

## Gym or Open Space

### Physical Activities

#### Gym or Open Space

The activities included in this section can be completed in any gym or open space. If gym access time is limited, consider using an empty classroom, other open indoor space or the playground. These activities often require some equipment and set up. Consult with your school's physical education teacher about the equipment available and consider organizing an equipment sign-out system for teachers.

Although these activities may require more work on the part of teachers in terms of set up and organization, they offer students greater benefits in terms of physical fitness.

#### Tips for the Gym or Open Space

- Consider joining up with another class.
- Have students keep a log of their progress and improvement over time.
- Take turns with other teachers setting up the room for a weekly activity.
- Consider moving these activities outside if the weather is nice.
- Set a goal to organize one or more gym or open space activity every week, several weeks or month.
- After students participate in a physical activity, ask them to modify the activity or re-invent 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.

## Gym or Open Space

### Physical Activities with Cross-curricular Ideas

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# Gym or Open Space

## Physical Activities with Cross-curricular Ideas

### Action Stories

**Language Arts Focus (Divisions I, II)**  
**Gym or Open Space**  
**Equipment:** none required

Activity	
Basic Skills	
Application of Basic Skills	✓



1. Tell a simple story that contains many different types of actions and characters and have the students act out the characters and their actions, such as:

- Animals: elephant, gorilla, kangaroo, horse, bird, alligator, rabbit
- Machines: cars, planes, helicopters, spaceships, robots, elevators, toasters
- Nature: trees, grass, growing flowers, lightening, wind

Themes to use for story lines include:

- a trip, or travelling to a destination
- a visit to the zoo, factory
- a quest or adventure

2. As a variation, have students act out walking conditions and respond to safety obstacles as they walk to the school or park, for example, walking in long grass, stopping at a crosswalk, walking slowly in front of bakery while enjoying the smells, looking both ways before crossing street.

### Cross-curricular Linking

#### Science

Have the students imagine the feeling of flight during a lesson on flight and aerodynamics. Have the students imagine that they are astronauts exploring the moon or various planets. Have the students write action stories that describe processes in nature or how machines work.

#### Mathematics

Instead of action stories, have the students create action word problems.

# Four Square Jumping Pattern

**Divisions I, II, III**

**Gym or Open Space**

**Equipment:** masking tape or skipping ropes to mark the area

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



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



1. Have students work in pairs to lay out a four-square pattern on the floor using skipping ropes, lines on the floor or masking tape.



2. Demonstrate and have the students practise the following jumping patterns:

- Regular jump: jump with feet together on the spot, five times.
- Side-to-side (square 4 to square 3 and back) five times, feet together.
- Up and back (square 4 to square 1 and back) five times, feet together.
- One foot jump up and back (square 4 to square 1 and back) five times each foot.
- Side to side one foot (4 to 3) five times, each foot.
- Triangle (square 1 to square 2 to square 4) five times, feet together.
- Four square (1–3–2–4) five times, feet together.

Some students may need to use a wall for guidance and balance. Instructional posters with clear graphics may enhance understanding for students.

3. Have one partner try to complete the jumping patterns in order, doing as many jumps as possible. Then the other partner takes a turn. Encourage quick jumps for each pattern and verbal support for one another.
4. Once completed, challenge students to create their own patterns of jumps.

## Cross-curricular Linking

### Language Arts

Divide the students into groups and have them create a game based on the four-square, write up their instructions and share them with another group.

### Mathematics

Show equations to the class and have the students jump on the number that represents the correct answer.

### Science

Instead of numbers, mark the 4-square with classes of animals. Call out an animal and have the students jump to the correct class. Consider using other types of categories, such as simple machines, seasons, recyclables or plants.

### Social Studies

Instead of numbers, mark the 4-square with continents. Call out a country and have the students jump to the correct continent.

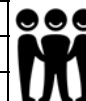
# Kicking Craziiness

## Divisions II, III Gym or Open Space

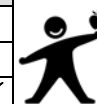
**Equipment:** a number of playground or indoor soccer balls, pylons (optional), benches or lines marked on the gym wall

1. Divide students into groups of three. Have them stand one behind the other behind a cone, with all groups positioned along one side of the activity area. The student at the front of each group holds an indoor soccer ball.
2. On a signal, the first student in each group uses his or her feet to dribble the ball to the opposite end of the gym. Students decide how close to get to the wall before attempting to kick the ball at the wall. Remind students about the key points of kicking a soccer ball. Some students who are unable to kick may throw the ball instead to be successful. For some students the start and finish line may require adjustment.
3. If the ball goes above bench height, it is worth one point for their team; if the ball goes above a higher line on the wall, it is worth three points.
4. Each team keeps a running total of their own points. After the kick, students pick the balls up and run them back to their groups, placing them on the floor in front of the next student in line. Students are only allowed one kick each time.
5. Continue the relay for about five minutes. The faster the group works, the more kicking chances each person receives. At the end of the activity have teams report their scores, which they will try to better next time.
6. Each group of three students sits three to five metres apart. The first student in each group lies on his or her back, holding the indoor soccer ball with both hands and stretching it above the head. Slowly, they sit up, reach forward with their legs extended and roll the ball to the next student, who repeats the same stretching movement before rolling the ball to the third student. Have the students pass the ball along the line twice.

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



## Cross-curricular Linking

### Languages

Mark the targets on the wall with vocabulary words or parts of a sentence. Call out a word (homonym, synonym, adjective, verb or adverb) and have the students hit the correct target.

### Mathematics

Mark the targets on the wall with numbers or mathematics vocabulary. Call out a number or show an equation (equivalent numbers, shapes, measurements) and have the students hit the correct target.

### Science

Mark the targets on the wall with science vocabulary. Call out a definition or show a picture (parts of plants, chemical compounds, aerodynamics) and have the students hit the correct target.

### Social Studies

Mark the targets on the wall with the continents, provinces or cultural groups. Call out a place name or a value/belief and have the students hit the correct target.

# Sizzling Scooter Boards

**Divisions I, II**

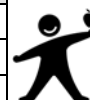
**Gym or Open Space**

**Equipment:** scooter boards, pylons (optional)

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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



1. Have the students lie face down on the scooter boards, holding their feet off the floor while moving forward using their hands only. Next, have them move forward using their feet only. Finally, have them move forward using both their hands and feet. Have the students roll onto their backs and repeat the movements. Have the students kneel on the scooter and pull themselves forward, backward, in a circle and develop a new pathway.
2. In lines, form equal teams and give each student at the front of the line a scooter board. Place a pylon at one end of the playing area to identify a turning point.
3. On a signal, each player takes a turn performing a specified action to propel them around the pylon and back before giving the scooter to the next person in line and then joining the end of the line.
4. Have students place one hand on the scooter to move it forward with the other hand behind their backs while they run to the pylon. Upon reaching the pylon, have them switch hands and run back to pass the scooter to the next player in line.
5. Have students kneel on the scooter (or sit cross-legged) and pull themselves forward using their hands only.
6. Have each student sitting on a scooter. The first students in line move forward and around the cone using their feet only. Upon returning, the first students grasp the wrists of the next students in line and repeat the relay with this next student. Upon returning, they add a third student. This continues until all the team members are linked and have gone around the pylon and back to the start line.
7. Have students find partners and give them one scooter between them. The students on the scooter boards get into a front support position and the partner grasps their legs, holding above the knees, and pushes their partners in different directions. Partners then switch roles.
8. Have the students create and play games using the scooter boards, such as scooter board tag or dodge ball scooter.

## Cross-curricular Linking

**Language Arts**

Have the students write simple instructions for a new game using the scooter boards.

**Mathematics**

Create a graph on the floor of the gym and have the students go to specific intersecting points on their scooters; e.g., (4, 7), (2, 9).

**Social Studies**

Have the students create a map of the gym along with instructions using cardinal directions. Mark the walls with the four directions and have the students exchange maps and follow them.

# Snap, Crackle, Pop

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

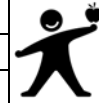
**Gym or Open Space**

**Equipment:** lettered beanbags or letter cards

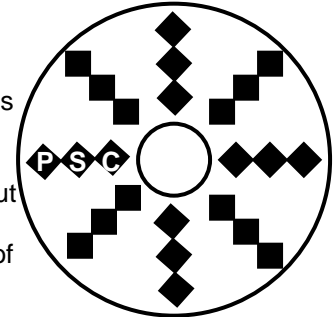
Activity	
Basic Skills	✓
Application of Basic Skills	



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



1. Divide the students into groups of three and have them sit down, one behind the other in a circle formation. The entire class creates a wheel and each group acts as a spoke of the wheel.
2. The students closest to the centre are “Crackle”; the middle of the spokes are called “Snap” and the back are called “Pop.”
3. Place lettered beanbags or letter cards in the centre of the circle. Call out one name (i.e., Snap, Crackle or Pop) and all the students of that name stand up and run (skip, gallop, crab walk) clockwise around the outside of the wheel.
4. The other two students remaining in each group then stand up, face each other, hold hands with arms straight and form a bridge.
5. When the running student has finished running around the wheel, they run under the bridge, retrieve a letter and all three sit back down with their group.
6. Continue until all the letters are gone from the centre circle and challenge each of the groups to come up with as many words as possible using their retrieved letters.
7. Challenge the students to spell specific types of words (e.g., adjectives, verbs, adverbs) or to create a class poem with all the words the groups spell.



## Cross-curricular Linking

### Mathematics

Use numbers instead of letters and have the students create equations. Also have the students write word problems based on the equations they created.

### Science

Instead of letters, use parts of a system (e.g., animal and plants in an ecosystem) and have the students create a flow chart that shows the relationships between them.

### Social Studies

Instead of letters, use dates and events and have the students organize them in a time line.

# Travel Your Name

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

**Gym or Open Space**

**Equipment:** alphabet cards, music (optional), pylon

Activity	
Basic Skills	
Application of Basic Skills	✓



1. Create a set of alphabet cards. On the bottom of the laminated letter, write a type of locomotor movement (skipping, hopping or jogging) or specify a fitness skill to practise (10 wall stretches for flexibility or 10 wall sits for muscular endurance and strength). Tape alphabet cards to the walls around the gym.
2. Play music and have the students skip in a straight pathway to the first letter of their name.
3. Have them touch the letter and then travel to the next letter using the kind of locomotor specified. They continue until the music stops or they have spelled their name. For double letters, e.g., Shannon, they must travel to the pylon in the middle of the gym, do the locomotor movement specified there and then head back to the letter. For children with very short names, ask them to continue spelling a pet's name or the school name.
4. For older students, have the students spell various spelling words or use the events in a story and have students travel to them in the order in which they happened.

## Cross-curricular Linking

### Mathematics

Have the students travel to numbers in order of smallest to largest (use fractions and decimals for older students). Instead of calling out a number, show an equation and have the students form a group the size of the number that is the solution to the equation.

### Science

Have the students spell science vocabulary words or go to a series of events in the order in which they occur (life cycles, weather patterns, seasonal changes).

### Social Studies

Have the students spell social studies vocabulary, identify events on a time line or identify places from nearest to farthest away.



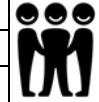
# Vowel Catcher

**Language Arts Focus (Divisions I, II)**  
**Gym or Open Space**  
**Equipment:** pinnies or foam balls

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Divide the class into two equal groups. Have the groups line up on an end line at either end of a playing area.
2. Assign each student a vowel and identify two taggers (they can wear a pinnie or hold a small foam ball). Have the taggers stand in the centre of the playing area.
3. Call out a word. If a student's vowel is contained in that word, they try to move across the gym using a specific locomotor movement (skipping, side steps, galloping, walking) without being tagged or hit with a foam ball. If the vowel runner is tagged or hit, they become a tagger and the previous tagger becomes the vowel. If vowel runners cross the line on the other side without being tagged, they continue to be vowel runners.
4. Change the game by using content, such as parts of a sentence, story or paragraph.

## Appendix

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

## Cross-curricular Linking

### Mathematics

Use content, such as types of shapes or numbers represented in multiple ways.

### Health

Use content, such as food groups or parts of the body.

# Gym or Open Space

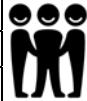
## More Physical Activities

### Aboriginal Friendship Dance

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** drum

1. Beat a drum with a steady beat, or have a student do so.
2. Have students form a circle.
3. Students move clockwise with a gentle stomp (left) and slide (right) together. Continue moving in this way, then choose one student to lead the others. That student can choose to break off from the circle formation. Other students follow.
4. Have students work in small groups to create variations of this dance, and have students take turns leading and beating the drum. Vary the levels (high, middle, low), pathways (zigzag, curve, diagonal) and directions (forward, sideways, backward) of their travel.
5. Have students explore and try traditional dances from their cultural heritage. As an option, you may have an Aboriginal Elder lead with the drums or have an Aboriginal group demonstrate a dance for students.

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



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



### Appendix

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

# Aerobics (Low Impact)

**Divisions I, II, III**

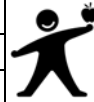
**Gym or Open Space**

**Equipment:** recorded aerobics routine and viewing station, music (up tempo, even 4/4-rhythm music) and audio equipment

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Teach the students various aerobic steps one at a time. For example:

- Step Dig:** Step the right foot out to the right side of the body and bring the left foot in to touch the right foot. Step the left foot out to the left side of the body and bring the right foot in to touch the left foot.
- Elbow to Knee:** Step the right foot out to the side and lift the left knee up to the front of the body and touch the right elbow to the left knee. Repeat to the left side.
- March:** March on the spot and lift the knees up high.
- Lunge:** Step the right foot out to the right side and push the left foot out to the left side. Swing both arms up to the right side. Repeat to the left side.
- Jumping Jacks:** Start with the arms beside the body and the feet together. Jump with both feet out to the side in a straddle stance and bring both arms up over the top of the head. Return to the starting position and repeat the motion.
- Step Kicks:** Step to the front with the right leg and kick the left leg to the right front corner. Repeat to the left side. The arms can swing up to the same side as the kick.
- Skater Jump:** Jump to the right side with the feet together and swing the right arm up (the left arm will stay down beside the body). Repeat to the left side.
- Stride Jump:** Jump the right foot out to the front and the left foot to the back. Both arms will swing up over the head. Repeat with the left leg jumping out.
- Square Jump:** Jump forward with two feet. Jump to the left side, jump back, jump to the right side and jump forward. Clap on each jump.

2. Demonstrate how to sequence the different steps together to create a routine and have the students follow a set routine.
3. Have students work independently or cooperatively to create their own aerobic routines. They can develop movement patterns that involve four, eight or sixteen counts. Movements could include locomotor movements (e.g., walk, run, jump, hop, gallop, skip or jog) and nonlocomotor movements (e.g., kick, punch or clap).

# Alaskan High Kick

**Division III**  
**Gym or Open Space**  
**Equipment:** floor mats

Benefits Health	
Functional Fitness	
Body Image	✓
Well-being	



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



## Alaskan High Kick or One-armed High Kick

1. Have the class engage in a gymnastic warm-up involving stretching.
2. Have each student sit and bend one leg, usually the non-dominant leg, in toward the inner thigh area. (This is the leg you wouldn't plant first if you jumped.) Have them grasp the foot of that leg, over the top of the ankle, with the opposite hand. The free hand will now be placed on the floor, close to the buttocks, where that arm will act as a post to support the weight of the student.
3. The students will rise up and balance their weight on two points of contact, the free hand and the foot of the dominant leg.
4. The object now is to use the dominant leg to kick up to an object suspended higher than the head and slightly in front. If the students are working in pairs, the object to attempt to kick could be the hand of their partners.
5. For the kick to be successful, the student must not break their grip with the foot they are holding and they must land on the foot of the leg doing the kick after the kick is made. No other body parts can make any contact with the floor before the kicking foot makes contact.
6. Have the class observe a demonstration and then try it on their own. Allow each student at least three attempts. They try to beat their own record each time they attempt to kick. Their partner could keep track of the results.



### Appendix

For stretching ideas, see **Appendix 1: Stretching Exercises.**

### Resources



For a lesson plan of this Arctic Game, visit:  
<http://ednet.edc.gov.ab.ca/physicaleducationonline/lessonplans/viewplan.asp?lessonid=40>

For a photo demonstrating this Arctic Game, visit:  
[http://www.awg.ca/Photo\\_images/Arctic-Dene\\_Sports/as4.gif](http://www.awg.ca/Photo_images/Arctic-Dene_Sports/as4.gif)

# All in a Day's Work

## Divisions II, III

### Gym or Open Space

**Equipment:** benches, crash mats, tray or box, objects, pylons, skipping ropes, whiteboard and markers or papers and pens, small tote bag

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	



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



1. Divide the class into groups of four to eight. Walk through each station with the entire class so everyone knows what is expected. Emphasize the need to work together and be respectful of each other while completing the circuit. Sample stations are listed below. Encourage students to add to the list. Create new stations that capture the abilities and interests of all students. Impose a time limit for each station or have groups complete each station before moving on to the next.

**Overheated car:** The whole group pushes a crash mat between pylons 8–10 metres apart.

**Third floor class:** Each member of the group steps up and down on a bench one foot at a time to simulate climbing a set of stairs. The average staircase has approximately 15 stairs. They pretend their class is on the third floor so they must climb 45 stairs to get to class.

**Part-time job as a waiter or waitress:** This station is done as a relay. One person starts by carrying a tray or box with one hand to a pylon 6–8 metres away and back. There are several objects on the tray; e.g., beanbag, hockey puck, textbook. The tray is then handed to the next student in the group. Continue until all group members have had a turn. If an object falls off, the student must start over. Consider placing objects on the tray that require students to concentrate on balance and timing.

**Skipping classes:** The group jumps rope for one minute, either individually with short ropes, or together with a long rope and two rope turners.

**Detention:** This station is done as a relay. The first student in each group skips, hops, wheels or gallops to one end of the activity area where there is a blackboard, white board or paper and pens. With their nondominant hand, students write their first and last names on a piece of paper, and then return to their group in the same manner.

**First in line at the canteen:** The entire group runs from one pylon to another and lines up. The group is then challenged to line up one behind the other, without talking, from shortest to tallest, lightest hair to darkest hair, or the month of the year they were born.

**Catching your spring break flight:** The first student runs with a piece of luggage (use something to weigh down a small bag) to a pylon and back, then hands the luggage to the next student in line. Continue until all group members have had a turn.

One station group could act as the “supervisors” and this group would be responsible for monitoring other groups to ensure they are performing their “work” tasks properly. Depending on your time frame, this would be a good resting station.

2. To add another challenge, write the station names on cards and place them in the middle of the play area. When the whistle sounds, a group supervisor from each group runs, from an equal distance away, to the middle of the play area to grab one card and return to the group to explain the task to them.

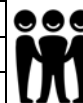
# Battleships

## Divisions II, III

### Gym or Open Space

**Equipment:** folding mat and two sponge balls per team, one scooter board per team (optional)

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Explain that students will be participating in an activity involving group strategy. As a large group, discuss how group strategies can contribute to or hinder results.
2. Divide the class into groups of five and distribute one folding mat and two sponge balls per group. Selecting brightly coloured balls that contrast with the surroundings will help students track them more easily. Each group must choose a **captain**, who helps carry the mat (ship) and is the only team member who can leave the team to retrieve balls. Each group has three **rudders**, who help carry the mat and manoeuvre it toward the other ships. Each group has one **lookout**, who is on the mat and tries to tag the lookouts of other ships by hitting them with a sponge ball.
3. The game begins with one ship in each corner of the gym and the two remaining ships facing each other on opposite sides of the gym. The lookout sits or lies on the mat while the captain and rudders hold the corners. The challenge is to manoeuvre the ship toward the others to allow your lookout to hit other lookouts without being hit him or herself. Captains and rudders can protect lookouts by blocking the balls but are not allowed to wrap the mat around lookouts. Only the lookouts can throw balls, and only the captain can leave the ship to retrieve balls. Should a lookout be hit, the entire group returns to the starting position, chooses new roles and continues to play.
4. A ship is destroyed when all players have taken turns being the lookout, and all have been hit. If a lookout catches a thrown ball, the lookout who threw the ball is considered hit and they must return to the starting position and switch roles. Remind students to work as a team and coordinate efforts. If a ship is destroyed, each player does an activity, e.g., 20 push-ups, 20 crunches and 20 jumping jacks, before they can take a new ship into battle.
5. To modify this activity, place two scooters under the mats. This enables ships to be manoeuvred with ease and at a faster rate. Increase or decrease the size of the playing area to further challenge students.
6. For further challenge, have the captain use a scooter (the minisub) to retrieve balls. The minisub could be docked on the ship when not in use. Additionally, you could have a group of 3–5 students with a parachute act as the “coast guard” or a “tropical storm.” This group must try to “dry dock” one of the battleships due to “safety concerns” or “rough seas” by covering the entire battleship under the parachute for a predetermined amount of time; e.g., 10 seconds.

## Beach Ball Bop<sup>6</sup>

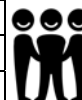
**Divisions I, II, III**

**Gym or Open Space**

**Equipment:** a large beach ball for each group

1. Students are divided into groups and asked to sit in a circle on the gym floor or outside and each group is given a beach ball.
2. Students are given the task of trying to keep the beach ball in the air for thirty seconds by volleying. The ball cannot be held or caught. Once the ball is touched, someone else must touch the ball before the ball is touched again by the same person.
3. If the ball hits the floor, the activity stops. Give the group a chance to change their strategy and regroup. Toss the ball in the air and try again.
4. To make it more challenging, have the groups lie on their backs and use their feet, or lie on their stomachs and use one hand.

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



## Bizerk Ball

**Divisions I, II, III**

**Gym or Open Space**

**Equipment:** more small balls than students

1. Have the students scatter throughout the gym.
2. Roll 30–60 small balls throughout the gym, being sure to roll more balls than there are students.
3. Have students work together using their feet to keep the balls moving.
4. When a ball is still, yell “Bizerk” and all students must do five push-ups (wall push-ups, knee push-ups or front prone push-ups). Encourage students to choose the type of push-up that is personally challenging. Change the exercise from push-ups to stride jumps, sit-ups or knee touches.

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



6. This activity adapted from The Canadian Association for Health, Physical Education, Recreation and Dance, “Getting Started,” *The Clipboard* 4, 3, <http://www.cahperd.ca/eng/clipboards/documents/GettingStarted.pdf> (Accessed November 2005). Adapted with permission from The Canadian Association for Health, Physical Education, Recreation and Dance, <http://www.cahperd.ca>.

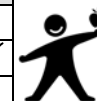
# Capture the Gold

**Divisions II, III**  
**Gym or Open Space**  
**Equipment:** 10–15 beanbags, 10 or more sponge balls

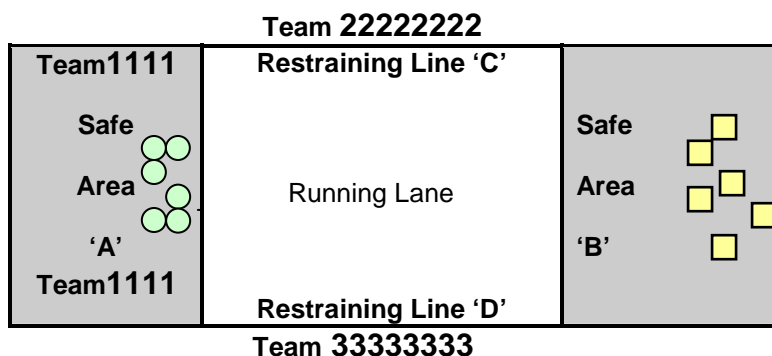
Activity	
Basic Skills	
Application of Basic Skills	✓



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



- Capture the Gold is played on a basketball court-sized playing area. Divide class into three equal teams. Team 1 goes to safe area “A.” Team 2 goes to restraining line “C” (sideline). Team 3 goes to restraining line “D” (sideline). Place beanbags in safe area “B” and have five to ten soft assorted sponge balls for each sideline team.



- Discuss the rules of the game and why they are important for safety reasons.
  - Balls must be thrown, bounced or rolled at running students below waist height.
  - A maximum of three students can be running through the running lane at one time.
  - Students in safe area B have only 15 seconds to remain in the safe area and then they must run back to safe area A.
  - All balls must be thrown, bounced or rolled from behind restraining lines.
- Each team tries to score points by running from safe area A to safe area B, collecting one beanbag and returning to safe area A without getting hit by a ball. Successful students score one point for their team and may run again. Students who are hit sit down on the spot in the running lane and act as shields for the remaining players.
- Once all students in the group have been hit, they rotate to become the team behind restraining line C. The other two teams rotate to the next position.
- Consider changing the game and playing again:
  - Allow more than three students in the gauntlet at one time.
  - Using a stopwatch or score clock, give the running group a set amount of time before teams are changed. Once time is up, count the number of beanbags collected and rotate groups.
  - Rather than having players sit when hit, have them return to the game when one of their teammates gets successfully from safe area A to B.
  - Increase or decrease the size of the playing space, or provide more balls to the teams behind restraining lines. Folding mats may also be set up throughout the running zone for the runners to hide behind for protection.
  - The player who is hit can be retrieved by teammate from safe area A and brought back to the area. Teams can retrieve their hit players by using the ambulance (scooter) to pick them up and bring them back to the area. When teammates are retrieving a hit player, the “ambulances” (retrievers) cannot be hit.



# Combatives

## Divisions II, III

### Gym or Open Space

**Equipment:** one mat, hoop and ball for every two students, fifteen shuttle tubes or skittles, one medicine ball

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



**Note:** Students can “tap out” when they want their opponent to stop by tapping them on a predetermined body part (shoulder). If the student is unable to “tap out,” the class should have a predetermined code word such as “stop” that they can say to automatically stop the challenge.

1. Place folding mats throughout the activity area to form a large square. Have students sit, with their shoes off, around the outside of the matted area. One mat will be needed for every two students.
2. Review the rules and safety precautions with the students.
3. Have students participate in a series of physical challenges that each last a minute. Examples could include:

**Squat Wrestling:** Pairs face each other in a squat position. On the signal to begin, each person pushes, trying to force their partners to fall over or stand up.

**Tug of War:** Pairs stand shoulder to shoulder on opposite sides of a line facing the same direction. They interlock elbows and try to pull their partners over the line. Variations:

- Pairs stand facing each other on opposite sides of a line, grasp wrists and attempt to pull each other over the line.
- Pairs grasp wrists. One partner, standing in a hoop, attempts to pull the other into the hoop.
- Pairs grasp wrists. One partner, standing in a hoop, resists the attempt of the other to be pulled out of the hoop.

**Stand-up Tug:** Pairs sit facing each other with their legs bent and with the soles of their feet touching their partners’ feet. They then reach across, grasp hands or wrists and attempt to pull the other off their seats.

**Ball Wrestling:** Pairs start in a seated position and wrap their arms around a basketball or soccer ball and attempt to wrestle the ball away from their partners.

Variation: Have partners start on their knees.

**Turn the Turtle:** One partner assumes a position on his or her hands and knees on the mat. The other partner attempts to turn that person over onto his or her back.

Variation: The partner kneeling may start spread eagle on the mat.

**Tip the Eagle:** One partner lies face down on the mat, arms bent and hands under the chin. The other tries to tip or roll the person over.

**Shoulder Push:** Pairs stand facing each other with their hands on each other’s shoulders, and try to push each other over a line behind them.

**Back-to-back Push:** Pairs sit back-to-back on opposite sides of a line. On a signal, each student attempts to push with his or her feet and end up on the other side of the line.

**Leg Wrestling:** Pairs lay hip-to-hip with their heads pointing to opposite ends of the mat. They lock inside elbows and raise their inside legs three times. The third time, they hook their legs at the knee or back of the heel and attempt to pull the other person over.

**Step in the Hoop:** One partner tries to step into a hoop while the other tries to prevent it.

**Push-up Knock Down:** Pairs face each other in a front prone or push-up position. One tries to down the other by pulling on the inside of his or her arms.

**Butt Bump:** Pairs stand back-to-back approximately six inches apart. One tries to knock the other off balance using his or her rear end.

**Thumb Wrestling:** Pairs face each other and grasp hands, joining fingers with the thumbs up. One tries to pin the other's thumb down with his or her own thumb.

**Musk Ox:** Pairs begin on all fours, facing each other. Partners put their heads under each other's arms and try to push each other over.

**Robot Arms:** Pairs face each other. One puts fingertips together and elbows out. The other grasps his or her wrists and tries to pull the fingertips apart.

**Poison:** Groups of four or five join hands and form a circle around two or three standing badminton shuttle tubes. They pull or push with their arms, trying to make someone knock over a shuttle tube.

**Sock Wrestling:** Both partners try to pull one sock off of the other partner's foot.

**Team Medicine Ball Wrestle:** Students are lined up on two teams and numbered off 1 to 10 alongside the edge of a mat. Place a medicine ball in the centre of the mat. Students begin on all fours and listen for their numbers. The teacher yells out a number such as "1" and the 1s from each side crawl quickly to the middle of the mat. Their goal is to retrieve the medicine ball by wrestling for control of it and returning with the ball to their side of the mat.

4. At the end of each activity, have students bow to one another and change partners by having one student remain in place, and the other move to the next student in a clockwise direction.

# Core Stability Activities

## Divisions I, II, III

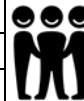
### Gym or Open Space

**Equipment:** one ball per student (basketball, volleyball, soccer ball, medicine ball), folding mats, skipping ropes, masking tape, ribbon sticks, scarves, pom-poms, exercise bands

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. After warming up, students choose a ball, e.g., basketball, volleyball, soccer ball, playground ball, stability ball or medicine ball, and a partner. Review the following core stability exercises. Consider students' injuries or physical limitations and provide variations or have students suggest variations for each of the activities. Try coupling core stability activities with yoga activities.

### Crunches:

- Back and feet flat on floor. Curl head and shoulder up and off floor to bring rib cage closer to pelvis. Arms can be held at sides, crossed over chest, placed loosely behind head or extended above head.
- Back flat on floor, feet 90 degrees off floor. Curl head and shoulder up and off floor to bring rib cage closer to pelvis.
- Cross-over crunch: Back flat on floor, left leg bent and crossed over bent right knee. Curl head and shoulders up to bring rib cage closer to pelvis. Rotate elbow to opposite knee without pulling on head.

**V-Sits:** Lie on back with arms at sides. Bend at hips and bring legs and torso towards midline to form a V. Legs and back remain straight at all times. Allow as much bend to legs as necessary to avoid back strain.

**V-Sit Twists:** Lie on back with arms holding a ball at stomach. Bend at hips and bring legs and torso toward midline to form a V. Twist side to side with ball. Legs and back remain straight at all times. Legs can bend as needed to avoid back strain.

**Heel Touches:** Back and feet flat on floor, arms at sides. Curl head and shoulder up and off floor to bring rib cage closer to pelvis. Extend right arm to touch right heel, alternate side to side.

**Bike Pumps:** Back flat on floor, knees bent at 90 degrees. Curl head and shoulder up to bring rib cage closer to pelvis. Hold position. In a bicycle motion, reach elbow to touch opposite knee and alternate side to side. Do not allow feet to touch floor. Keep straight leg fully extended.

**Hip Raises:** Back flat on floor with legs extended up, perpendicular to floor. Contract abs and butt and raise hips off of floor while raising heels to ceiling. Do not use hands to lift up hips. This is a very small motion, so do not swing legs.

**Dolphin Kicks:** Lie on side with bottom thigh completely elevated off the floor, lower leg about three inches off floor. With both legs straight and tight together, move legs 12 inches forward and back while keeping thigh off floor. Alternative: Use one leg at a time.

**Side Planks:** Lie on side with body in a straight line. Raise hips toward ceiling and support body with only feet, elbow and lower arm touching the floor. Relax and return to start position. Repeat on

both sides. Try supporting body with an extended arm along the floor and over the head instead of using a bent elbow, raising opposite arm straight up in the air, or lifting top leg in the air.

**Leg Lowering:** Lie on back with legs bent at 90 degrees to the floor. Keep stomach pulled up and in. Lower back should remain in contact with floor at all times. Lower one bent leg at a time to touch the floor with toe. Stop movement if back or pelvis begins to move. Do not let heel touch the floor. Alternate legs.

**Supermans:**

- Alternate arm and leg: Lie face down on the floor with arms and legs fully extended. Keep hips in contact with floor and abs tight. Raise opposite arm and leg, alternate sides. Do not arch back and lift using gluteal muscles.
- Legs only: Repeat, but keep hands on ground. Raise both legs off of floor. Initiate lift with gluteal muscles.
- Both arms and legs: Repeat, but lift both arms and legs off floor at the same time.

**Appendix**

For exercise cards that illustrate core stability exercises, see **Appendix 14: Core Body Exercises.**

2. Have the students practise the exercises. While one partner performs, the other gives feedback about technique and rests. Circuits can be designed to rotate students from station to station by posting a written explanation to assist proper technique; e.g., exercise cards from Appendix 14. Students should continue repeating the exercise until the muscle group begins to feel fatigued or roll a pair of dice to determine the number of repetitions.
3. Have students individually record the exercises and the number of repetitions they are able to complete. Refer to these records when completing core stability exercises throughout the school year. Some students will benefit from the use of ribbon sticks, scarves, exercise bands and pom-poms to extend their movements.
4. Discuss opportunities for students to participate in core strengthening activities, such as pilates, kickboxing and yoga. Consider inviting a variety of certified instructors to school to lead a “smorgasbord of core” at lunch or after school. Challenge students to practise their favourite core activity for 30 seconds every 15 minutes while they are watching television, at the computer or doing homework.

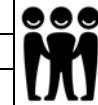
# Creative Dance – Movement Stories

**Divisions I, II**  
**Gym or Open Space**  
**Equipment:** pathway signs, music, audio equipment

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Review direction and pathways; e.g., combining directions and locomotor movements. As students enter the gym, call out a direction such as forward, backward or sideways for students to follow while moving around the gym. Then, add a locomotor pattern with a direction; e.g., forward galloping, backward walking or sideways skipping. Post these patterns on the wall on pathway signs.
2. Point to a picture of a straight pathway. Ask students to move in a straight pathway using two body parts, then three body parts. Point to a picture of a zigzag pathway. Ask students to move in a zigzag pathway around the gym. Point to a picture of a curved pathway. Ask students to move around the gym using a curved pathway, first making small curves, then larger curves. Point to a picture of a spiral pathway and ask students to move in a spiral pathway, first a small spiral and then a large spiral.
3. Lead students around the gym, creating a large spiral pathway.
4. Divide the students into pairs and have them travel together using a pathway of their choice. Have some pairs demonstrate their pathways.
5. Have the students create their own “movement stories” by putting together three (or more) pathways and directions; e.g., forward spiral, backward curved, sideways zigzag. Remind students to be aware of the movement around them and avoid others. Instruct them to “shoulder check” often while moving backward.
6. Have students demonstrate their stories, while others identify the pathways and directions used. Play music with a strong beat while students are creating and presenting their movement stories.
7. Have students add different patterns (circular, rectangular, square, triangular, figure eight, a favourite letter) to their stories to make them more complex.

## Appendix

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

# Danger Zone

**Divisions I, II, III**

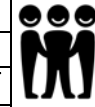
**Gym or Open Space**

**Equipment:** “Danger Zone” music, audio equipment, chart paper, pens

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



1. Divide students into groups of four to six. Explain that each group is a squad of undercover agents on a secret mission. Their mission is to plan, practise and perform a 90-second dance to the song “Danger Zone” by Kenny Loggins, from the movie *Top Gun*.
2. On a piece of chart paper, have students brainstorm ideas about what type of movements or scenarios secret agents might perform. Consider the abilities of all group members. It may be helpful to categorize ideas: theme ideas, dance movements and music. Discuss start positions, plans, repeating patterns, end positions and cooperation.
3. Assign each group an area of the gym to plan, practise and refine their dances. During this process, continually play the music “Danger Zone” for all groups to hear.
4. At the end of the activity, have different groups perform parts of their dances. Allow students to make positive comments. Consider having the groups perform together.
5. Have groups perform their creative dance routines for the class. Video record the routines and encourage the use of props or accessories.
6. Students could plan a dance at home with friends and perform their dances at a school talent show or assembly.

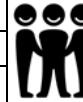
# Exercise Balls

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** large exercise balls

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Have the students perform various movements using large exercise balls, such as sitting on the ball, side toe touches or a prone balance (lying on your back). Other examples could include:

**Balanced Sitting:** Have students sit on the centre of the ball with their feet facing forward in front of the ball, keeping their feet shoulder width apart and sitting with their backs as straight as possible. Maintain a 90-degree angle at the knees. Have the students vary this position by adding various arm movements, heel lifts, toe lifts, side toe touches, knee raises and side straddle. When sitting properly, bounce gently on the ball up and down.

**Belly Busters:** Divide the students into pairs and have them stand beside each other with the ball between them at their waist or chest level. Have the students move around the room, keeping the ball between them without letting it fall to the ground. Start with the ball between them on their sides and then have them rotate to have the ball trapped between them in the front of their body and then the back of their body.

**Buttocks Bust:** Divide students into groups of four and give each group a ball. Their goal is to work together to lift the ball off the ground and hold it for a certain amount of time. Four students will sit in a circle, facing each other with the ball in the middle. Upon a signal, all the members in the group will attempt to lift their buttocks off the floor, supporting their weight with their hands and keeping their feet on the ball. Count how long they can hold this position. Remind the students that it is easier if they bend their knees. Vary this activity by using more or fewer students.

**Prone Balance:** Have students kneel behind the balls and place their stomachs on the balls with their hands on the floor in front of the ball. Have them complete actions such as: lift one arm up, then the other; lift one leg off the floor; lift one leg and the opposite arm; create a rocking motion using hands and feet.

**Assisted Hold-up:** Have students kneel behind the balls and place their stomachs on the ball. Have them extend their legs straight, balancing on their toes and raising their arms out to the sides like an airplane with their chests off the ball.

**Prone Walkout:** From the prone balance, have the students walk their hands out from the balls, letting the balls roll down toward their feet (hands remaining on the floor). This is like a push-up performed with the ball under the quadriceps of both legs.

**Note:** An exercise ball could be kept in the classroom for students to use when they have completed their work (e.g., sit on the ball and read a book, use the computer). This will help to improve core stability.

# Exercise Bands

**Divisions I, II, III**

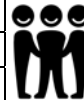
**Gym or Open Space**

**Equipment:** pieces of tubing or exercise bands per student (a variety of lengths and tensions are best), pool noodles

Benefits Health	
Functional Fitness	
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Provide each student with two exercise bands. Most fitness stores sell exercise bands and many sell bulk rolls, which are ideal for cutting into various lengths. Low cost alternatives like pantyhose and strips of old sheets or towels are also effective. Once students have their exercise bands, have them find a space and face the front of the room. Students who are allergic to latex should be provided latex-free equipment. Store this equipment separately to avoid cross-contamination. Students unable to use exercise bands may use alternate equipment, such as food cans, wrist weights or beanbags.
2. Review each exercise, highlighting the correct way to do the exercise to avoid injury. Allow students time to practise while circulating and encouraging proper technique. Stress the importance of control and technique with each movement to isolate target muscles rather than speed. Sample exercises include:<sup>7</sup>

**Push-ups with band across back:** Place one end of the band under right hand and extend it across the back, holding the other end with left hand. Perform push-ups.

**Back row with bands sitting on floor or step:** Sit with legs extended in front of body, wrap band around feet and hold end with both hands. Keeping back straight, squeeze shoulder blades together and down.

**Anterior raise with two bands:** Stand with one band under each foot, holding the other ends with hands. Keeping back straight and abdominals tight, raise one arm in front of body to shoulder height. Lower while raising other arm.

**Lateral raise with two bands:** Stand with one band under each foot, holding the other ends with hands. Keeping back straight and abdominals tight, raise both arms out to the sides up to shoulder height.

**Bicep curls with band:** Stand on the band and, holding the other ends with hands, curl fist toward shoulders while keeping elbow close to body. Alternate the arms.

**Triceps kickbacks with band:** Stand on the band and hold it with right hand at the base of neck. Keeping right elbow up and close to head, extend right arm in the air. Repeat on left side.

**Step touches:** Stand with a band tied around each ankle or just above each knee, take one large step to the right and close left foot to right. Alternate by taking one large step to the left.

**Hamstring curls:** Stand and secure a band around back of the ankle, holding both ends in one hand. Curl foot with the band back to buttocks. Use a wall or bar for support. Switch ankle and repeat motion.

**Dorsi flexion of ankle:** Stand and secure band around the ball of the foot, holding both ends in one hand (use a partner, if necessary). Point toe and then pull back foot toward the body.

**Back extensor:** Secure band to ankle, holding the end with opposite hand. Start on all fours and elevate opposite arm and leg. Hold for three seconds, move the band to other ankle and switch arm and leg raised.

3. Have the students partner up and use each other as additional resistance. Have the students use different lengths or tensions of exercise bands to adjust the resistance provided. After movements have been learned and practised, have groups choreograph a routine to a song and present it to the class. Exercise band circuit stations could be completed once a week.

7. Exercises developed by and adapted with permission of Marjorie O'Connor, Fit International, Edmonton, 2000.



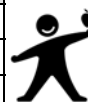
# Fitness Frenzy

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** mats, music, audio equipment

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Discuss and reinforce the three fitness components: flexibility, muscular strength and cardiovascular endurance. Have the students brainstorm a list of activities that would fall into those three categories and record on a wall chart.
2. Demonstrate flexibility activities (to lengthen the muscle, hold the stretch for 20 seconds and release, allowing the muscle to relax), such as:

**Tight Body Stretch:** Students make their whole body as tight and stiff as possible, hold and release while breathing in and out slowly. Begin by tightening one body part at a time. Start with one hand, then both hands, one arm, then both arms, one leg, then both legs, the buttocks and then the whole body. Breathe in and out slowly through the nose.

**Leg Stretch:** Place your palms against the wall, put your right leg back, toe forward and keeping the foot's heel on the floor, hold and stretch. Switch to left leg and hold.

**Squat Stretch:** Squat down on your toes and hold. Attempt to stand while keeping your fingertips on the floor, bending your knees a little if necessary and hold.

3. Demonstrate muscular strength activities, such as:

**Push-ups:** Perform a safe push-up against the wall. By putting one's knees on the floor you can modify push-ups. Opting to hold a front support position for 10–30 seconds is another way to adapt the activity.

**Sit-up or Crunch:** Always bend the knees when performing sit-ups and crunches. To modify, clasp hands behind head, cross arms over chest or place arms at side.

**Wall Sit:** Sit with your back against the wall and your feet bent at 90 degrees with no use of the hands and hold for 20 seconds.

4. Demonstrate cardiovascular endurance activities such as jumping jacks, jogging on the spot, skipping, lunges and any activities that elevate the heart rate to a working level. Have the students try one of these activities until exhausted and then rest for an equal length of time.
5. Divide students into groups of three or four and have them design a 10-minute workout that includes activities from the three fitness components (and warm-up and cool-down activities).
6. Once the workouts are designed, play the music and set the stop-watch for 10 minutes. Allow the individual groups to lead the class through their workouts.

## Appendix

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

For exercise cards, see **Appendix 14: Core Body Exercises.**

# Four-team Pinball

**Divisions II, III**

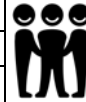
**Gym or Open Space**

**Equipment:** skittle or pylons, sponge balls (as many as possible), four colours of pinnies (optional), pool noodles (optional)

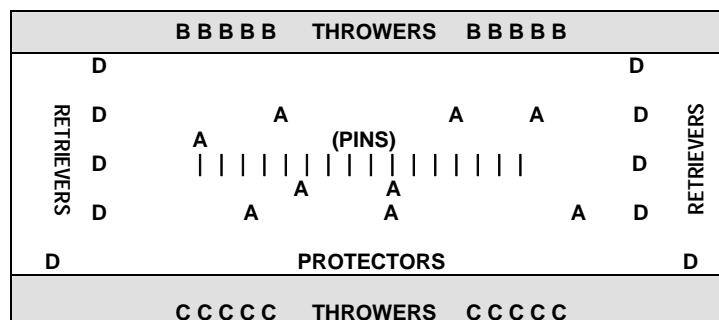
Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



1. Divide participants into four teams, identifying them as A, B, C and D. Identify Team A as the **Protectors**, Teams B and C as the **Rollers** or **Throwers**, and Team D as the **Retrievers**. Consider the abilities and challenges of participants.
2. Line up as many pins (skittles) as possible across a centre line. The object of the game is for Team A to keep the pins standing. See diagram below. Before beginning, discuss safe throwing and set guidelines as to what type of throws are allowed. Consider using pool noodles as an additional defensive measure to protect the pins.
3. Teams B and C try to knock down as many pins as possible in a given time limit by rolling or throwing balls. Team D retrieves the balls and returns them to the Throwers or Rollers. Team A tries to protect the pins in any manner possible except kicking the balls.
4. Rotate teams, ensuring each team takes a turn as the Retrievers.
5. Ensure that each rotation is given the same amount of time.
6. Team A will reset the pins as they go down. Each pin is worth 10 points. Scoring can be challenging, as there are two sets of throwers to monitor.



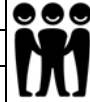
# Funky Furniture

**Divisions I, II, III**

**Gym or Open Space**

**Equipment:** mats, if available (other equipment, such as other gymnastic mats/shapes, balls or ropes are optional)

Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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



- Form groups of five to ten students. Choose a room of the house such as the kitchen, and instruct groups to demonstrate an appliance or piece of furniture in that room. For example, a group may demonstrate a blender, a toaster or a frying pan with a piece of bacon in it. Criteria may include:
  - All group members must be involved in the display.
  - Depending on the age and ability levels of students, each group must include at least two different levels (high, medium or low), at least one locomotor (skip, hop, lunges) or nonlocomotor (spin, stretch, squat) movement, and at least one type of support (front, side or back).
  - Use a two-to-one person base ratio, meaning that two people support the body weight of one person. Do not have one person supporting another's weight alone.
  - Have groups talk quietly so that others cannot hear what they are planning.
- After about five minutes, have each group demonstrate their funky furniture while the others guess the piece of furniture and identify how the criteria were met.
- Have students brainstorm other rooms of a house and do the activity again. Other rooms to consider include the garage, bathroom, bedroom or tool shed.

# Head to Toe Stretch

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** mats (if available)

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



1. Have the students scatter throughout the gym and begin by lying on their backs with legs slightly apart and arms at their sides. Use individual mats if they are available.
2. Have the students complete the following:
  - Frown and move scalp upward.
  - Yawn slowly and relax.
  - Squeeze shoulder blades together, then relax.
  - Make fists with hands and squeeze tightly, then relax.
  - Tighten stomach muscles, then relax.
  - Press legs to the floor, then relax.
  - Point toes away from body, then relax.
  - Pull toes into body (flex), then relax.
3. Have the students close their eyes and breathe in deeply, then slowly breathe out. Have students, without making a sound, open their eyes, stand up slowly and stretch tall.
4. Try other types of stretches, such as:

**Neck:** Slowly bring left ear to shoulder, right ear to shoulder, chin to chest, look up.

**Shoulders:** Interlace fingers behind back and pull.

**Trunk:** Stretch slowly to each side, forward and backward.

**Knees:** Lie down on one side, grasp ankle and gently pull the foot toward the seat.

**Hamstrings:** Sit with one leg extended with the toe pointing straight up; the other leg is bent with the foot resting on the inner thigh of the extended leg. Bring the chest toward the knee of the straight leg.

**Ankles and calves:** Move to the wall, face it and place hands on the wall above the shoulders. Keep one leg forward and one back with feet pointed toward the wall. Stretch the back leg.

## Appendix

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

## Hoop Pass<sup>8</sup>

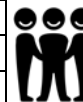
**Divisions I, II, III**

**Gym or Open Space**

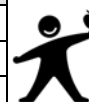
**Equipment:** two hoops for each group

1. Divide the class into three or four equal groups.
2. Have each group join hands in a line.
3. Give a hoop to the student at one end of the group. The object is to pass the hoop to the other end of the line without letting go of each others' hands.
4. To add more of a challenge, start a hoop at each end of the line. To vary the challenge, have students try this while lying in a row on the floor.

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



## Jurassic Park Tag

**Divisions I, II, III**

**Gym or Open Space**

**Equipment:** three different colours of pinnies, scooter boards, sponge-type balls

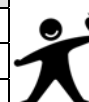
1. Choose two students to be **T-Rexes** and have them wear red pinnies. Choose four students to be **Raptors** and have them wear yellow pinnies. Choose two students to be **Dilophosauruses**, give them sponge balls and have them wear green pinnies. Choose five students to be **Triceratopses** and give them scooter boards. The rest of the students are **Tourists**.
2. Review the following rules:
  - Tourists** caught by any of the dinosaurs must kneel down on one knee.
  - T-Rexes** try to tag tourists, but can only see tourists who move and can only tag tourists who are moving.
  - Raptors** try to tag tourists and can tag tourists who are moving or standing still, but only when holding hands with another Raptor.
  - Dilophosauruses** try to tag tourists who are moving or standing still by throwing their balls and hitting tourists below the waist.
  - Triceratopses** help the other dinosaurs and move around on a scooter board touching the shoulder of tourists who are kneeling, setting them free to continue playing.
3. On a signal, begin the game for a predetermined amount of time. Stop the game often to allow students to assume different roles.

**Note:** This game works well for large groups of 40–60 students.

Activity	
Basic Skills	
Application of Basic Skills	✓



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



8. This activity adapted from The Canadian Association for Health, Physical Education, Recreation and Dance, "Getting Started," *The Clipboard* 4, 3, <http://www.cahperd.ca/eng/clipboards/documents/GettingStarted.pdf> (Accessed November 2005). Adapted with permission from The Canadian Association for Health, Physical Education, Recreation and Dance, <http://www.cahperd.ca>.

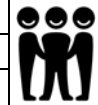
# Loose Caboose

**Divisions II, III**  
**Gym or Open Space**  
**Equipment:** none required

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide students into groups of three and have the groups form trains by placing their hands on the shoulders of the person in front.
2. Identify “loose cabooses,” who will be individual players that are challenged to join the end of a train. One loose caboose is needed for every two trains.
3. Start on a signal. When a loose caboose is successful at joining the end of a train, they shout, “Go,” and the student in front of the train becomes a new loose caboose. Trains communicate and work together to try to avoid being caught by loose cabooses.

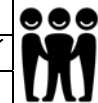
# Moon Ball

**Divisions II, III**  
**Gym or Open Space**  
**Equipment:** four hoops, two to four beach balls, beanbags

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	

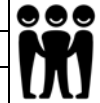


1. Divide students into four groups of five to eight. Place four large hoops on the floor in the corners of the room. Number the hoops one to four and assign one hoop to each group.
2. Have the students position themselves around their hoops with one or both feet in the hoops. The challenge is for a beach ball to be volleyed between two groups as often as possible. Determine which groups play together and have students count the volleys between the two groups. One group is allowed to be in possession of the beach ball for three hits before volleying it to the other group. No one student can hit the ball twice in a row. Groups work together so that every member has an opportunity to hit the ball. If a student steps totally out of the hoop or if the ball hits the ground, they must start the count over. Some students may benefit from a modified version of the activity, such as striking, pushing and catching a suspended ball or simply tossing and catching a ball.
3. Place a hoop in the centre of the playing area. Once a team has achieved three hits, the student who made the third hit runs into the centre hoop and grabs one beanbag and tries to return it to their group before the ball is sent back to their team again. A variation of this activity could be to have team members sprint out to the centre hoop every time they contact the ball (3 hits = 3 beanbags for the team) and return as quickly as possible to their group. Switch groups and vary the distance between them.
4. Consider scheduling Moon Ball as an intramural activity or as a lead-up game for volleyball activities.

## Move to the Music

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** music, audio equipment

Activity	
Basic Skills	
Application of Basic Skills	✓
Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	

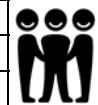


1. Have students scatter throughout the gym and move to music with a strong four-beat rhythm, such as “Rockin Robin” or “Fishing in the Dark.”
2. Have the students use different locomotor movements and move to the beat of the music: walk, shuffle, gallop, skip, double gallop, twist and use arm movements.
3. Review the importance of moving to music in time with the rhythm and beat.
4. With a partner or in small groups, students find the beat to the song and move to it. Use a variety of music types.

## Numbers Run

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** none required

Activity	
Basic Skills	
Application of Basic Skills	✓
Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	




1. Have students spread out randomly around the gym.
2. On a signal, have all students move around the gym.
3. After 10–15 seconds, call out a number. Students then have five seconds to arrange themselves into groups of that size. Students who are not in groups after five seconds must do that number of a specific exercise; e.g., jumping jacks, curl ups or tuck jumps.


# Pilates

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** mats

Activity	
Basic Skills	✓
Application of Basic Skills	



Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Pilates is a form of isometric exercise to stretch, tone and align the body with an emphasis on core conditioning and body awareness. It is a series of controlled movements that engage the body and mind, performed on specifically designed exercise apparatuses and supervised by extensively trained teachers. Pilates promotes physical harmony and balance for people of all ages and physical conditions while providing a refreshing and energizing workout. Instead of performing many repetitions of each exercise, more precise movements requiring proper control and form are used. It is especially great for older students to develop strength in their core area.

The following are examples of Pilates exercises.<sup>9</sup>

## Leg Circles

1. Lie back with legs extended and arms by the sides.
2. Lift the right leg to a 90-degree angle, with the toes toward the ceiling in a natural foot position (neither pointed nor flexed). Draw an imaginary circle on the ceiling with big toe.
3. Inhale and at the same time move the leg clockwise through the first half of the circle; exhale and complete a full leg circle. Make sure that the hips do not roll or move.
4. Repeat five times and reverse directions, moving the leg in counter-clockwise circles.
5. Switch legs and repeat.

## Rolling Like a Ball

1. Sit on a mat with knees drawn into the chest and heels near the seat.
2. Wrap the arms around the thighs and place the palms of the hands on the shins.
3. Inhale and at the same time lift the toes off the mat and roll back, keeping the head tucked and the back in a C-curve.
4. Exhale and at the same time roll up.
5. Balance for one second with a straight spine, keeping the feet off of the floor.
6. Repeat five times.

## Double Leg Stretch

1. Lie back with knees pulled into the chest. Gaze between the thighs throughout the entire exercise.
2. Place the palms of the hands on top of the shins.
3. Lift the head, neck and shoulders off of the mat. Keep the torso completely still. Support the head with one hand if neck feels strained.
4. Inhale and at the same time extend the legs in front and the arms overhead, allowing only the buttocks and back touch the mat.
5. Exhale and at the same time bring the knees to the chest and return the hands to the top of the shins.
6. Repeat five times.

## Resources



For pilates instructors, contact local community resources. For a partial list, visit [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/phsyed/res\\_guide.pdf](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/phsyed/res_guide.pdf).

## Appendix

For more core exercises, see **Appendix 14: Core Body Exercises**.

9. Exercises adapted with permission from Bell Sports, Inc., “Leg Circles,” “Rolling Like a Ball” and “Double Leg Stretch,” *Savasa Yoga and Pilates*, 2005, [http://www.savasayoga.com/PILATES\\_LEG\\_CIRCLES.html](http://www.savasayoga.com/PILATES_LEG_CIRCLES.html), [http://www.savasayoga.com/PILATES\\_RLB.html](http://www.savasayoga.com/PILATES_RLB.html) and [http://www.savasayoga.com/PILATES\\_DLS.html](http://www.savasayoga.com/PILATES_DLS.html) (Accessed June 2005).



# Rhythmic Gymnastics Hoops

**Divisions I, II, III**

**Gym or Open Space**

**Equipment:** one hoop per student, music with a steady beat, music equipment

Activity	
Basic Skills	✓
Application of Basic Skills	✓



1. Place hoops on the floor throughout the activity area and have students run around the hoops. After two minutes, challenge students to run and jump in and out of as many hoops as possible until a stop signal is given. Start and stop often, asking students to stretch for eight seconds before beginning running and jumping again.
2. Have the students choose a hoop to stand in (one student per hoop). Offer different-sized hoops so that all students may achieve success. Some students may benefit from being seated and may enjoy the challenge of spinning the hoops on pool noodles. Review the following hoop tricks:

**Spinning**—Have each student place their dominant hand on top of the hoop, holding the hoop between the thumb and pointer finger. Each student spins the hoop clockwise and counterclockwise with their right hand and then left hand. Each student spins the hoop and runs around it before it falls. Each student then spins the hoop and jumps into it when it slows down.

**Rolling**—Have the students place the hoops beside them on the side of their dominant hands, put their hands on top of the hoop and push it forward. Have each student: roll the hoop ahead and run to catch it; roll the hoop and go through it; roll the hoop with alternate hands by changing quickly from one side to the other as it rolls; roll the hoop forward and use a backspin to release it so it will come back (boomerang).

**Tossing**—Have each student: use an underhand toss to toss the hoop and catch it with two hands; toss and catch the hoop with the right hand then left hand; toss and catch the hoops while moving, e.g., walking or skipping; toss the hoop, clap hands and catch it; toss the hoop with two hands and let the hoop drop over their head and shoulders as it lands.

**Rotating**—Have each student place a hoop on different body parts and make it spin: spin the hoop around the right arm; spin the hoop clockwise and counter clockwise; spin the hoop on the left arm; while rotating the hoop on one arm, move it to the other arm; spin the hoop on the waist then ankles.

3. In groups, have students use the hoop skills learned and incorporate their own ideas to create routines. Remind students to keep hoops in their own space and use control while throwing. Have students show their routines to class.
4. Lead students through similar challenges and routines with balls, ribbons or ropes instead of hoops.

## Resources

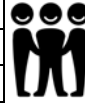


For more hoop warm-up ideas, see Teacher Resources—General Outcome D—Activities—grades 4–6—Effort at <http://www.education.gov.ab.ca/physicaleducationonline/>.

# Rope Fun

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** long rope, beanbag

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	✓



## Ashley Hop

1. Tie a long rope around a beanbag. Consider sewing bells to the beanbag to add an auditory component.
2. Have students form a large circle.
3. Stand in the middle of the circle and spin the beanbag in a circle on the floor. Students must jump over the beanbag so it goes under their feet. If the beanbag touches a student's foot, they must run to an end wall and back before rejoining the game. Some students may act as the spinner. Encourage the students to use soft landings.

## Shapes in the Dark

1. Divide the students into even teams and ensure that all players have their eyes closed and are holding onto a long rope (one per group).
2. Designate a shape; e.g., triangle, parallelogram, equilateral triangles or trapezoid.
3. Each team then forms the shape with each member keeping one hand on the rope.
4. Have the students open their eyes and assess the shapes they made.

## Knots

1. Divide the students into groups of five or seven and have them stand in a circle, joining right hands with a group member who is not standing directly beside them.
2. They then join left hands with a different group member, also not standing directly beside them.
3. Without letting go of hands, the group works together to untangle the knot and finish standing with hands joined in a circle.

# Simple Dances

**Divisions I, II**

**Gym or Open Space**

**Equipment:** music (e.g., “Hands Up” by Sway), audio equipment

Activity	
Basic Skills	✓
Application of Basic Skills	
Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



## Hands Up Dance

1. Play the music (“Hands Up” by Sway) and have the students spread out in a scatter formation or a large circle and complete the actions to the song as follows:

Part A Chorus – “Hands up, baby hands up” (8 counts), eight alternating arm extensions. “Give me your heart” (8 counts), clasp hands over heart and stretch arms out eight times. Repeat above (16 counts). “All your love” (16 counts), four slow double arm circles.

Part B Verses – Perform 10 chug steps alternating right and left (four counts each). A chug step is: step, close, step, clap for a four count (arms chug during the step, close, step). Continue alternating Parts A and B until the end of the song.

2. Have students create variations with partners or groups.

## Count 8

1. Have students move around the gym to rhythmic music.
2. Every eight counts, have the students change the way they are moving, for example:
  - Change direction; e.g., forward, backward, sideways.
  - Change level; e.g., high, middle, low.
  - Change speed; e.g., fast, slow.
  - Change type of movement; e.g., marching, twirling, skipping, kicking.

## Appendix

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

# Skipping

**Divisions I, II, III**

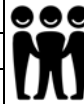
**Gym or Open Space**

**Equipment:** skipping ropes, music/audio equipment (optional)

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	✓



## Short Rope

1. Have the students perform various moves, such as one-foot skip, two-foot jump, straddle skip, scissor skip and double side swing.
2. Have the students combine the moves and create routines individually or in groups.

## Long Rope

1. Divide the students into groups of four or more and have them use two skipping ropes to skip Double Dutch.
2. Have two students hold the end and gently swing the rope from side to side (but not over).
3. Other students take turns jumping the rope and count how many times they can jump without touching the rope.
4. Each student takes a few turns trying to break his or her own record.
5. Have two or three students jump at the same time. Make sure all students take turns swinging the rope.
6. Try the following skipping moves:

**Class Skip:** Tie a number of skipping ropes together to form one gigantic rope. Lay the long rope still on the ground. Have all the students line up on the same side of the rope. On a count of “one, two, three, jump,” two people turn the rope and all students attempt to jump together and clear the rope as a group.

**Twister 360 Degree Turn:** Skip forward, side swing and turn around, skip backwards, turn around, skip forward and so on.

**Triangle Skip:** Skip with three students turning three ropes in a triangle formation.

**Double Jump Rope:** Have students turn two ropes perpendicular to each other so that the ropes cross in the middle to form a plus sign. Students attempt to move to the centre to jump both ropes at once.

# Soccer Speed Ball

**Division III**  
**Gym or Open Space**  
**Equipment:** floor hockey nets, basketball hoops, one utility ball or indoor soccer ball

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Divide the class into two teams with a line of five students from each team on the court. All additional students line up with teams intermixed along both sidelines. The students on the sidelines must stay off the court during play.
2. The game begins with a basketball centre jump. The object of the game is to score a goal in the floor hockey nets or shoot the ball through the basketball hoop.
3. If the ball is in the air (air ball), it must be passed as in basketball (no running with it). If a pass is missed or it falls to the floor (ground ball), it must be kicked as in soccer and may only be picked up with hands by a player on the sidelines (this converts it to an air ball).
4. Only the goalies are allowed in the crease and they may use their hands or feet.
5. After two minutes, change lines so people on the court become the sidelines and the sideline people play on the court.
6. Scoring is as follows:
  - one point for throwing or kicking ball into the net
  - two points for sinking a basket.

# Space Angels

**Divisions I, II**  
**Gym or Open 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. Create a story line for students in which you describe the classroom as if it were the moon. Have students lay on their backs, with feet together, arms at sides and eyes closed.
2. Ask students to make “space angels” in the moon dust by slowly moving their arms along the floor to shoulder level. Have them hold their arms there and then slowly return them to their sides.
3. Encourage the students to feel very loose and relaxed and repeat the arm movement, but this time, have students breathe in for four counts as they move their arms out to their sides and breathe out for four counts as they move their arms into their sides.
4. Add leg movements and have them move their legs and arms apart and together, breathing as before. Encourage the students to imagine the quiet and peace of being on the moon and relax.

# Sport 'n Hip Hop

**Divisions I, II**

**Gym or Open Space**

**Equipment:** music with a strong four-count beat, audio equipment

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



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



1. Ask students to think of sport moves that resemble hip-hop dance moves. Have students share their ideas in a large circle. Examples could include: pretending to dribble a basketball, bending knees and dribble in front, behind and between the legs; jogging in a circle; pretending to fish by throwing out a line and reeling it in; swashing like a skier; pretending to swim the backstroke or front crawl. Reinforce the importance of being respectful of the ideas of others. Have students scatter around the activity area. Play music and lead students through a hip-hop warm-up using their suggestions.
2. Play music and challenge students to work individually to practise and/or create sport hip-hop moves until the music stops.
3. When the music stops, have the students quickly find a partner, show each other a move and continue performing their moves until the music stops.
4. Have students find a new partner and share a move with the new partner.
5. After students have shared moves with 10 other students, have them remain with that partner and join another group, making a group of four.
6. In groups of four, have students create and practise a mini sport 'n hip-hop routine, which includes at least four different moves performed four times each. Students could demonstrate their moves to the class.
7. Have a local hip-hop expert or dance teacher work with students to create dance routines for an assembly or open house.

## Resources



For hip-hop instructors, contact local community resources. For a partial list, visit [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/phised/res\\_guide.pdf](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/phised/res_guide.pdf).

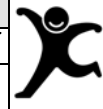
# Stick It Leg Landings

**Divisions I, II, III**

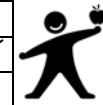
**Gym or Open Space**

**Equipment:** three different colours of pinnies, benches and gym mats

Activity	
Basic Skills	✓
Application of Basic Skills	



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



1. Have students spread out and jump up and land as softly as possible on the floor. Explain the importance of landing softly so as not to injure the body. When performing leg or feet landings, knee joints bend to absorb the shock.
2. Have students form six to eight lines behind a row of benches with gym mats in front of them. Students will jump off the bench and land softly. As soon as students land, they return to the end of their lines and the next students in line go.
3. Have the students do a variety of jumps; e.g., high, far, half turn, full turn, touch heels, straddle, martial arts kick, rock star, improvise, copycat. Reinforce the importance of soft landings. Some students may benefit from using a wall for support and step down from the bench. Have students challenge themselves personally when determining the height and length of a jump.

## Resources



For more information about safe landings, visit Teacher Resources—Teaching Tools—Interactives—Jumping Vertically at <http://www.education.gov.ab.ca/physicaleducationonline/>.

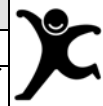
# Swamp Ball

**Divisions I, II, III**

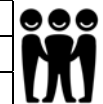
**Gym or Open Space**

**Equipment:** a variety of balls, pinnies, scooters, baskets

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Scatter the balls throughout the gym. Divide the class into two teams and have them stand at opposite ends of the gym.
2. Choose two student volunteers and give them each a pinnie and a scooter – they are **alligators**.
3. Create two lines of pylons approximately fifteen feet apart – this is the alligator pit.
4. Have the teams pass the balls to students on the other side of the pit. If the balls are caught, they are put in the team's basket. If not, they can be thrown again as long as they did not land in the pit. The alligators move around on the scooters and collect the balls within the alligator pit (only the alligators can collect balls from the pit).
5. After all the balls have been collected, count how many balls were collected in the pits and how many were collected by each team. The goal is to have more balls collected by the teams than the alligators.

# Tag Games

**Divisions I, II, III**

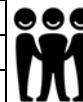
**Gym or Open Space**

**Equipment:** three or four clothespins for each student, pinnies of three different colours, “tails” with clips, pool noodles, coin

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Many of these tag games can be played outdoors as well.

## Link Tag

1. Have students pair up and find a place to stand in the activity area. Pairs remain in their spots.
2. Select one student to be “it” and another to be the chased student. The chased student can get away from “it” by linking arms with one of the partners of the stationary pairs before being tagged.
3. The other student in the pair (not attached to the chased student) becomes the new chased student.
4. When a student is tagged, the roles are reversed. The new “it” must give the other student a few seconds to run away. Once students understand the game, add another “it” and another chased student.

## Chase the Horse

1. Choose one student to be the “horse” and give this student a 10-second lead to run anywhere in the activity area (the larger the area, the better).
2. On a signal, the rest of the class chases after the horse in a galloping motion, trying to tag them. When the horse is tagged, the entire class returns to the teacher and the game starts again with a new horse. Vary the lead time if necessary. Reduce the distance the horse may gallop if necessary to involve more students. Consider providing additional horses to a smaller field.
3. Follow the game with two minutes of active stretching; e.g., arms circles, ankle rotations or leg swings.

## Clothespin Tag

1. Discuss the rules of the game and brainstorm with the class ways to actively include everyone in this game; e.g., some students may extend their reach by using a pool noodle.
2. Give each student three or four clothespins and have them clip the pins onto the backs of their clothing. Students with long hair should clip the pins further down their backs to avoid tangles, or tuck their hair into their shirts.
3. Give the start signal and have the students attempt to take one pin at a time from the backs of others. If they get a pin, they kneel down on one knee and pin it to the front of their shirts. They are safe until they stand and begin running again. Pins on the front of shirts cannot be taken.
4. Continue playing until the time is up or all the pins have been taken from students’ shirt backs.



## Donkey Tag

1. Choose five students to be “it” and give them green pinnies. The remaining students take red or blue pinnies and tuck them in their waistbands like tails.
2. Have the students in green pinnies stand in the centre of the activity area. On a signal, have the rest of the students run throughout the activity area. The students in green try to capture the tails of the others. If they succeed, they place the tails in the centre and try to capture another.
3. Students who lose their tails must crab walk to the circle, retrieve their tails and rejoin the game.

## Heads or Tails

1. Have students space themselves throughout the play area. Demonstrate two positions for the game. One is with a hand on top of your head, “Heads,” and the other is a hand on your hip, “Tails.” Have students close their eyes. On command, they must assume one of the two positions.
2. Toss a coin and call out the side that lands face up. Heads will chase tails or vice versa depending on coin toss.
3. Students keep one hand on either their head or hip. When tagged, students assume the other position and join the tagging team.

## Heel-toe Tag

1. Choose two or three students to be “it.” They must walk with one foot in front of the other, heel to toe, while they are attempting to tag others.
2. The students avoiding the tag must hop or jump around to safety.
3. Once tagged, that student becomes it and will walk in a heel-toe manner.
4. After the tag game, do a group stretch focusing on calves, quadriceps and hamstrings.

## Follow the Leader Tag

1. Have students choose partners and take turns leading a variety of movements, such as running, hopping, skipping, galloping or jumping, moving in a variety of directions, speeds and pathways.
2. The front person of each pair is “it” and tries to tag the other front people only. When they tag a person, that pair has to do 10 jumping jacks.
3. Partners switch being the leader and the game continues. The students in the back of the pairs have to keep up with their leaders and can help to avoid being caught by turning and changing directions.

## Appendix

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

# Tai Chi

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** none required

Activity	
Basic Skills	✓
Application of Basic Skills	



Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Tai Chi is performed slowly, softly and gracefully with smooth and even transitions between movements. There are a number of so-called “forms” or “sets,” which consist of a sequence of movements. Many of these movements are originally derived from the martial arts and from the natural movements of animals and birds. The most important thing in Tai Chi is to release tension from the muscles. This means that all joints, knees, wrists, elbows and shoulders are kept relaxed.

The following are examples of Tai Chi movements.<sup>10</sup> For assistance and/or instructors, contact the Tai Chi Association or local community resources.

## Opening the Chest

1. Raise arms to shoulders: breathe in raising upper body, draw arms up to shoulder height and width, elbows and wrists slightly bent, palms face down.
2. Open arms out: turn palms facing each other, draw hands away from each other, arms fully extended to sides, keep elbows slightly bent.
3. Close arms in: turn palms facing each other, breathe out, draw hands together to shoulder width apart.
4. Return arms to sides: turn palms face out to front, fingers upward and slightly curved, lower body slightly bending knees, draw arms down to thighs, palms face out to back.
5. Repeat: raise arms to shoulders and return arms to sides eight times.

## Flying Like an Eagle

1. Opening position: stand with feet shoulder width apart, feet parallel and facing twelve o'clock, imagine head lifted from crown, chin tucked in slightly, eyes forward and relaxed, shoulders relaxed, arms hang loosely down, fingers gently apart and slightly curved, palms towards body, tailbone tucked in, knees relaxed and slightly bent.
2. Raise heels: breathe in raising upper body, raise both heels, arc arms out and up until elbows at ear height, palms face ground.
3. Lower heels: breathe out, lower heels to ground, lower body down bending knees slightly, arc arms down and in until arms at sides, palms face thighs.
4. Return to starting position: breathe in, tailbone tucked in, knees relaxed and slightly bent.

10. These exercises adapted with permission from Rosie Harrison, “Opening the Chest” and “Flying Like an Eagle,” *Everyday Tai Chi*, <http://www.everyday-taichi.com/taiji-qigong.html> and <http://www.everyday-taichi.com/qigong-exercises.html> (Accessed June 2005).

# Yoga

**Divisions I, II, III**  
**Gym or Open Space**  
**Equipment:** mats, chairs (optional)

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



Yoga increases body awareness and flexibility in a noncompetitive environment. These gentle exercises enhance overall health and well-being by rejuvenating, relaxing and toning one's body. The following are examples of yoga poses.<sup>11</sup>

## Mountain Pose

1. Stand with the bases of the big toes touching, heels slightly apart. Lift and spread the toes and the balls of the feet, then lay them softly down on the floor. Rock back and forth and side to side. Gradually reduce this swaying to a standstill.
2. Lift the inner ankles to strengthen the inner arches, then imagine a line of energy all the way up along the inner thighs to the groin, and from there through the core of the torso, neck and head, and out through the crown of the head. Turn the upper thighs slightly inward.
3. Hang arms beside the torso.

## Chair Pose

1. Stand in Mountain pose. Inhale and raise the arms perpendicular to the floor. Either keep the arms parallel, palms facing inward, or join the palms.
2. Exhale and bend the knees, trying to take the thighs as nearly parallel to the floor as possible. The knees will project no farther than the feet, and the torso will lean slightly forward over the thighs until the front torso forms a right angle with the thighs (as if sitting in an invisible chair).
3. Stay for 30 seconds to one minute. To come out of this pose, straighten the knees and inhale. Exhale and release the arms into Mountain pose.

## Tree Pose

1. Stand in Mountain pose. Shift the weight slightly onto the left foot, keeping the inner foot firm to the floor, and bend right knee. Reach down with the right hand and clasp the right ankle.
2. Draw the right foot up and place the sole against the inner left thigh. The centre of the pelvis should be directly over the left foot.
3. Rest hands on the top rim of the pelvis.
4. Lift hands above head and press them together (palms).
5. Stay for 30 seconds to one minute. Step back to Mountain pose with an exhalation and repeat for the same length of time with the legs reversed.

## Resources



For yoga instructors, contact the Yoga Association of Alberta.

## Appendix

For more yoga ideas, see Alternative Arts Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

11. These poses adapted with permission from Yoga Journal, "Tadasana (Mountain Pose)," "Utkatasana (Chair Pose)" and "Vrksasana (Tree Pose)," *Yoga Journal*, [http://www.yogajournal.com/poses/492\\_1.cfm](http://www.yogajournal.com/poses/492_1.cfm), [http://www.yogajournal.com/poses/493\\_1.cfm](http://www.yogajournal.com/poses/493_1.cfm) and [http://www.yogajournal.com/poses/496\\_1.cfm](http://www.yogajournal.com/poses/496_1.cfm) (Accessed June 2005).

