO TO the fire exit door of the gym

Gopher, coyote, magpie – GO TO the south soccer goal

#5 – Alberta's number one tourist attraction is...

Banff National Park – GO TO the fire hydrant

West Edmonton Mall – GO TO the nearest water fountain

#6 – The first Calgary Stampede was held in...

1912 – GO TO the south soccer goal

1926 – GO TO the picnic tables

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

Inclusion: Ensure clues are located in places that are accessible for all students. Consider allowing students with disabilities to divide the clues between them and work together to solve the final answer.

Circle Activities

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!

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.

ABCD's of Physical Education



Planning for Monday Morning...





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

Who needs to be involved in creating the plan?

What resources are available in our school and larger community?

What needs to be done?

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. Talk to different organizations (ex. Ever Active Schools) about borrowing a variety of adaptive physical activity equipment (ex. Beep balls, sensory stim balls,) to introduce families to the different equipment that is available and provide them with an opportunity to try it out.

◆ Pump Up the Volume!

Equipment: Members of the school community and loud voices!

Organization: Energize your school assemblies by kicking them off with the Ever Active 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)
 EVER! (Echo)
 ACTIVE! (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)
 EVER! (Echo)
 ACTIVE! (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)
 EVER! (Echo)
 ACTIVE! (Echo)
 EVER! (Echo)
 ACTIVE! (Echo)

Inclusion: Put the words on a flip chart and include pictures of each line to provide visual cues.

Resources

1. **Alberta Regional Professional Development Consortia (ARPDC)**
PD opportunities being offered 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 membership program available to all Alberta school communities.
www.everactive.org
4. **Everybody Move! Daily Vigorous Physical Activity**, CIRA Ontario, 2005
CIRA members \$40.00, non-members \$60.00, www.ciraontario.com
5. **Health & Life Skills Guide to Implementation K-9**, Alberta Learning, 2002
English: LRC Product #475964, \$26.85
Français: LRC Product #529315, \$36.60
Online at www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls
6. **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 2008 is being held in Grande Prairie, May 1-3, 2008, www.hpec2008.com
7. **Moving to Inclusion**, National Steering Committee of Moving to Inclusion initiative, 1994
Item # MT1001E \$25.00, or online at www.ala.ca, Active Living Alliance for Canadians with a Disability
8. **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
9. **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/
10. **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
11. **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

