



## Section 3: Physical Activities

### Introduction

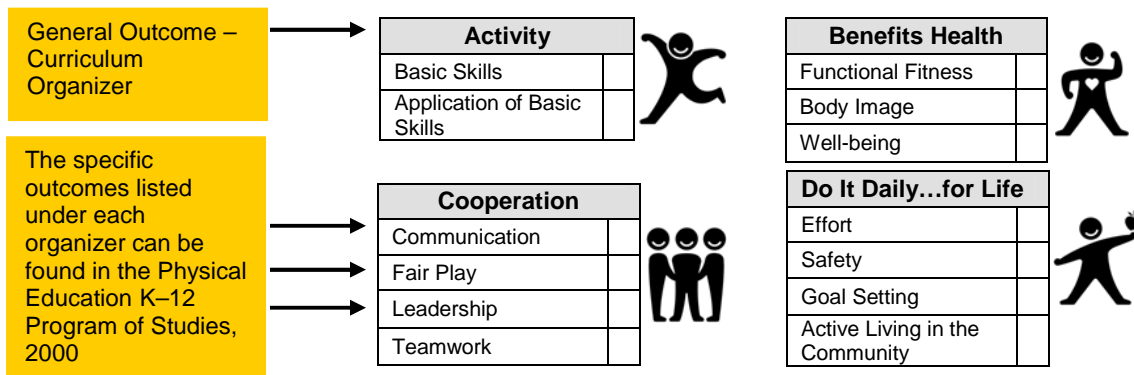
The Daily Physical Activities in this section are divided into the following categories:

- **Classroom or Small Space**
- **Gym or Open Space**
- **Outdoors**
- **Whole School or Large Group**

Although most of the activities are organized by the space to which they are best suited, many of them can be adapted and used anywhere.

### Physical Education Icons

Each activity is assigned one or more of the following physical education icons based on the student learning outcomes of the physical education curriculum that are addressed. These icons represent the student learning outcomes that may be obtained by the students during the activity.



### Cross-curricular Linking

Suggestions for cross-curricular linking have been provided for all categories of activities except for those under Whole School or Large Group. Suggestions are provided for language arts, mathematics, science, health and social studies integration based on the curricular topics or strands for grades 1 through 9. Although these suggestions are not comprehensive, they do provide general ideas and inspiration for linking daily physical activity and curricular outcomes. For more information, see Linking Cross-curricular Outcomes in Section 2: Teachers.

## Safety Considerations

It is recommended that you review Alberta Education's authorized resource *Safety Guidelines for Physical Education Instruction in Alberta Schools*. Also review any safety policies defined by your school authority. Safety awareness is based on up-to-date information, common sense observation, action and foresight.

The safety of all students is paramount when planning quality daily physical activity. Routines that are developed early in the school year and reinforced throughout the instructional and noninstructional time can help to reduce the risk of injury.

All activities, regardless of the complexity or simplicity of the action, have an inherent level of risk. Such factors as skill level, previous experience of the students and teacher, weather conditions, facilities and available equipment may all affect the level of risk of any activity.

## Strategies to Increase Cardiovascular Benefits

It is important that students participate in vigorous physical activity during the day, which often involves working on cardiovascular endurance. Whenever possible, increase and prolong the students' activity to increase their cardiovascular endurance benefits.

**The following are strategies for increasing the cardiovascular endurance benefits of activities:**

- Have students move as soon as they enter the activity area; e.g., gymnasium or studio. This is easiest if a variety of equipment is available to them. Stress the importance of safety and awareness and respect of other students' physical spaces.
- Having sufficient equipment available for every student will minimize wait time and line-ups.
- Small teams increase the opportunity for more movement by more students; e.g., 3s volleyball creates more opportunity than 6s volleyball.
- Try to create a work-to-rest ratio of 2:1 when it is not conducive for the entire class to move at the same time. A relay team with two people will create twice as much movement opportunity as a relay team with four people.
- Modify the rules and equipment so students increase the intensity of their activities and can measure progress and achievement.
- Have students identify ways to allow for more movement time and less management and transition time.

## Why Stretching Is Important

Muscles shrink and weaken if they are not used. Flexibility is necessary for performing tasks that require bending, twisting and reaching. If a person's muscles are not flexible, they are at risk for painful muscle pulls or tears.

Stretching is one of the best ways to prevent and avoid muscle soreness, cramps and injuries. Regular stretching helps increase flexibility and can even improve a person's range of motion. Gentle stretching helps people feel more relaxed, maintain good posture and keep joints functional.

Before starting any physical activity, a warm-up should be done. Muscles that have not been properly prepared tend to be injured more easily. Start out with some light cardiovascular activities, such as easy jogging, jumping jacks or brisk walking, just to get the muscles warm.

Follow a brief warm-up with some stretches. Stretching for a few minutes after exercising is the safest time because the muscles are already warmed up and are less likely to be pulled.

## How to Stretch

1. Do a short warm-up before stretching.
2. Move slowly until the muscle stretch can be felt. A safe stretch is gentle and relaxing.
3. Hold the stretch steady for 15 to 30 seconds. Do not bounce.
4. Relax. Then repeat three to five times.
5. Each person should stretch within their own limits. Do not compete.
6. Breathe slowly and naturally. Do not hold your breath.
7. Relax, enjoy and feel good.

## Appendix

See **Appendix 1: Stretching Exercises** for more examples of various stretches for work and play.

## How Often Should I Stretch?

Stretch two or three times a week for five to ten minutes. A good time to stretch could be while watching television or before bedtime. Avoid stretching as soon as waking in the morning, as this is when something is most likely to be pulled. Flexibility improves over time if stretching is made part of an activity routine.

## Caution!

No stretching should cause pain. A gentle pull should be felt and a relaxation of the tight muscle. As the muscle relaxes, stretch a bit further until mild tension is felt again (not pain). If it hurts, do not try so hard.

## Resources



Lifestyle Balance Handout: *Keep It Safe*  
<http://www.wellsources.com/demo/osteoporosis/approot/OWL/content/balance.asp>

American College of Sports Medicine. *ACSM Fitness Book*. Leisure Press. Champaign, IL, 1992.

American College of Sports Medicine. *American College of Sports Medicine Fitness Book*. Leisure Press: Champaign, IL, 1992.

## Using the Resource List

When looking for physical activity ideas and guidance, the resource list provides ideas for further reading and professional development.

## Appendix

See **Appendix 30: Resources to Support the Implementation of DPA**.

The resources in the appendix are listed based on their topics, i.e.:

- Professional Development Resources
- General Physical Education Resources
- Alternative Arts Resources
- Ball Games Resources
- Dance Resources
- Games Resources
- Gymnastic Resources
- Ice Skating Resources
- Juggling Resources
- Jump Rope Resources
- Skiing Resources
- Stretching Resources
- Swimming Resources
- Whole School Activity Resources
- Key Community Organizations

## Preparatory Checklist

When planning to use one of the activities included in this section, make sure that you are prepared by going through the checklist below.

Activity:	Yes	Not yet	N/A
I have all the materials and equipment required.			
I know what (if any) cross-curricular content I will use.			
I have considered the various needs of the students.			
I have modified the activity as necessary for the students.			
I have considered the safety of the students.			
The activity space I require is available and set up for the activity.			

## Monitoring

According to the Daily Physical Activity policy, “school authorities will monitor the implementation of the DPA to ensure that all students are active for a minimum of 30 minutes daily.” The following tools can help students keep track of their own participation and can be found in the Appendices:

<b>Appendix 3: My Daily Physical Activity Log</b>	For student record keeping of daily physical activity performed and monitoring of attitudes toward daily physical activity for the duration of a week.
<b>Appendix 4: My Physical Activity Goals</b>	For student goal setting for daily physical activity performed during a week.
<b>Appendix 5: My Fitness Shoe Activity Log</b>	For younger student record keeping of physical activity performed during a week.

## Teacher Reflection

After participating in a daily physical activity with your students, take the time to reflect on its successes and challenges. An activity reflection tool has been included to help teachers get the most out of their physical activities.

<b>Appendix</b>	See <b>Appendix 2: Teacher Activity Reflection.</b>
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## Index of Physical Activities

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Aerobics (Low Impact)										85
Alaskan High Kick										86
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Battleships										88
Beach Ball Bop										89
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Feather Fun										64
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Activity Name	Classroom or Small Space	Gym or Open Space	Outdoors	Whole School or Large Group	Includes Cross-curricular Ideas	Division I	Division II	Division III	Equipment Required	Page Number
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Activity Name	Classroom or Small Space	Gym or Open Space	Outdoors	Whole School or Large Group	Includes Cross-curricular Ideas	Division I	Division II	Division III	Equipment Required	Page Number
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## Classroom or Small Space

### Physical Activities

#### Classroom or Small Space

The activities included in the section can be completed with students at their desks, in an open space in the classroom or in a common space in the school. Students can create a larger classroom space by moving desks to the side or in a circle. Generally, these activities require a minimal amount of space, but they could also be completed in a gym, other open space or outdoors. These activities require the least in terms of equipment and set up and can often be completed using basic classroom supplies.

#### Tips for the Classroom or Small Space

- Keep simple equipment easily accessible in the classroom or nearby for the students to use during breaks or as a reward.
- Consider joining up with another class.
- Make physical activity such as stretching or desk energizers part of your daily routine.
- Have students keep track of their progress and improvement over time and log their activity minutes.
- Review concepts learned as part of a physical activity rather than on paper.
- Prior to a quiz or test, encourage your students to reduce stress by increasing their physical activity. A 10-minute walk before a quiz or test can help students breathe easier and get the blood circulating.
- After students participate in a physical activity, ask them to modify the activity or reinvent a game to help encourage student engagement and interest.
- Encourage students to recognize fair play and sportsmanship as essential components of physical activity. Students should learn to play by the rules and show respect for themselves and others.
- Have students volunteer to teach the rest of the class a game from their own cultural backgrounds. Make a class collection and share it with the rest of the school.

## Classroom or Small Space

### Physical Activities with Cross-curricular Ideas

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62	Crazed Creative Dance	70	Sketch Relay
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66	My Body Song		

# Classroom or Small Space

## Physical Activities with Cross-curricular Ideas

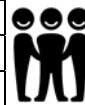
### Alphabet Popcorn

#### Language Arts Focus (Divisions I, II)

#### Classroom or Small Space

**Equipment:** index cards with the letters of the alphabet written on them

Cooperation	
Communication	<input type="checkbox"/>
Fair Play	<input type="checkbox"/>
Leadership	<input type="checkbox"/>
Teamwork	<input checked="" type="checkbox"/>



1. Have students stand in an open area of the classroom. Move around the area, giving each student a letter of the alphabet. Letters can be written on index-sized cards.
2. As each student receives their letter, they squat down.
3. Instruct students to listen carefully as you will be calling out different letters of the alphabet. When the letter on their index card (or a word that begins with their letter) is called, they “pop up” and then quickly squat or sit down again.
4. If the word *alphabet* is called, everyone pops up.
5. Once all students have had a turn to “pop up,” try spelling some words. Choose words that are presently being defined and applied in spelling, reading and writing assignments and from all subject areas.

### Cross-curricular Linking

#### Mathematics

Assign each student a number rather than a letter. Call out or write down equations, e.g., “ $3 \times 2 =$ ,” and have the students “pop up” when their number is the answer to the equation. If “All Numbers” is called out, everyone pops up. Have the students take turns calling out or writing down equations.

# Alphabet Search

**Language Arts Focus (Divisions I, II, III)**  
**Classroom or Small Space**  
**Equipment:** whiteboard or flashcards with letters and vocabulary words

Activity	
Basic Skills	✓
Application of Basic Skills	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Starting with the letter “A,” call out each letter of the alphabet and a corresponding word or phrase that begins with that letter. After identifying a word or phrase, ask the students to perform an action that incorporates this word or phrase. For example, call out or hold up a letter “A,” saying the word *apple* and then ask the students to pretend they are picking an apple high up in a tree. “L” is for *ladder*, and they pretend to climb a ladder. “S” is for *snake* and they slither around like snakes.
2. After each movement, review the letter, the word and the letter sound and then ask students to call out the letter that comes next.
3. Continue through the whole alphabet, selecting certain letters each day from different points in the alphabet. Have students brainstorm words to use with each letter for this activity.
4. At the end of the activity, ask students to write or draw pictures of some of the letters and action words that were used to describe them.

## Cross-curricular Linking

### Science

Identify a topic in science. Call out a letter of the alphabet and ask the students to provide topic-specific vocabulary for that letter of the alphabet before they run to get an ice cream stick located on a table across the room. For example, the topic could be types of animals and the teacher calls out “d.” The students spell out their answer, for example, “dinosaur.” Other topics could include plants, reptiles or parts of the solar system. Once all the ice cream sticks are gone from the table, the activity ends.

### Social Studies

Identify a topic in social studies. Call out a letter of the alphabet and ask the students to provide topic-specific vocabulary for that letter of the alphabet before they run to get an ice cream stick located on a table across the room. For example, the topic could be types of land features and the teacher calls out “p.” The students spell out their answer, for example, “prairie.” Other topics could include countries of the world, cities and rivers. Once all the ice cream sticks are gone from the table, the activity ends.

# Body Spelling

**Language Arts Focus (Divisions I, II, III)**  
**Classroom or Small Space**  
**Equipment:** none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Have students stand in an open area of the classroom.
2. Call out a letter and have the students form that letter by shaping their bodies into the letter. Letters that work well are: A, X, S, C, F, J, I, L, U, V, K, Z. Encourage students to stretch long and hold the stretch for a count of eight. Try counting in a different language.
3. Have students work with a partner to each form a different letter and then form a two-letter word. Suggestions for two-letter words include: on, it, of, to, oh, so, hi, do, go, no, by, is, ox, an, at, in.
4. In groups of three to four, have students form their bodies to spell a word; e.g., the name of an animal, a girl's name or a boy's name.
5. As a variation, have the students walk around in the shape of the letter called.

## Cross-curricular Linking

### Mathematics

Have the students form numbers instead of letters. Have older students form the answer to equations in groups, using decimals or fractions.

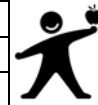
# Flash Up, Flash Down

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** paper

Activity	
Basic Skills	✓
Application of Basic Skills	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



1. Provide each student with pieces of scrap paper.
2. Ask the students a review question and have the students quickly write their answers on the paper.
3. Call out “3–2–1 Flash Up!” and have the students jump out of their desks and show their answers to the front of the class.
4. Call out “Flash Down!” and the students sit while you review the correct answer to the question.

## Cross-curricular Linking

### Language Arts

Use the activity to reinforce spelling skills and use words from the weekly spelling list. As an extension, students could create sentences using the words from the activity.

### Social Studies

Have the students answer questions, spell or define vocabulary on a topic recently covered; e.g., communities of the past, Alberta’s history, geography of Canada, the Aztecs, rights and freedoms.

### Science

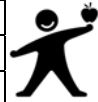
Have the students answer questions on a topic recently covered; e.g., creating colour, five senses, magnetism, plant growth, chemistry, heat and temperature, weather patterns, aerodynamics, animals, seasonal changes, electricity, mechanical systems, chemical change, tectonic plates.

# Indoor Circuit

**Divisions I, II, III**  
**Classroom or Small Space**

**Equipment:** hoops, benches, dynabands, pylons, paper, music (optional)

Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



## Around the Room

1. Set up a variety of stations around the classroom that will help students develop strength, target, agility and cooperative skills. For example:  
 Station 1: hoops (throwing, jumping)  
 Station 2: beanbags (throwing, balance)  
 Station 3: dynabands (strength, flexibility)
2. Have students work through the stations, allowing a set amount of time for each station. Students can work individually or with a partner. Play music to provide additional motivation for the students.

## Mission Possible Circuit

1. Prepare a list of several different missions or activities related to a subject area (one for each station) and divide the students into groups of six or seven. Assign each of the groups to a station.
2. On a signal, have one student read out the task for their group and then have them work together to perform the activity.
3. Students complete as many of the tasks as possible within a set amount of time or until a song has finished playing.

## Cross-curricular Linking

### Social Studies

With the left toe, touch five objects in the room that are a colour found on the Nunavut flag. Do one jumping jack for each letter in the name of India's capital city. Choose a Great Lake and spell it on the floor using all group members' bodies to form the letters.

### Mathematics

Incorporate number operations, variables or equations into the stations; e.g., recite times tables while spinning the hoop or solve an equation and toss beanbags into baskets labelled with possible answers.

### Science

Line up in single file and pass a binder over the head, then through the legs until the binder has been passed once for every letter in the word "photosynthesis."

### Language Arts

Incorporate grammar or vocabulary into the stations; e.g., conjugate verbs while spinning the hoop or toss beanbags into baskets labelled with adverbs.

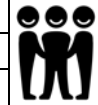
# Language Lights

**Language Arts Focus (Divisions I, II, III)**  
**Classroom or Small Space**  
**Equipment:** none required

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	



1. Assign students consonants or vowels, adjectives or verbs, masculine or feminine nouns, and so on and then assign different movements to each word type.
2. Call out a colour of a streetlight and have students move as the colour dictates. For example, red light means stop and yellow light means jog on the spot. When you call out “green,” students must move according to their word type; e.g., vowels do jumping jacks, consonants bend over and touch their toes.
3. If you call out “Pit Stop,” students stop and complete a stretch, holding it for eight seconds. See Appendix 1 for types of stretches to perform.

## Cross-curricular Linking

### Mathematics

Assign numbers instead of word types and have the students move based on whether their number is odd or even, whole, decimal or fraction, tens, hundreds or thousands, a square root or not, or it is divisible by a particular number.

### Science

Assign animals, plants, simple machines, weather or types of rock instead of word types and have the students move to simulate the vocabulary they have been assigned.



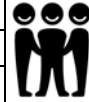
# Memory Match

**Language Arts Focus (Divisions I, II, III)**  
**Classroom or Small Space**  
**Equipment:** cards or paper plates

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Write rhyming words, homonyms or other matching words on the bottom of paper plates or cards and divide students into groups of two.
2. Scatter half the paper plates or cards turned upside down around one side of the classroom. The matching paper plates or cards are scattered on the other side of the playing space.
3. Have each group start at a different spot and, using a specific locomotor pattern (e.g., hopping on one foot, skipping, twirling), move to one side to pick a paper plate or card. Then they move, using the same locomotor pattern, to the other side of the playing area to find their matching word. If they turn over a card that matches, they bring it back. If it doesn't, they place it back on the floor upside down for the other teams to find. Partners must stay together and can only turn over one card at a time.

## Cross-curricular Linking

### Mathematics

Write equations on the paper plates or cards and have the students match them with the correct solution.

### Social Studies

Tape pictures and their matching words or dates (e.g., countries, cultures, historic figures, historic events) to the paper plates or cards and have the students match the pictures to the words.

# Musical Hoops

## Language Arts Focus (Divisions I, II, III)

### Classroom or Small Space

**Equipment:** one hoop per student, clipboards, markers, index cards with letters written on them, music

Activity	
Basic Skills	✓
Application of Basic Skills	



1. Place one hoop per student randomly on the floor of a cleared area of the classroom. Place a clipboard with a blank sheet and a marker inside each hoop.
2. Play music and have students move about this cleared space using a specific locomotor skill (e.g., skip, hop), or have students walk in a variety of ways (e.g., baby steps, backwards, crab walk, side step, quick steps, long strides).
3. When the music stops, have the students move to the closest hoop. Using the paper and clipboard, students write the letter, word or shape that is currently indicated on the front board or is called out by the teacher. Alternatively, teachers orally ask a question and the students write the answer. For example, “In what part of the body will you find a “chamber?” For younger students, place beanbags in the hoops with numbers, letters or shapes marked on them. When students get to the hoop they write the shape they see on the beanbag on the paper. Give students time to finish and while waiting they can perform a stationary skill, such as marching or jogging on the spot.
4. Upon a signal, the students place the clipboard down in the hoop and move again to continue the activity with a new letter, word or shape that will be indicated.

## Cross-curricular Linking

### Mathematics

Have the students answer simple equations, write out long numbers, finish a pattern, answer a word problem or describe the characteristics of 3-D and 2-D shapes as they arrive at each hoop.

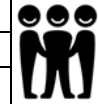
# Over Under

**Language Arts Focus (Divisions I, II, III)**  
**Classroom or Small Space**  
**Equipment:** a small, sturdy object for passing

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Have students stand in a row, one behind the other in groups of five or six.
2. Have the students pass a rubber chicken, beanbag, ball or chalkboard eraser down the line, alternating over the head and between the knees.
3. When the object gets to the end of the line, the last person runs to the front and starts passing it again.
4. After students practise passing the object, add alphabet challenges. Have students say a letter of the alphabet as they pass the object. Students say a word that starts with each letter of the alphabet; e.g., first person says “apple,” second person says “banana,” third person says “cat,” fourth person says “dog.” Another variation is saying a two-letter word and when the person runs to the front of the line, the group must say a three-letter word, then a four-letter word. Continue to the appropriate level of skill.

## Cross-curricular Linking

### Mathematics

Have the students create and continue a pattern; e.g., counting by twos, threes or fours.

### Health

Have the students identify healthy and nutritious foods for breakfast as they pass the object down the line. Do the same for lunch and dinner.

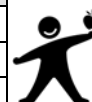
# Scarf Juggling

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** scarves or plastic grocery bags

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Demonstrate the cascade pattern of juggling: Pinch one scarf in the middle and let the rest of the scarf hang down. Raise one arm across the chest and throw the scarf as high as it will go. With the other arm, catch the scarf palm down in front of the body below the waist. The scarf makes a figure eight pattern. Throw across, catch down, throw across, catch down. With a scarf in each hand, toss the first one across and when it gets to the top, look at it briefly and throw the second scarf across the body in the opposite direction. The scarves will make an “X” as they cross in front. With both scarves in the air, catch the first scarf straight down in front and then catch the second one in front with the other hand. The first one thrown will be the first one caught, but caught with the opposite hand.
2. Have the students follow along and work to establish an even rhythm with the two scarves.
3. Demonstrate juggling with three scarves: Hold two scarves in the dominant hand, one deep in the hand and the other one loose at the fingertips. Hold one scarf in the nondominant hand. The one in the fingertips of the dominant hand is the first scarf to throw. When it gets to the top, throw the second one from the nondominant hand. As the hand goes down from throwing the second one, it quickly catches the first one. Then, throw the third scarf from the dominant hand. As the hand comes down from throwing the third one, it quickly catches the second one, and then throw the fourth one (which is really the first one). Keep alternating hands right, left, right, left working to develop an even rhythm.
4. Have the students follow along and work to establish an even rhythm with the three scarves. Have the students juggle with a partner with two and three scarves.

## Cross-curricular Linking

### Language Arts

One student stands in the middle of a group of 3 to 4 students, holds a scarf and is the “dropper.” When the student in the middle is ready, he or she says a letter and drops the scarf. The other students say a word that begins with the letter called out by the dropper and try to catch the scarf before the other students do or before it drops to the floor. The student who says the word and catches the scarf takes the place of the student in the middle and calls out the next letter. Vary the body part that the scarf must be caught with, such as a finger, head, foot or shoulder.

### Health

The student in the middle says a food group and the other students call out a food that is an example of that food group and tries to catch the scarf before it drops to the floor.

### Mathematics

The student in the middle says an equation and the other students call out the answer and try to catch the scarf before it drops to the floor.

# Scrabble Fitness

**Divisions I, II, III**

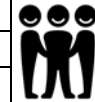
**Classroom or Small Space**

**Equipment:** index cards with the letters of the alphabet written on them, chart paper, markers

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide the class into small groups of two or three.
2. Using index cards with letters of the alphabet on them, spread the cards face up on one half or quarter of the playing area.
3. Have the students stand in their groups an equal distance from the cards and spread out in a safe manner. The first student in each group will start.
4. On a signal, students hop, jump or skip one at a time to collect one card and bring it back to their partner or group. Students alternate turns in getting the letters. Once each student in the group has a card, the students try to form words from the cards they have brought back (they don't have to use all of them).
5. Once a word is formed, the students have the teacher verify that it is indeed a word. If it is a word, the students write it on a piece of paper or chart paper posted on the wall, gather all the letters and spread them back out on the floor at the other end of the playing area. All words less than four letters score one point for each letter in the word. All words with five or more letters are worth two points per letter. Total the points for a class total. Allot bonus points for using vocabulary words posted around the classroom or words from weekly spelling lists.

## Cross-curricular Linking

**Languages  
Arts**

Use the activity to reinforce vocabulary and spelling skills.

**Social  
Studies**

Use places instead of letters and have the students arrange them from closest to farthest away from their community or use events and have the students place them on a time line.

**Science**

Use animals or plants instead of letters and have the students place them in a food chain or order the steps in a process or a life cycle.

**Health**

Use foods and have students design a healthy meal for a school lunch.

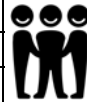
# Spelling Relay

**Language Arts Focus (Divisions I, II, III)**

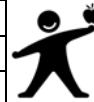
**Classroom or Small Space**

**Equipment:** ice cream sticks

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Divide the students into teams and assign each team an equal number of ice cream sticks, which are placed on a table across the room.
2. Call out a vocabulary word for the teams to spell.
3. On a signal, the first players in each team run to their piles, grab a stick and bring it back to their teams.
4. Upon returning, the runners tag the next students and they run and collect another stick. Meanwhile, the teammates work together to spell out the words with the sticks. Students are not allowed to break the sticks. To shorten the duration of this activity, students could bring back two or more sticks at one time.
5. As a variation, have students work in rows and walk down the row or around the classroom to the pile of ice cream sticks and bring one back to their team.

## Cross-curricular Linking

### Mathematics

Instead of words, call out an equation. Students complete an action such as hopping, stretching and bending the same number of times as the answer to the equation. For example, call out “2 + 2” and the students do four jumping jacks.

### Science

Identify a topic in science. Call out a letter of the alphabet and ask the students to provide topic-specific vocabulary for that letter of the alphabet before they run to get an ice cream stick. For example, the topic could be types of animals and the teacher calls out “d.” The students spell out their answer, for example, “dinosaur.” Other topics could include plants, reptiles or parts of the solar system.

### Social Studies

Identify a topic in social studies. Call out a letter of the alphabet and ask the students to provide topic-specific vocabulary for that letter of the alphabet before they run to get an ice cream stick. For example, the topic could be types of land features and the teacher calls out “p.” The students spell out their answer, for example, “prairie.” Other topics could include countries of the world, cities and rivers.

# Stepping Around the World Game

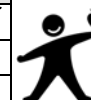
**Divisions I, II, III**  
**Classroom or Small Space**

**Equipment:** “Stepping Around the World” game board, dice, calculators, scrap paper, player markers and pedometers.

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Divide students into groups of two to four. Have students put on a pedometer, if available, and reset it.
2. All groups place their player markers at space number 1 of the “Stepping Around the World” game board.
3. Choose a group to go first, and then they roll the dice and move their marker along the game board. The group attempts to answer the question on the space and then performs the activity described.

If they get the question wrong, they are to be active for 20 seconds in addition to the activity that is to be performed.

4. The next group has a turn and so on until a group reaches Calgary and is declared the winner (space number 35).

## Appendix

See sample **Appendix 9: Stepping Around the World Game Board**. A blank template is also included in this Appendix for the Cross-curricular Linking below.

## Cross-curricular Linking

### Mathematics

Create a game board that incorporates mathematics problems, questions or equations. Have the students work in groups to create game boards and trade them with another group.

### Health

Create a game board that incorporates health questions. Have the students work in groups to create game boards and trade them with another group.

### Science

Create a game board that incorporates science questions. Have the students work in groups to create game boards and trade them with another group.

### Social Studies

Create a game board that incorporates social studies questions. Have the students work in groups to create game boards and trade them with another group.

# Story Starters

**Language Arts Focus (Divisions I, II, III)**

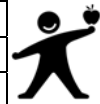
**Classroom or Small Space**

**Equipment:** paper, pencils

Activity	
Basic Skills	✓
Application of Basic Skills	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Give each student a piece of paper and choose a theme related to a topic covered recently in class.
2. Have the students begin writing a story (the first few lines).
3. After one minute, stop the students and have them crumple up their paper and throw it to the other side of the room. Students then move around the room, using a different locomotor movement each time, to find a new piece of paper.
4. On a signal, students pick up a paper that is close to them and read the story starter. They continue writing the story for the next minute.
5. Continue this for several rounds, then have the students share their stories in groups.

## Cross-curricular Linking

### Mathematics

Instead of stories, have the students start a number pattern and continue adding to the patterns of the other students. Have the students create a song with actions about number operations.

### Science

Have the students write stories about the life cycle of a plant, frog or butterfly; e.g., A year in the life of ... . They could write a story that takes place in a science-related environment—tour of a factory that uses simple machines, a forest ecosystem, wetland ecosystem, outer space.

### Social Studies

Have the students write stories as a witness to an historic event or the meeting of a historical figure or a person from another culture of the past or present.



# Travel the Globe

## Social Studies Focus (Divisions I, II, III)

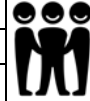
### Classroom or Small Space

**Equipment:** numbered cards, map of Canada/  
United States/World overheads

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. On an overhead of an unlabelled map of Canada, number the provinces and territories.
2. Identify five to six students as taggers. These students are “it” and try to gently tag the others. All other students travel around the play space while hopping on one foot or crab walking, trying not to get tagged.
3. When someone is tagged, the tagger calls out “province” and the person tagged chooses a number of a province or territory and answers with the capital city. For example, the person chooses number four, which is Manitoba on the map, and so the answer is “Winnipeg.” If the answer is correct, the tagged student is now a tagger and the one who tagged them joins the group moving around trying not to be tagged. If the answer is incorrect, the tagged student goes back to moving around, trying not to be tagged.
4. Adapt the map for other topics, such as countries of the world, regions of Canada or continents of the world.

## Cross-curricular Linking

### Social Studies

Review social studies vocabulary and have the students spell them in groups. Have the students “travel the globe” by moving around the classroom using historic transportation methods covered in class; e.g., the railway, pioneer wagons, portaging fur traders, sailing explorers.

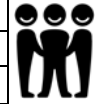
# Trivia Relay

**Divisions II, III**  
**Classroom or Small Space**  
**Equipment:** trivia cards, paper, markers

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide the students into groups and have them line up at one end of the classroom. Place a pile of trivia cards in line with each group at the other end of the classroom.
2. Have one student from each group jog, skip, hop, side-step, walk backwards or walk on tiptoes to their group's cards, choose the top one and write the answer on the front board.
3. The student then checks his or her own answer and, if correct, marks a check on the board and returns to tag the next person on the team. If the answer is incorrect, no check mark is awarded and the student does 10 jumping jacks and returns to tag the next person on the team.
4. The next person in line takes a turn and the game continues until they have accumulated the required number of check marks.

## Cross-curricular Linking

### Mathematics

Have the students draw shapes (2-D and 3-D) or illustrate concepts, such as transformation. Use word problems and have the students show the number operations during the trivia relay.

### Social Studies

Have the students ask trivia questions related to social studies content, such as the geography of Canada, Alberta's history, ancient cultures and Confederation.

# True or False Simon Says

**Health Focus (Divisions I, II, III)**  
**Classroom or Small Space**  
**Equipment:** none required

Benefits Health	
Functional Fitness	<input checked="" type="checkbox"/>
Body Image	<input type="checkbox"/>
Well-being	<input type="checkbox"/>



Cooperation	
Communication	<input checked="" type="checkbox"/>
Fair Play	<input type="checkbox"/>
Leadership	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>



1. Choose a student to lead the class as Simon.
2. Have the leader say “Simon says...,” then give an activity suggestion, such as:
  - If water is a healthy drink, skip around your desk.
  - If skateboarding is a strength activity, touch the front white board.
  - If stretching is a good stress management technique, reach for your toes.
3. If the answer is true, the students complete the suggested activity. If the answer is false, they stand still.

## Cross-curricular Linking

### Language Arts

Use the activities to reinforce vocabulary and grammatical elements.

### Social Studies

Ask true and false questions related to the social studies curriculum.

### Science

Ask true and false questions related to the science curriculum.

# Classroom or Small Space

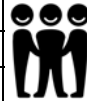
## More Physical Activities

### Beat Challenge

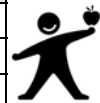
**Divisions I, II, III**  
**Classroom or Small Space**

**Equipment:** music and audio equipment, one object for every two students

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



- Choose music suited to the grade level and interests of students. Have students sit cross-legged on the floor facing a partner a metre away. Place a beanbag or other object on the floor between them.
- Start the music and encourage students to move to the beat of the music during the following activities:
  - tap hands on knees
  - tap hands on shoulders
  - clap hands
  - clap hands, tap knees, tap shoulders
  - clap own hands, partner's hands (right to right, left to left, both to both)
  - do crunches
  - alternate hands in a front support position
  - alternate feet in a front support position.
- When the music stops, students try to grab the object on the floor before their partner does. After the eighth challenge, change partners.
- Have students create their own eight challenges. To increase the challenge, have students throw and catch a beanbag or other object in time with the music.
- Have half of the pairs demonstrate their sequences while the other half watches. Reverse roles and have the second half of the pairs demonstrate.

# Birds of a Feather Flock Together

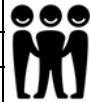
**Divisions II, III**

**Classroom or Small Space**

**Equipment:** music and audio equipment

1. Choose music with a strong 2, 4 or 8-beat rhythm. Selections such as “In the Jungle,” “Mission Impossible” and “Holiday” work well, as do many movie soundtracks.
2. Divide the class into groups of three or four. Each group needs to find a space and stand in a triangle (three people) or a diamond (four people). If there is a group of five, have them stand in a diamond shape with the fifth person in the middle.
3. Have one student in each group be the first leader and create a sequence of moves. Establish the criteria, for example, two levels (high, middle, low), two pathways (zigzag, diagonal, circular) and one unique move or step (step, hop, skip), for a total of 16 counts. Leaders lead their groups through their dance sequences. The last move is a rotation of the group, establishing a new leader.
4. Have groups flock by travelling throughout the classroom while keeping in time with the music. Encourage groups to listen and move to the music with smooth, flowing transitions from leader to leader. Sometimes groups may pass directly through other groups during their sequence.

Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



# Cat and Mouse

**Divisions I, II**

**Classroom or Small Space**

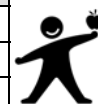
**Equipment:** two fairly small objects to pass, such as a beanbag and a ball

1. Have students get into groups of six to twelve and sit in a circle. Choose a beanbag to represent the cat and a ball to represent the mouse.
2. Start the cat on one side of the circle and the mouse on the other. Have the students pass the cat and the mouse around the circle, with the cat trying to catch up to the mouse so that both objects are in the hands of the same person. The cat and the mouse can change direction at any time.
3. To increase the challenge, have the students pass the cat behind their backs or add more mice.

Activity	
Basic Skills	✓
Application of Basic Skills	



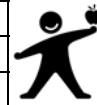
Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



# Chair Aerobics

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** music, audio equipment

Activity	
Basic Skills	
Application of Basic Skills	✓
Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	



1. Have the students position their chairs so that they have enough room to stretch out their legs while sitting on the edge of their chairs and keeping their back straight.
2. Play music with a strong beat and have the students do the following actions:

**Hiking:** Students swing their arms and reach left and right while tapping their toes and lifting their knees.

**Swimming:** Students move their arms as if doing the front or back crawl and kick their legs in a flutter kick.

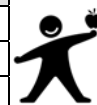
**Cycling:** Students hold on to the seat of their chairs and pedal their legs as if riding a bike.

**Paddling:** Students use an imaginary paddle to paddle a canoe (both sides).

# Crazed Creative Dance

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** music, audio equipment, chart paper and marker to post the criteria, stretching posters (optional)

Activity	
Basic Skills	✓
Application of Basic Skills	
Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



1. Divide students into groups of four or five and give them a list of criteria for their dance. For example, their dance must have three locomotor movements (walking, hopping, jumping, leaping, rolling, skipping, galloping, sliding), two levels (high, middle, low), two pathways (zigzag, diagonal, circular), four nonlocomotor movements (turning, twisting, swinging, balancing, bending, landing, stretching, curling) and one change of direction (forward, backward, sideways).
2. With younger students, you may wish to give them a theme, such as pretending to be an astronaut and going to the moon. The dance can be broken into three parts: take off into outer space, the adventure of moving through space and the landing on the moon. Using concrete shapes or animals help link movement to an idea, such as stretch like a cat or walk like an elephant.
3. Review group expectations and give the students a time limit.
4. Allow time for students to perform for the class. If necessary, have two or three groups perform at once; e.g., two- or three-ring circus.

# Desk Wake Up

**Divisions I, II**  
**Classroom or Small Space**  
**Equipment:** none required

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	



1. Have the students sit comfortably and place their hands on their desks in line with their shoulders, fingers pointing slightly inward.
2. Students then rest their foreheads between their hands and inhale deeply, feeling their breath flowing into the body like a fountain of energy.
3. Students slowly lift the forehead first, then the neck and torso so that they are sitting in an upright position, keeping their shoulders and lower body relaxed.
4. Students then exhale while tucking in their chins to their chests to pull the head forward, lengthening the back of the neck.
5. Have students relax and breathe deeply as their foreheads are brought back to rest on their desks. Have them repeat this three times.

# Feather Fun

**Divisions I, II, III**

**Classroom or Small Space**

**Equipment:** feathers, music with a strong beat, audio equipment

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



**Note:** Space and safety must be considered for these activities.

1. Give each student one feather and have them take it to an open space. Remind students to place the feather in their palm and cover it with the other hand to keep it secure when walking around and to keep their eyes on it during the activity. For some students, consider using a larger or brightly coloured feather.
2. Have the students practise balancing activities, such as:
  - Balance a feather in the palm of the right hand, then the palm of the left hand.
  - Balance the feather on the index finger of the right hand, and then repeat with the left hand.
  - Balance the feather on each finger and on other body parts; e.g., elbow, shoulder, wrist, knee, nose.
  - Transfer the feather from one body part to the other without letting the feather touch the floor.
  - Transfer the feather between partners using different body parts.
  - Have the students create their own balancing activity and share it with the class.
3. Have the students practise feather challenges, such as:
  - Toss the feather into the air and catch it.
  - Toss the feather into the air and catch it with various body parts.
  - Hold the feather up high, release it and keep it aloft by fanning it with hands or other body parts.
  - Hold the feather up high, release it and try to imitate its falling motion with the body.
  - Hold the feather up high, release it and punch it with a fist or foot as it falls.
  - Hold the feather up high, release it and spin around two, three, four or more times, catching the feather before it lands on the floor.
  - Blow the feather up high, then manoeuvre underneath it so it lands on the nose or face.
  - Release the feather, then quickly lie down and move into position to catch the feather on the stomach.
4. Divide the students into teams and have them blow their feathers into the air. Each team tries to keep their feathers aloft. A goal line can be designated and teams attempt to get their feathers across the line first. If the feather falls to the floor, the team must begin again.



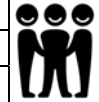
# Follow the Leader

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** music, audio equipment

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



1. Divide students into partners and have them determine who will lead first.
2. Review various locomotor movements (skip, leap, hop), changes of direction (forward, backward, sideways), shapes, levels (travel upright, bend down low), pathways (straight ahead, zigzag, curved, diagonal) and speeds (fast, slow). Pay particular attention to body awareness and spatial awareness.
3. Have the leader perform various movements as the follower mimics the leader's actions. When the music stops, both strike a pose and freeze.
4. When the music resumes, the follower is now the leader and vice versa.

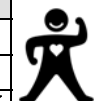
# Lego Moves

**Divisions I, II**  
**Classroom or Small Space**  
**Equipment:** none required, sticks or musical instruments optional

Activity	
Basic Skills	
Application of Basic Skills	✓



Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



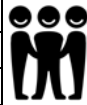
1. Bang two sticks together, clap your hands, use a tambourine or keep a strong rhythm in another way while the students move around the room in a manner that reflects the beat.
2. Call out "Lego" and students must stop and make an interesting shape with their bodies. Encourage the students to make the shapes wide, narrow, twisty, curvy or round in a high, medium or low body position.
3. Start the beat again and call out "Lego" and a number to indicate the size of the grouping, e.g., "Lego 2," "Lego 3," "Lego 4" and so on, and have the students make shapes in pairs, threes or fours.

# Moving Body Parts

**Divisions I, II**  
**Classroom or Small Space**  
**Equipment:** music, audio equipment

- Students move in groups of three throughout the play space, starting and stopping with the music. While moving together, the group follows challenges provided by the teacher:
  - feet touching the ground with hands on ankles
  - five body parts on the ground
  - some body parts at medium level and some at a low level
  - making noise without using feet or mouths
  - three students with their backs touching
  - using body parts to look like a spider.
- After players successfully accomplish a specified number of challenges, try increasing the number of players in each group. To add to the challenge, introduce various pieces of equipment for use in accomplishing a challenge. For example, players, without use of their hands, hold a rope and move in a curvy pathway. Vary the distance and pathway groups must travel to add to the challenge.
- Ask students to create new challenges.

Cooperation	
Communication	<input checked="" type="checkbox"/>
Fair Play	<input type="checkbox"/>
Leadership	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>



Do It Daily...for Life	
Effort	<input checked="" type="checkbox"/>
Safety	<input type="checkbox"/>
Goal Setting	<input type="checkbox"/>
Active Living in the Community	<input type="checkbox"/>



# My Body Song

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** none required

- Introduce and sing together the following words to the tune of “My Bonnie Lies Over the Ocean.”<sup>5</sup> When a word is sung that begins with the letter “B,” the students stand up. When the next word beginning with the letter “B” is sung, the students sit down.

My body lies over the sofa,  
 My body sees too much TV,  
 My body it needs to be healthy,  
 Please bring back my body to me!

Bring back, bring back,  
 Oh bring back my body to me, to me!  
 Bring back, bring back,  
 Oh bring back my body to me, to me!

Divide the students into groups and have them create new verses to the song, then sing them and do the actions as a group.

Benefits Health	
Functional Fitness	<input type="checkbox"/>
Body Image	<input type="checkbox"/>
Well-being	<input checked="" type="checkbox"/>



Do It Daily...for Life	
Effort	<input checked="" type="checkbox"/>
Safety	<input type="checkbox"/>
Goal Setting	<input type="checkbox"/>
Active Living in the Community	<input type="checkbox"/>



5. This activity from Schools Come Alive, “February 2005 Activity Calendar,” *Schools Come Alive*, 2005, <http://www.schoolscomealive.org/files/February%2005.pdf> (Accessed November 2005). Used with permission.

# Paper Play

**Divisions I, II, III  
Classroom or Small Space**

**Equipment:** two pieces of paper or beanbags for every student

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	



1. Have students stand beside their desks or in their own space and crumple one piece of paper into a paper ball.
2. Have them toss and catch the paper ball with two hands and repeat 10 times. Toss the ball without making a sound. Toss the ball with one hand and catch it in two hands. Repeat 10 times.
3. Have students toss the ball up, clap once and catch it in two hands. Toss the ball up and clap two times. Toss and clap three times. Use the other hand to toss and repeat the pattern.
4. Have students toss and catch the ball with their right hands, then their left hands. Toss with one hand and catch with the other.
5. Have students toss, touch their shoulders and catch. Toss, touch their knees and catch. Toss, turn around and catch. Practise other ways of tossing and catching the ball.
6. Have students throw the ball to a spot on the wall, ceiling and floor, toss and catch with a partner and use the other piece of paper as a second ball and juggle. Have students invent their own tricks with partners.
7. Divide the teaching space in half and create two teams. Each student has two paper balls, one in each hand. At the command "GO," have students throw the balls to the other half of the activity area. After one minute, students freeze and the balls are counted. The team with the fewest paper balls on their side is declared the winner.

# Paper Skate

**Divisions I, II, III**

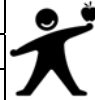
**Small Space**

**Equipment:** sheets of recycled paper or tin plates

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	



1. Distribute two sheets of recycled paper to each student.
2. Have students put the paper on the floor and place one foot on top of each sheet, making sure their feet are firmly anchored on the paper.
3. Challenge students to move around the activity area and “skate.” Students skate forward, backward, jump and turn to change direction. For children with small feet, tin pie plates may be used. Students use their arms to “ski” around the space, cross-country style, tuck or schuss. Students can change movement patterns upon a signal; e.g., hockey or ringette, speed skating (long strides, one hand on back, body bent forward).
4. Have the students try the following moves:

**Twist:** Twist back and forth on the paper.

**Wax on, wax off:** Brush one foot in a circle, then the other.

**Scissors:** While standing in one place, slide one foot forward and one foot back in a continuous motion.

**Spin out:** Stand in place and spin on one foot.

**Moon walking:** Move backwards on the paper without lifting your feet.

**Scooter:** Slide on one foot and push with the other.

**Slide step:** Slide your right foot first, then your left foot, moving to the right (then switch directions).

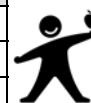
**180°:** Jump in the air, rotate 180° and try to land on the paper.

**360°:** Jump in the air, rotate 360° and try to land on the paper.

# Rock, Paper, Scissors Dance

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** music, audio equipment

Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Have students line up one behind the other to create several short lines (four to eight students each). Have students place their hands on the shoulders of the person in front of them.
2. Play music and have the students sing and dance together in their lines as they move around the classroom.
3. When the music stops, a leader (the student at the front of each line) faces another leader and plays Rock, Paper, Scissors until a winner is decided. The loser of this encounter joins the winner's team and the next in line of the losing team becomes the new leader. The music continues until the next stoppage.

## Appendix

For more dance ideas, see Dance Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

For traditional dances, see *Step Lively 1, 2 or 3* by Marion Rose, Community Dance Project, Vancouver, 2003.

# Scarf Juggling Circle

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** scarves or plastic grocery bags

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Students form a large circle facing inwards while holding a scarf.
2. Say “to the right – throw and go” and everyone throws their scarves 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.
3. Then say “to the left – throw and go” and everyone throws their scarves straight up in the air and takes one step to the left.
4. 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.

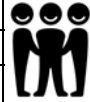
# Sketch Relay

**Divisions I, II, III  
Classroom or Small Space**

**Equipment:** cards, whiteboards or chart paper, markers

1. Divide students into groups of four to six and have them line up at one end of the classroom. Place a pile of eight to ten activity cards in line with each group at the other end of the classroom.
2. Have one student from each group jog or skip to their group's cards, choose one and return to their groups to begin drawing the activity word or phrase from the card on a whiteboard or chart paper.
3. The group must then guess what activity is drawn and then perform the activity ten times; e.g., jumping jacks, hops, leg lifts, lunges, toe touches, arm circles.
4. The next person from the group then goes and the game continues until all team members have had a turn drawing.

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	

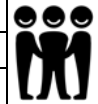


# Speed Cup Stacking

**Divisions I, II, III  
Classroom or Small Space**

**Equipment:** specially designed stacking cups (plastic cups with a hole in the bottom)

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	✓
Active Living in the Community	✓



## 3-Stack

1. Supply each student with three cups. Throughout all these activities the cups are always placed with the lips of cups down.
2. Lift the top cup with the right hand and place it to the right of the stack.
3. Lift the middle cup with the left hand and place it on top of the two cups, forming a pyramid. This is called **up stacking**.
4. Put the right hand around the top cup in this pyramid and the left hand around the bottom cup on the left.
5. Slide the top cup onto the bottom cup on the right and bring the bottom cup on the left to the top of the stack of three cups. This is called **down stacking**.
6. Increase the number of stacks to two. Up stack the left stack first, then up stack the right stack. Only handle one stack at a time. Down stack from the left stack to the right.
7. Increase the number of stacks to three. Up stack each stack starting from left to right. Only handle one stack at a time. Down stack from the left to the right.
8. When students are finished, have them slap their hands on the ground and then raise them above their heads.

## 6-Stack (3–2–1 method)

1. Supply each student with six cups in one stack. Practise picking up three cups with the right hand and two cups with the left. This leaves one cup face down.
2. Release a cup from the right hand and place it to the right of the cup that is face down.
3. Release a cup from the left hand and place it to the left of the cups facing down. There are now three cups making up the base of this pyramid.
4. Release next cup in the right hand on top of the right and centre cups forming this base. Release next cup in the left hand on top of the left and centre cups forming this base.
5. One cup should remain in the right hand. Put this on the top.
6. Place the right hand around the top cup and slide it down, collecting all cups on the right side into a stack of three cups.
7. Place the left hand around the top left cup and slide it down collecting the two left cups.
8. Pick up the right stack (three cups) and the left stack (two cups) and put them both on top of the centre cup, forming a stack of six cups.

## Relay Race

1. Choose the 3–3–3 stack and set up three stacks at intervals across the floor. For example, three metres from the start have a three stack, and six metres from the start have a three stack and nine metres from the start have a three stack and then three meters further, a pylon to mark the end of this half of the relay.
2. Divide the class into teams and instruct half of the team to stand behind the start and half the team to stand behind the pylon (four per team is ideal).
3. On a signal, the first student from each team at the starting line takes off to up stack the first three stack, then to the next and finally the third three stack.
4. After touching the pylon at the end, the first teammate in line behind the pylon goes back through this relay and down stacks each stack in progression.
5. A tag is made to the next person on the team at the starting line. This is repeated until all teams are done.
6. To increase the challenge, increase the distance between the three stacks or try using the 3–6–3 stack.

## Leader of the Stack

1. Instruct four to five students to sit in square formation, each with a set of cups in front of them. If possible, have the leaders of each group use the same coloured sets.
2. Designate one person in each group to be the leader and face the group. Call out a pattern to be stacked, and the students set up their cups accordingly. On the “Go” signal, all students up stack and down stack the pattern and stand up when they are finished. When all groups finish, the fastest stacker moves to a new group as the leader.

## Demolition at Stack City

1. Place the students in a random pattern in the movement area. Divide the movement area in half with equal numbers of 3, 6 and 10 stacks on both sides in the up stack position. The cups inside the movement area represent buildings in a city.
2. Divide the students into two equal teams. Have each team select a demotion crew and a construction crew within their team.
3. Teams line up on their designated sides of the movement area. Start the music and have all the students move (walking, skipping, jogging, hopping) around the outside of the movement area. When the music stops, “demolition” occurs.
4. Teams try to down stack as many sets on the opposing team’s side as they possibly can while their construction crew tries to keep sets on their side in the up stack position.
5. When the music resumes, all the students stop what they were doing and now move around the outside of the play area until the music stops and demolition occurs again.
6. At the end of the designated time period, determine which team has the most buildings (up stacks) on their side and declare them the winner.



For a short video clip of stacking, go to <http://www.speedstacks.com/videos.htm>.

For more information on speed cup stacking, visit <http://www.speedstacks.com>.



# Sponge Games

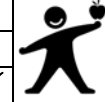
**Divisions I, II, III**  
**Classroom or Small Space**

**Equipment:** one sponge per student and one hoop for every two or four students

Activity	
Basic Skills	
Application of Basic Skills	✓



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



- Lead students through the following sequence of activities:
  - Squeeze sponge, flip it from fingers and catch it, then try the other hand.
  - Hold sponge between two hands at eye level, elbows at sides. Drop sponge and catch it before it hits the floor. Repeat, adding a clap before catching the sponge.
  - Drop sponge, roll both hands forward around each other before catching. Drop sponge, roll both hands backward around each other before catching.
  - Drop sponge and spin around once before catching it.
- With a partner, take turns dropping the sponge for your partner to catch. Repeat this activity, taking turns dropping two sponges at the same time for your partner to catch.
- Partners challenge each other to drop-kick sponges over a line on the floor or into a hoop.

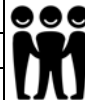
# Stretch A: Stretch Wave

**Divisions I, II, III**  
**Classroom or Small Space**  
**Equipment:** none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



- Divide students into groups of six to eight and have them stand in a circle.
- Have one student start by performing a stretch and holding it.
- One at a time, moving in a clockwise direction, the other students perform the same stretch.
- Once it has been passed around the circle, the student to the left of the first student performs a different stretch and the wave continues.
- Cool down after the activity to allow the heart rate to slow to a resting rate. Stretching cards/posters are available from the *Teacher Resources—Teaching Tools—Warm-ups* section of the Physical Education Online Web site. Students can use the cards to help select a safe stretch.

## Appendix

For more stretches, see **Appendix 1: Stretching Exercises.**

## Stretch B: Tight Body Stretch

**Divisions I, II**  
**Classroom or Small Space**  
**Equipment:** none required

**Note:** Perform while lying down or sitting down.

1. Have the students make their whole body as tight and stiff as possible. Hold this for a count of five and release. Breathe in and out slowly. Tighten one body part at a time in the following order: one hand, both hands, one arm, both arms, one leg, both legs, buttocks, whole body.
2. Conclude this stretch by repeating the activity, this time releasing one body part at a time in the following reverse order: whole body, buttocks, both legs, one leg, both arms, one arm, both hands, one hand. Breathe in and out slowly through the nose.

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



### Appendix

For more stretches, see **Appendix 1: Stretching Exercises.**

## Textbook Aerobics

**Divisions II, III**  
**Classroom or Small Space**  
**Equipment:** hardcover books

1. Have the students take out their textbooks or dictionaries and use them to do the following exercises:

**Bicep curls:** Hold the book in one hand and bend at the elbow to raise the book toward the shoulder.

**Triceps dips:** Hold the book in one hand and lean forward over the desk with the other hand holding the desk. Hold the arm with the book parallel to the body, bend the elbow to 90° and raise and lower the book extending backward up to shoulder level.

**Overhead lifts:** Hold the book in one or two hands and lift it above the head in one smooth motion.

**Twists:** Hold the book to the chest with both hands and twist slowly from side to side.

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	

