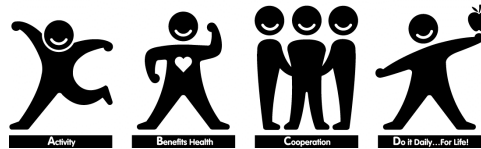


Ever Active Schools Dynamic DPA!

Participant Handout



ABCD's of Physical Education



Intended Audience: Grades K-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 supporting daily physical activities 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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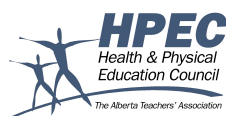
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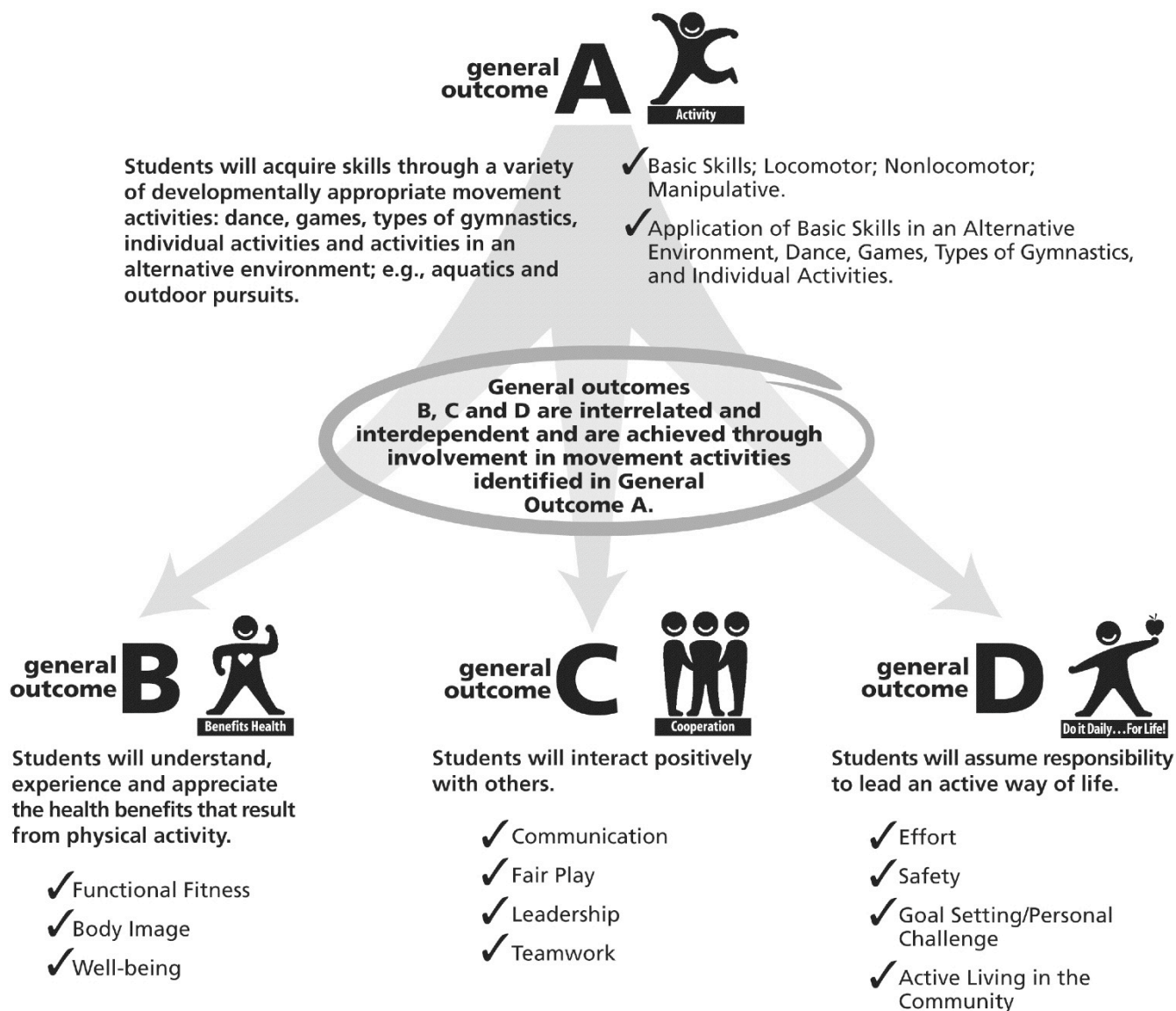
Website: www.everactive.org

Workshops supported by:



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.



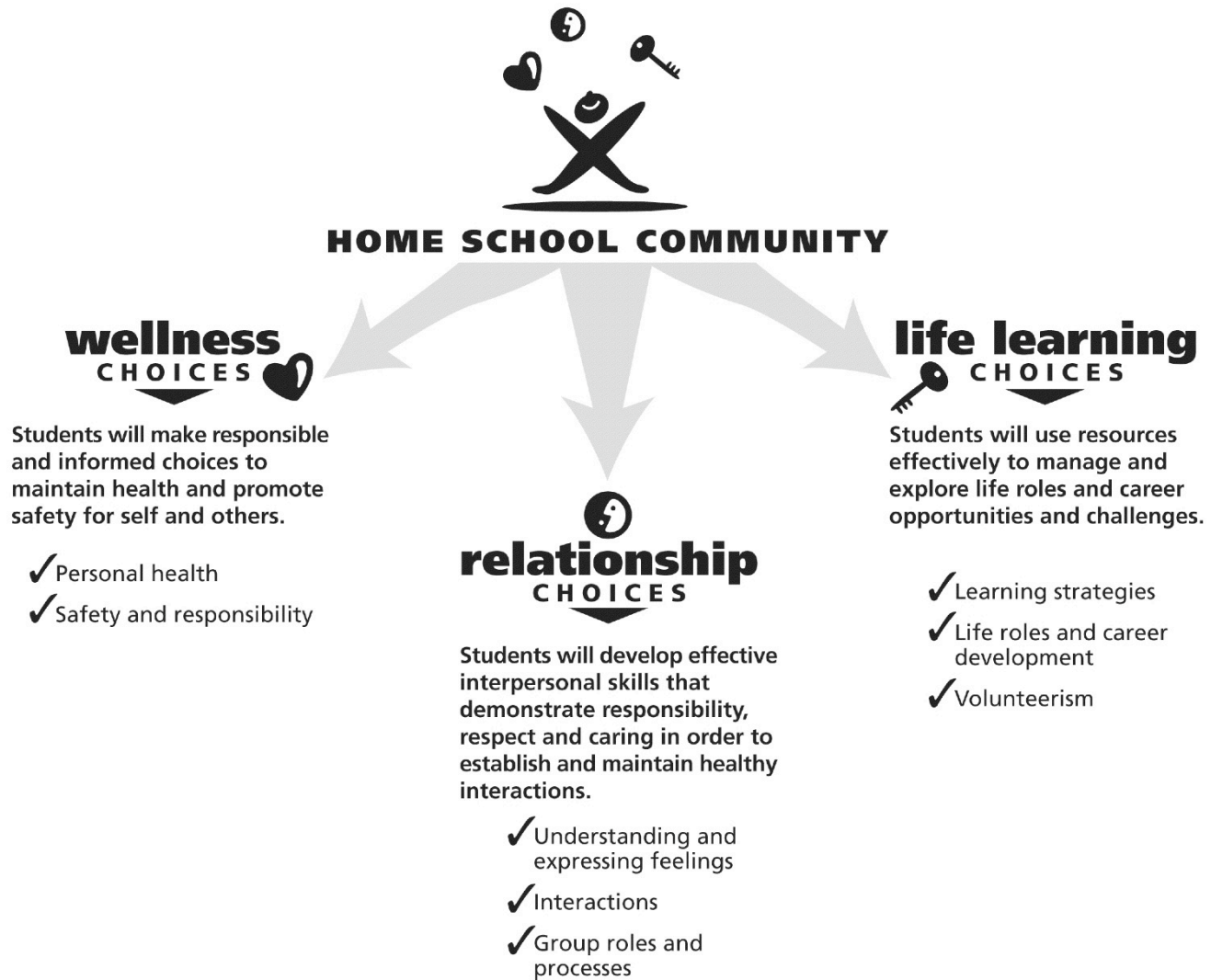
Resources available to support implementation:

- 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

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* (Spetmeber 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

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!

◆ 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!

◆ 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.

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 trying to keep it on their stomach. Give the students a minute or two to practice this skill, then have the it try and tag. If tagged, you must do three jumping jacks, then return to the activity. Change “its” often.

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!

◆ 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: Use the attached juggling progressions and have your students explore juggling with one, two or three objects. Also included in this handout is a juggling progression for 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: Distribute the “Juggling” handout from the *Teacher Resources – Teaching Tools – PDF Resources* section of the Physical Education Online website. 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.

◆ CUPID SHUFFLE

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-30)-8					C(K-30)-3						





Equipment: Cupid Shuffle song by Cupid

Organization: This is a four wall dance, so have students spread out facing the same wall and preferably facing you. Some students will catch on quickly to the dance steps and others will need your constant cues and modeling. The dance steps are as follows:

- Shuffle four times to the right
- Shuffle four times to the left
- Heel tap or kick your feet to the front; right, left, right, left
- Walk in place 4 times while turning a quarter turn to the left and facing a different wall
- Repeat the steps facing the new wall and continue the steps above until the song is over

Variation/Inclusion: Challenge the students who have caught on quickly to the dance steps to make additions to the dance; e.g., instead of shuffling, students can add a turn to the count of four one way then the other.

◆ 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	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-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.

◆ FITNESSPOLY





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-30)-3					C(K-30)-1							

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.

◆ TARP PROBLEM SOLVERS

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>
									C(K-30)-5				

Equipment: Tarp for each group of 4-6 students, tennis balls, soft Frisbees





Organization: Students get into small groups of four to six students. Each group is given one plastic tarp, 5"X7" or 6"X9". Clear instructions are given orally to students and they are to work with their group to complete them. Students perform the following tarp activities:

- Flip the tarp over and stand on the other side while not touching the floor
- Move the tarp ten feet in any direction while not touching the floor
- Cover the tarp so none of it is showing
- Enclose the entire group in the tarp

- Make an igloo and protect yourself from the cold, no one showing
- Scatter **tennis balls** throughout the gym. Each group tries to collect as many tennis balls, one at a time into their tarp and run it over to a bucket. Without touching the tennis ball with their hands, let it roll into the bucket, go get another one.
- Each group catches thrown **Frisbees** in their tarp. One group member throws three Frisbees and the rest of the group catches them. The next group member grabs the Frisbees, throws them from a designated line for the group to catch on the tarp. The activity ends when all group members have thrown the three Frisbees.

Variation/Inclusion: Consider creating task cards for the groups to work through together. Use popsicle sticks to group the students and assign a role to each group member; e.g., green-reads the task cards, red-ensures everyone is being safe, yellow-collects the scattered Frisbees, Blue-counts the number of balls/Frisbee collected and caught.

◆ **DOMINOES FITNESS**

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-30)-1										D(K-30)-3		

Equipment: Dominoes cards (approximately 10-15), dominoes (2-3 sets), activity choice cards (same amount as dominoes cards)

Organization: Post the dominoes cards around the playing area and post two activity choices under each letter. Place one or two sets of dominoes face down in the middle of the playing area. On the signal, students travel on their own or with a partner to the middle and flip one domino over. After locating that domino on the wall, the student(s) runs over and performs the activity beside their matching domino the number of repetitions that is indicated on the card. The activity continues for a certain amount of time or until everyone flips 5-10 dominoes. Try playing music to motivate your students! Domino activity choices can include:

- running on the spot or walk the length of the playing area
- alternating knee lifts or jumping jacks
- water break or stretch
- speed skipping or squats
- plank pose or push-ups
- curl-ups or v-sit

Variation/Inclusion: Try placing drawings of the activities on the choice cards for students of all grades and learning styles to see. Make this a cooperative learning activity by having students work with a partner.

◆ JUGGLING PROGRESSIONS

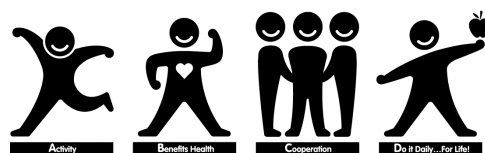
Individual Juggling

- 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

- Partners stand shoulder to shoulder each with a scarf in their outside hand. One partner starts by tossing the scarf in front and across their body towards their partner. The other partner then tosses their scarf up, then catches their partner’s scarf. Continue until comfortable.
- Partners remain standing shoulder to shoulder with one partner holding two scarves in their outside hand and the other partner holding onto one scarf in their outside hand. The partner with two tosses one of the scarves up and across, the other partner then tosses their scarf and finally the third scarf is tossed. The partners try and simulate juggling while one partner acts as the right hand and the other as the left hand. Switch sides after a couple of minutes and have them practice with their other hand.
- 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



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 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.ciraontario.com
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.ab.ca
6. **A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School**, Rhonda L. Clements & Suzanne K. Kinzler
Human Kinetics ISBN # 0-7360-3882-5
www.humankinetics.com
7. **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
8. **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/
9. **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
10. **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
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

