

healthy **SCHOOLS**

2005

Daily Physical Activity in Schools

Grades 1 to 3



A Message to Teachers

Every day you find new ways to teach lessons, design dynamic programs, and find creative activities that appeal to your students. You create a learning environment that nurtures the whole child – including the child’s physical health. By doing this you make an invaluable contribution to children’s growth and development.

You are the experts in determining what will work in your own classroom. Everyone has their own style and approach. That’s why we are providing supports to help you incorporate daily physical activity into your school day. This guide provides a large selection of activities, as well as helpful resources and tools.

You understand that student achievement depends on more than traditional classroom work. It is maximized when students reach their academic, emotional, and physical potential. Research shows that daily physical activity improves concentration and academic achievement and can enhance math, reading, and writing test scores. Your guidance is essential to your students’ success.

Twenty minutes of daily physical activity is critical not only to improving student achievement but also to making publicly funded schools healthier places to learn. It is another step in the government’s comprehensive Healthy Schools plan. Highlights of the plan include directing school boards to remove all junk food from vending machines in elementary schools, providing funding to school boards to help them open up schools to non-profit community groups for use after hours and year-round, and providing funding to hire two thousand new specialist teachers in key areas such as literacy and numeracy, music, the arts, and physical education. But we can’t move ahead without your help.

With daily physical activity, you will make yet another impression on the lives of your students. Making activity a regular part of their day will show students the importance that you place on being healthy and active – a lesson that will stay with them for the rest of their lives.

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Chapter 1

INTRODUCTION



The Ministry of Education supports and promotes the participation of students in daily physical activity, and is committed to supporting a healthy school environment.

This resource guide is intended to assist teachers of students in Grades 1 to 3 in implementing the policy on daily physical activity outlined in Policy/Program Memorandum No. 138, “Daily Physical Activity in Elementary Schools, Grades 1–8,” October 6, 2005. This policy requires that all students in Grades 1 to 8, including students with special needs, be provided with opportunities to participate in a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. The electronic versions of *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*, which are posted on the Ministry of Education website at <http://www.edu.gov.on.ca>, have been revised to reflect this requirement.

Implementation of Daily Physical Activity in the Classroom

It is important that all activities be conducted in accordance with school board policies.¹ Teachers should be aware of all policies, procedures, and guidelines that are in place regarding physical activity for students, including those related to safety. Teachers may need to consult their principal before beginning activities for their students.

The following excerpts from Policy/Program Memorandum No. 138 outline implementation policy:

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day will need to be provided. Integrating physical activity into other curriculum areas is one appropriate strategy.

All activities must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the accommodations and/or modifications that are typically found in a student’s Individual Education Plan.

Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time as soon as possible, and will meet this objective by the end of the 2005–06 school year.

1. The terms *school board* and *board* are used throughout this document to refer to district school boards and school authorities.

“Health and physical education are essential to the entire school curriculum. Studies show that students who participate in physical activity each day exhibit improved memory, concentration, and communication, problem-solving, and leadership abilities, which improve their learning in other subject areas. Such students also display more positive attitudes towards themselves, improved interpersonal behaviour, and a willingness to meet and deal with the challenges of daily life.”

– The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998, p. 5.

“Encouraging kids to build physical activity into their daily routine helps to create a pattern that may stay with them for the rest of their lives.”

“The goal is to get the children moving more. As a teacher who is in daily contact with children you can do a lot to help. You can build physical activity thinking and behaviour into your classroom and help kids to become aware of the need for physical activity.”

– Health Canada, Canada’s Physical Activity Guide to Healthy Active Living: Teacher’s Guide to Physical Activity for Children (6–9 Years of Age), 2002, pp. 1 and 2.

To access this guide, visit www.paguide.com.

Benefits of Daily Physical Activity

It is widely acknowledged that physical activity is essential to children’s growth and development. Regular physical activity can have a positive impact on students’ physical, mental, and social well-being. In particular, physical activity is likely to have an impact on students’ achievement, readiness to learn, behaviour, and self-esteem. Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives. Research also indicates that children are in danger of developing serious diseases associated with obesity, which can result from a lack of physical activity. The following are examples taken from the research on this subject:

- “Studies demonstrate the positive effects daily physical activity has on student performance and academic achievement in terms of memory, observation, problem-solving and decision-making, as well as significant improvements in attitudes, discipline, behaviours and creativity.”
 - J. J. Keays and K. R. Allison, “The Effects of Regular Moderate to Vigorous Physical Activity on Student Outcomes: A Review”, *Canadian Journal of Public Health* 86, no. 1, (January/February 1995), p. 64.
- “Between 1981 and 1996, the number of obese children in Canada between the ages of seven and 13 tripled. This is contributing to a dramatic rise in illnesses such as type 2 diabetes, heart disease, stroke, hypertension and some cancers. . . . many young people do not have the opportunity to be physically active every day . . .”
 - 2004 Ontario Chief Medical Officer of Health Report: *Healthy Weights, Healthy Lives* (Toronto: Ministry of Health and Long-Term Care, Ontario, 2004), p. 2.
- “School-based healthy eating and physical activity programs provide a great opportunity to enhance the future health and well-being of children because they can reach almost all children and may (1) enhance learning and provide social benefits, (2) enhance health during critical periods of growth and maturation, (3) lower the risk for chronic diseases in adulthood, and (4) help to establish healthy behaviors at an early age that will lead to lifelong healthy habits.”
 - Paul J. Veugelers and Angela L. Fitzgerald, “Effectiveness of School Programs in Preventing Childhood Obesity: A Multilevel Comparison”, *American Journal of Public Health* 95, no. 3 (March 2005), p. 434.
- “Analysis of data from the CCHS [Canadian Community Health Survey], the CFLRI [Canadian Fitness and Lifestyle Research Institute’s] Physical Activity Monitor, and the HBSC [Health Behaviour in School-Aged Children] survey indicates that less than half of Canadian children and youth are physically active on a daily basis to a degree of energy expenditure that meets the guidelines for healthy growth and development.”
 - Active Healthy Kids Canada, *Dropping the Ball: Canada’s Report Card on Physical Activity for Children and Youth, 2005* (Toronto, 2005), p. 7.
- “. . . studies generally support the suggestion from cross-sectional data that academic performance is maintained or even enhanced by an increase in a student’s level of habitual physical activity, despite a reduction in curricular or free time for the study of academic material.”
 - Roy J. Shephard, “Curricular Physical Activity and Academic Performance”, *Pediatric Exercise Science* 9 (1997), p. 119.

Motivating Students to Participate and Meet Goals

Research suggests that children and youth can be motivated to participate in physical activity for the following three key reasons:

- **Enjoyment.** If physical activities are fun, young people are more likely to participate in them. Also, an enjoyable physical activity can be more appealing to young people than a less engaging sedentary one.
- **Development of competence in physical skills.** Young people enjoy and gain confidence from developing and demonstrating physical fitness and movement skills.
- **Social acceptance.** Participating in physical activities can help young people make friends and gain acceptance from their peers.²

FIVE STEPS FOR SUCCESS

Listed below are five key steps or strategies that teachers can use, in combination, to help students try new behaviours and develop new life patterns.

Help students develop awareness. Make young people active participants in the process of changing their behaviour. We know that youth are far more motivated when they are part of the decision-making process and not just passive recipients of instruction! Help students become aware of how active they are. For example, ask them to keep a record of the time they spend every day doing something that involves physical activity. This awareness will help students pay attention to what they do with their time, which is essential to the next step.

Have students set goals. Goal setting is part of any change process and helps students monitor their behaviour and measure their own progress. In the classroom, students can contribute to setting a class goal for physical activity, or each student can set an individual short- or long-term goal. Encourage students to set goals that can be broken down into small, incremental steps. Students should try to reach their goal, then assess their progress, revise and reset their goal, and try again. Help students establish their own goals so that they can take responsibility for their progress and be involved in revising their plans.

Give specific feedback and encouragement. Provide helpful, specific feedback, on a regular basis, about activities students have tried and progress they have made towards the goals they have set. Encourage students along the way.

Get students to commit to their goals. Making a commitment is critical for success. Provide frequent opportunities to discuss goals, in order to help students strengthen their commitment.

Recognize and celebrate successes. Reinforce positive behaviours, and celebrate successes throughout the year.

– Adapted from: Health Canada, *Canada's Physical Activity Guide to Healthy Active Living: Teacher's Guide to Physical Activity for Children (6–9 Years of Age)*, 2002, p. 3.

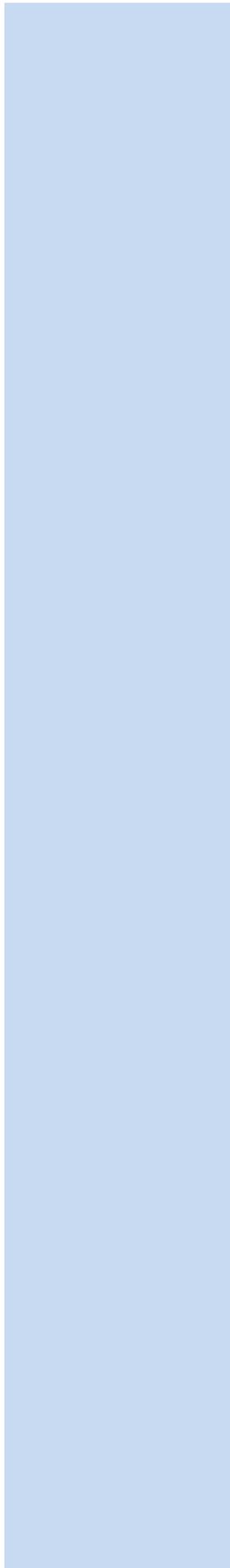
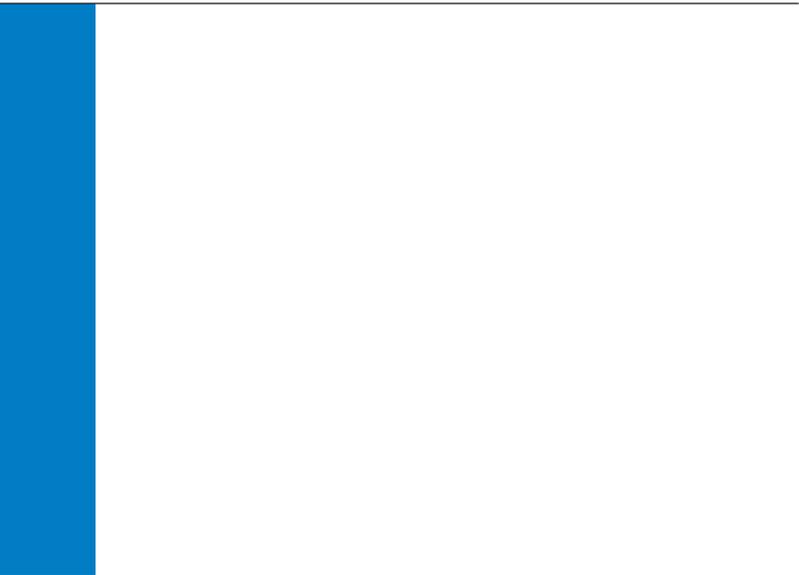
“Students’ attitudes towards health and physical education can have a significant effect on their achievement of the [curriculum] expectations. To learn effectively and develop positive attitudes towards healthy active living, students should enjoy the skill-development and physical activities.”

– The Ontario Curriculum,
Grades 1–8: Health and
Physical Education, 1998, p. 4.

2. Adapted from: President's Council on Physical Fitness and Sports, "Motivating Kids in Physical Activity," *Research Digest*, series 3, no. 11 (September 2000), p. 1.

OVERVIEW – TEACHER’S CHECKLIST

- Become familiar with and meet ministry policy requirements and board expectations.
- Ensure that all relevant protocols, policies, and guidelines related to physical activity, safety, and inclusion of all students have been addressed and documented.
- Access appropriate resources to support implementation of daily physical activity (see Appendix D: Resources).
- Establish a plan to implement daily physical activity that ensures that the activities and facilities are appropriate for every student (see Chapter 2).
- Make full use of available facilities that are appropriate for physical activity.
- When scheduling daily physical activity time within a physical education class, ensure that it supplements the health and physical education curriculum.
- Determine who can assist with the implementation of daily physical activity.
- Ensure that the physical activity areas are safe and that safety procedures are followed (see Appendix A: Safety Guidelines).
- Provide physical activities that are enjoyable and that motivate students to participate in them.
- Ensure that daily physical activity time has all the key components (a warm-up, moderate to vigorous physical activity, a cool-down) (see Chapter 3 and Appendix C: Stretches for Warm-up and Cool-down Activities).



Chapter 2

**PLANNING FOR
DAILY PHYSICAL
ACTIVITY**



The implementation of daily physical activity requires careful and creative planning to ensure that every student has access to daily physical activities that are safe and of high quality and that promote positive health behaviours that students can draw upon for a lifetime.

When planning to implement daily physical activity, teachers should be aware of any school-wide plans that provide support and coordination with respect to facilities, implementation models, and resources. It is also important for teachers to be aware of all existing areas that are available for physical activity (e.g., outdoor space, activity room, multipurpose room, classroom, gymnasium) and the different approaches that can be used to implement daily physical activity.

Planning daily physical activity time for students requires careful attention to safety, inclusion of all students, scheduling and timetabling, and use of facilities. This chapter provides support for teachers in integrating daily physical activity into their regular programs.

Requirements for Daily Physical Activity (DPA)

- DPA must consist of at least 20 minutes of sustained moderate to vigorous physical activity daily.
 - DPA must be scheduled during instructional time.
 - DPA can occur in a variety of locations, including classrooms, the outdoors, the gymnasium, and multipurpose rooms.
-

SAFETY IN DAILY PHYSICAL ACTIVITY

Before beginning daily physical activities, teachers should be aware of all policies, procedures, and guidelines related to safety that the school board and school may have in place. Teachers may need to consult their principal before beginning activities with their students.

Safety considerations are integral to the planning and implementation of daily physical activity for students. The primary responsibility for the care and safety of students rests with each school board and its employees. Reasonably foreseeable risks must be identified, and procedures must be developed to help prevent or minimize the risk of accidents or injuries. Teachers need to be aware of up-to-date information, observe students carefully, and act with common sense and foresight. Effective supervision, as well as the development of consistent routines and expectations for all facilities and activities, will allow teachers to manage risks.

“Schools must develop procedures to ensure the highest possible level of safety, while allowing students to engage in a broad range of challenging activities. Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing, facilities, special rules and instructions, and supervision.”

– The Ontario Curriculum,
Grades 1–8: Health and
Physical Education, 1998, p. 3.

Safety Tips

- Be familiar with board safety policies and access appropriate safety policies and documents for support.
- Carefully plan and implement safe instructional practices.
- Communicate to students and parents about safety and the importance of safe practices.
- Develop consistent expectations and routines.
- Implement and enforce safe practices.

Educators should select age-appropriate activities, give attention to appropriate progression in the level of difficulty of the skills involved, and ensure that facilities and equipment are used safely. By implementing such safe instructional practices in program planning and daily teaching, educators can reduce risks and guard against preventable injuries. Daily physical activity time should challenge the innate desire of each child to explore, experiment, and be creative. It should provide students with a safe and supportive environment in which they can all be physically active participants and benefit from opportunities that enhance self-confidence.

Students and parents need to feel confident about the school's attention to safety. They develop this confidence in a variety of ways – for example, when they see that safety considerations inform instructional practices in class and when they receive information from the school about its attention to safety (e.g., in a letter to parents).

Safety guidelines are described in detail in Appendix A of this resource guide.

INCLUSION OF ALL STUDENTS IN DAILY PHYSICAL ACTIVITY

General Considerations

Daily physical activities can offer students of all abilities an opportunity to participate in developmentally appropriate, enjoyable activities with their peers. Some students may require additional support and/or assistance to participate in the activities. However, through ongoing participation, all students will have an opportunity to receive the associated health, academic, and social benefits.

Effective planning helps to ensure that all students have opportunities to participate in a safe and supportive environment. All daily physical activities should be designed to ensure that students with varying physical abilities can participate and experience enjoyment and success. Communication with parents and with other school staff is important in determining any accommodations or adaptations to daily physical activities that may be necessary to allow a student to participate.³ Communication should start with the development of the student's Individual Education Plan (IEP). Ongoing communication assists with the assessment of progress, and is also important for supporting effective implementation of the IEP. Teachers responsible for daily physical activity need to plan activities according to the principles of Universal Design for Learning (UDL), which are based on the concept that assistance targeted to one specific group can help everyone. Instruction based on UDL principles can meet the special needs of a variety of students. It is flexible, supportive, and adjustable, and increases the opportunity for all students to achieve success.

For students with special needs, it is essential that the teachers responsible for daily physical activity work closely with the physical education teacher. All teachers need to be aware of the following information, which should be included in the student's IEP:

- *Information about the student* – for example, the student's age; overall skill level; fitness level; areas of need that can have an impact on daily physical activity, such as difficulties with mobility, perception, attention, social skills; attitude towards active living; past experience with physical activity

“Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. . . . An IEP defines the student's educational program as one that is based on and modified by the results of continuous assessment and evaluation.

– The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998, p. 6.

3. All collection, use, and disclosure of personal information must be consistent with the Municipal Freedom of Information and Protection of Privacy Act and with policies outlined in *The Ontario Student Record (OSR) Guideline, 2000*.

- *Sources of support* – for example, support from school board personnel, the principal, professional organizations, family, peers, volunteers, or program or education assistants
- *Particular safe practices that may be required* – for example, the possible need for plans for an emergency

Teachers also need to do the following:

- *Incorporate individual accommodations* noted in the student's IEP.
- *Select appropriate activities and facilities.*
- *If required, make adaptations or modifications* (the latter only if assessment of a curriculum expectation is involved). Adaptations may need to be made to equipment, skill complexity, rules, and/or use of space.
- *Implement and evaluate* physical activities and safety checks.

It is important to remember that adaptations may not always be necessary. When adaptations have to be made, it is important to ensure that the integrity of the activity is retained for all students as much as possible. There is a continuum of adaptations, from minimal to considerable. Adaptations that increase the likelihood of success for the student with special needs but do not affect the program for others are the most desirable. To adapt an activity, teachers should take into consideration the abilities and the past experiences of all students. In planning activities, teachers first need to consider possible changes to the activity that will allow all students to participate. In some cases, the teacher may need to make adaptations for an individual student. On very rare occasions, the student may need to participate in a parallel activity. The following summarizes the ways in which students with special needs can participate in various class activities:

- ***Class activity with no adaptations needed.*** A student with a physical disability may need no adaptations to be able to participate in a specific class activity.
- ***Class activity with adaptations involving all students.*** A game of soccer may be played on a smaller field so that a student with mobility difficulties can play with the rest of the class.
- ***Class activity with adaptations for an individual student.*** A student with a disability may be able to participate in a class activity in which adaptations have been made to equipment, rules, and/or skill complexity.
- ***Parallel activity within a regular class activity.*** A student with special needs can participate with the class, but will engage in a similar activity at his or her own skill level.

Specific Adaptations for Students with Special Needs⁴

Note that a student with special needs may not always require the same adaptations. The type of adaptations needed will vary from lesson to lesson and unit to unit, depending on the activity and on the student's abilities and past experience.

Time

- Allow for frequent breaks.
- Permit students to hold onto an object, such as a ball, for longer periods of time.

4. Ideas outlined in this section are adapted from *Moving to Inclusion: Active Living through Physical Education*, published by the Active Living Alliance for Canadians with a Disability (www.ala.ca), and from workshop presentations by the Active Living Resource Centre for Ontarians with a Disability (www.ala.on.ca).

Inclusion Tips

- **Peer Assistance** Using a buddy system can help build self-confidence for all students, regardless of their ability levels.
- **Activity Area** Modify the size of the activity area and the proximity to others to allow every student to participate.
- **Equipment** Use equipment that is appropriate in size and weight to ensure that all students are able to participate.

When planning and purchasing equipment, take into account the needs of all students.

Inclusion is meaningful participation in learning new skills where every participant belongs, is accepted, supports and is supported by peers. Inclusion means being a member of the group, not an occasional visitor. Inclusion leads to feelings of success for everyone.

– Active Living Alliance for
Canadians with a Disability
(www.ala.ca)

- Allow students extra hits and/or bounces (e.g., in volleyball).
- Decrease the length of the game.
- Allow a student to start ahead of the other group members.

Equipment

- Use larger, lighter, softer balls to slow the speed of an activity and to allow students more time to react (e.g., use balloons or beach balls instead of soccer balls).
- Use smaller, lighter, softer balls to allow students to catch and hold them better.
- Use shorter, lighter striking implements (e.g., foam bats) to give students greater control.
- Use markers or pylons that are flat to the ground to allow students to manoeuvre wheelchairs or walkers more easily.
- Use throwing equipment that is easy to hold (e.g., beanbags, foam balls, rings).
- Conduct activities on hard, flat, smooth surfaces, such as floors or blacktop, to allow unimpeded movement of wheelchairs, crutches, or walkers.
- Use visual cues to aid a student with a hearing impairment. Flags may be used with a whistle to indicate that an activity is to start or stop, that the participant's name or number is being called, or that the music has stopped.
- Extend a student's reach in tag-type activities (e.g., with a piece of foam).
- Have teammates wear pinnies for easy identification.
- If a student has a mobility impairment, place everyone on scooter boards or, if available, wheelchairs.

Area

- Decrease the size of the playing area.
- Have a greater number of players on a team so that less movement is required for each student.
- Use barriers around a group to decrease the distance the ball may travel.
- In throwing or catching activities, position the student in front of a wall, if he or she frequently misses the ball.

Number of Students

- For games involving running, have a buddy run part of the way and have the student run the rest of the way.
- For tag games, have the student and the buddy run separately. Both must be tagged before they are out.

Programming

- Set up daily physical activities using stations, to make a variety of activities available.
- Offer a variety of activities for all skill levels.
- Pair or group students according to their abilities.
- Allow numerous attempts and opportunities for practice when students are performing skills.
- Focus on activities that do not require a great deal of specialized skill.

- Introduce preparatory games to develop skills and increase the student's opportunity for success.
- Allow the student to kick or throw a ball instead of hitting it.
- In games that involve passing a ball or other object, ensure that each student has a chance to complete a number of passes.
- For rhythmic activities, use sticks, balls, tambourines, ribbons, or scarves to help students express rhythmic movement.
- For a student with a visual impairment:
 - use bright or strongly contrasting colours to mark boundaries;
 - use equipment with strongly contrasting colours;
 - have teammates use sounds for identification (e.g., clapping, calling, wearing a wrist bell);
 - for running activities, have a guide runner assist the student, with each holding one end of a short rope as they run.

Instructions

If a student has difficulty understanding what to do in an activity, try one or more of the following:

- Ensure that you have the student's undivided attention before instructions begin (e.g., establish eye contact).
- Ask the student to repeat the instruction back to ensure that he or she understands the rules and procedures.
- Send a description of the activity home with the student so that he or she may practise in private before having to participate in front of peers.
- Ensure that opportunities for review and repetition are provided.
- Demonstrate the skill.
- Keep instructions specific, precise, and brief.
- Use verbal prompts.
- Use cooperative games and games that require little organization to teach skills.
- Break an activity into a series of tasks to make the activity more manageable.

CHECKLIST OF CONSIDERATIONS WHEN PLANNING ACTIVITIES FOR STUDENTS WITH SPECIAL NEEDS

- Review the student's IEP to become familiar with the following:
 - up-to-date information about the student's areas of strength and need
 - information from various assessments, including skill assessments
 - information about medical precautions and any activities that should be avoided
 - the student's learning expectations for health and physical education, including any modified expectations
 - any accommodations required by the student
 - any equipment or equipment adaptations required by the student
 - any other important considerations
- Work closely with the physical education teacher and resource staff to share information and coordinate instructional strategies.
- Help the students in your class become more aware of the requirements of a classmate with a special need.
- Establish class routines involving the student.
- Develop appropriate assessment tools and be familiar with evaluation and reporting formats that may apply.
- Assess the student's performance continuously and provide input about further modifications to learning expectations that may be appropriate.
- Be flexible and alter your strategies and approaches as necessary.
- After each unit, reflect on the student's participation, giving special attention to appropriateness of the activities, facilities, and equipment used. Consider whether the student is participating at an appropriate level.

SCHEDULING AND TIMETABLING

Planning and Organizing Daily Physical Activity Time

There are many different frameworks for planning and organizing daily physical activity time within a class and school. When planning daily physical activity time, it is important to remember that daily physical activity must be provided during instructional time.

On days when the gymnasium, multipurpose room, and outdoor spaces are not available, a minimum of 20 minutes of physical activity time can be scheduled in an alternative location, such as a classroom. Each session must include moderate to vigorous physical activity that raises the heart rate and maintains this increase for a sustained period of time.

In all daily physical activity sessions, there must be a warm-up and a cool-down. It is important to warm up to increase the blood flow to the major muscle groups and to prevent major muscle injuries. After moderate to vigorous activities, the cool-down activities serve to bring the heart rate down to a resting rate. The activities themselves focus on developing overall fitness of the heart and lungs and, in some cases, on developing muscular strength and endurance.

Allocating time for daily physical activity takes creative planning and coordination at the classroom, school, and board levels. It will often be possible to integrate the 20 minutes of sustained physical activity into physical education classes. On days when this is possible, additional physical activity is not required. On days when it is not possible, or when there are no physical education classes, the 20 minutes of physical activity needs to be incorporated into the instructional day. This can be done by taking an equal amount of time from each of the periods during the day – if there are seven scheduled periods in a day, decrease each period by 3 minutes to allow for the necessary 20 minutes in total. Or schools may schedule daily physical activity at different times each day – during period 1 on Monday, period 2 on Tuesday, period 3 on Wednesday, and so on. In this case, daily physical activity time will affect any given period only once in each cycle.

The following are some examples of ways of implementing daily physical activity time. In addition, three sample timetables are provided in Appendix B.

Daily Physical Activity During Physical Education Classes

Daily physical activity is considered to be only one component of a quality health and physical education program, and must not replace physical education classes. Teachers are encouraged to incorporate daily physical activity into a physical education class only when there is sufficient time for students to sustain moderate or vigorous activity for a minimum of 20 minutes.

The length of physical education classes will vary depending on the grade level of the students, the availability of facilities, and the activity. The skill application/physical activity component of a physical education lesson provides the opportunity for a minimum of 20 minutes of sustained physical activity. It is important that physical education classes contain a warm-up, skill development, skill application, and cool-down component to ensure that students have the opportunity to learn, practise, and demonstrate the necessary skills and strategies associated with the health and physical education curriculum.

SAMPLE LESSON PLAN – Physical Education Class Incorporating DPA

Warm-up: 3–5 minutes

Skill development: 10–20 minutes

**Skill application/
physical activity:** 15–30 minutes

Cool-down: 3–5 minutes

An opportunity for 20 minutes of sustained physical activity may be available during the **skill application/physical activity** component.

Daily Physical Activity Outside Physical Education Classes

There are many opportunities for the classroom teacher to incorporate daily physical activity in an existing schedule. A teacher can use a variety of strategies, such as the following:

- Incorporate physical activity to help reinforce literacy and numeracy skills. This strategy provides students with active, hands-on opportunities to develop a deeper understanding of the concepts and strategies taught in the literacy and numeracy programs.
- Incorporate material from other subject areas into daily physical activity. This strategy provides students with opportunities to learn through physical activity some of the concepts taught in other areas of the curriculum.
- Integrate curriculum expectations from the health and physical education curriculum with those from one or more other subject areas. This strategy provides students with an opportunity to participate in physical activities within an integrated unit or lesson and to have achievement of expectations from both subject areas assessed.
- Dedicate time for daily physical activity as a separate activity. This strategy may provide the classroom teacher with greater flexibility to provide the required daily physical activity.

SAMPLE LESSON PLAN – DPA Outside a Physical Education Class

20-minute Session

Warm-up: 2–3 minutes

Moderate to vigorous activity: 15–16 minutes

Cool-down: 2–3 minutes

School-Wide Daily Physical Activity

Daily physical activity can be incorporated into the schedule of the whole school in a variety of ways, such as the following:

- It can take place in all classrooms after morning or afternoon announcements.
- It can take place with the entire school together, outdoors or in the gymnasium, as appropriate, at regularly scheduled times.
- It can be set up in a rotating schedule so that the same subject is not always affected.
- It can be made a part of special events taking place during the school day (e.g., seasonal celebrations, school spirit days, community events).

USE OF FACILITIES

Daily physical activity can occur in a variety of locations. The following pages include suggested ways of making the best use of facilities, as well as the kinds of locations to consider and benefits, class management tips, and strategies for dealing with challenges associated with each type of location.

General Tips on Making the Best Use of Physical Activity Facilities

- Maximize the number of scheduled physical education classes that are long enough to include 20 minutes of daily physical activity.
- Schedule daily physical activity time in alternative facilities that are appropriate for physical activity (e.g., outdoor facilities, multipurpose rooms, community facilities).
- Plan and organize your classroom in a way that is appropriate and safe for physical activity.
- Identify alternative facilities to use if the regular or preferred physical activity facility is unavailable, and determine availability in advance.
- Look at scheduling from a whole-school perspective. Communicate in advance the times when a class will be using a facility so that other classroom teachers can coordinate their schedules. Be sure to communicate any changes as well, so that others can take advantage of newly available facilities.
- Partner with another class or group of classes to share physical activity facilities appropriate for a larger number of students, rather than trying to find individual facilities for each class.

Classrooms

Benefits

- It is not necessary to move the class to another location for physical activities.
- Physical activity can take place any time, without the need to book a facility.
- Use of the classroom allows for spontaneous physical activity time.
- There is no conflict with other classes that may wish to use a facility.

Class Management Tips

- Establish clear expectations for participating in physical activity in the classroom before the activity begins.
- Establish a process to ensure that the classroom is safe for physical activity (e.g., check that floors are clean before the class starts; have students check that there are no small objects on the floor before starting the activity).
- Develop start and stop signals, and familiarize all students with them.
- Provide students with instructions while they are still at their desks and before you hand out equipment.

Challenges and Possible Solutions

Challenges	Possible Solutions
<ul style="list-style-type: none"> ● Too much furniture (desks, chairs) ● Classroom too small ● Too many students 	<ul style="list-style-type: none"> ● Have students participate in activities on the spot. ● Design a seating plan that allows desks to be easily pushed to the sides of the room or grouped to create an open space. ● Allocate specific areas in which students can be active.
Floor surface a problem (e.g., slippery, tiled)	<ul style="list-style-type: none"> ● Use small, non-slip carpets or other non-slip surfaces for activities. ● Ensure that floors are swept on a regular basis and are kept clean.
Possibility of damage to lights, windows, computers	<ul style="list-style-type: none"> ● Use appropriate equipment (e.g., indoor flying discs, foam balls, paper). ● Have students participate only in activities that are appropriate for the classroom.
No appropriate equipment in the room	<ul style="list-style-type: none"> ● Plan activities that require no or minimal equipment. ● Use other appropriate equipment that may be available for use in the classroom (e.g., rotating cart, bin, equipment shared by a group of classrooms). ● Make a list of equipment that can be stored nearby so that classes can access it quickly.
Too noisy	<ul style="list-style-type: none"> ● Play music to help students focus on the activity. ● If other classes may be affected by the noise that may result from daily physical activity, inform teachers of those classes when your daily physical activity is scheduled.
Poor air circulation	<ul style="list-style-type: none"> ● Plan activities to take place before lunch or at the end of the day so that the classroom can be aired before being used again. ● Keep fans on and windows open if the school is not air-conditioned.

Multipurpose Areas

Multipurpose areas include activity rooms, hallways, empty classrooms, open spaces, the library, forums, and auditoriums.

Benefits

- These areas provide alternative facilities for physical activity when the gymnasium is in use or when weather conditions are not conducive to outdoor activities.
- The use of these areas promotes the idea that physical activity can take place anywhere and at any time.
- Not all schools have gymnasiums, and in these cases multipurpose facilities are vital to the implementation of physical education and physical activity.

Class Management Tips

- Inform students that they need to be careful to avoid disrupting other classes, by using appropriate voice and noise levels when participating.
- Instruct students about acceptable behaviour in the activity area.
- Establish a signal to get students' attention, and communicate this to students before going to the activity area.

Challenges and Possible Solutions

Challenges	Possible Solutions
Small area and/or low ceiling	<ul style="list-style-type: none"> ● Plan activities that are appropriate for limited spaces. ● Use activities that require minimal or no equipment.
Materials stored in the room	<ul style="list-style-type: none"> ● Have the materials in the room moved outside or placed to the side (or, if appropriate, the middle) during daily physical activity time. ● Use barriers or markers to establish boundaries away from walls and obstacles.
Traffic in area (e.g., in a hallway)	<ul style="list-style-type: none"> ● Develop a procedure to notify other classes when hallways and general-use areas will be used for physical activity. ● Post signs at the edges of the area asking others to use an alternative route if possible.

Gymnasium

Benefits

- The gymnasium is a large, open space, an ideal setting for physical activity in the school.
- It is easy to determine when the gymnasium is scheduled for use by physical education classes.
- Students are already familiar with the routines established in the gymnasium for physical activity.
- Equipment is readily available.
- The gymnasium is often available when other classes choose to use the outdoors for physical education classes.

Class Management Tips

- Establish simple daily routines for entering and exiting the gymnasium, starting and stopping activities, and handing out equipment that are consistent and school-wide.
- Establish groups in advance for quick organization.
- Have an emergency plan in place for accidents and ensure that a first-aid kit is accessible.
- Have expectations of student behaviour and consequences of specified behaviours clearly posted.
- Establish routines that ensure that students arrive in the gymnasium prepared to participate (e.g., wearing suitable clothing and shoes).

Challenges and Possible Solutions

Challenges	Possible Solutions
Gymnasium often in use by other classes	<ul style="list-style-type: none"> ● Divide gymnasium into smaller sections (where possible) so that more classes can schedule time. ● Combine classes to participate in activities that are safe for a larger number of students (e.g., fitness routine).
Gymnasium booked for assemblies or concerts	<ul style="list-style-type: none"> ● Establish an efficient routine for setting up and taking down equipment so that the gymnasium is not out of use for extended periods of time. ● Make alternative arrangements in advance on days when the gymnasium is not available. ● Free up the gymnasium by using other rooms for smaller presentations. ● Vary the period and day when assemblies are booked.
Equipment not available when needed	<ul style="list-style-type: none"> ● Provide time to ensure that equipment is organized and managed effectively.
Quantities of equipment not adequate	<ul style="list-style-type: none"> ● Draw up a list of the class equipment needs for daily physical activity.
Teachers teach physical education classes outdoors or in alternative facilities and others are not aware the gymnasium is free.	<ul style="list-style-type: none"> ● Establish a communication system to inform other teachers when the gymnasium is not going to be used so that other classes can use it.

Outdoor Areas

Use any space available on school property, including fields, blacktop, and any other safe spaces.

Benefits

- Outdoor space allows for a greater variety of physical activity opportunities.
- Daily physical activity outdoors gives students an opportunity to be active outside. The activities in which students participate during daily physical activity time can motivate them to be more active during recess and lunch and after school.

Class Management Tips

- Ensure that students are taught the rules and procedures associated with being physically active outdoors before leaving the building. Provide as much instruction and direction as possible while indoors, as voices do not carry as well outdoors.
- When it is necessary to give instructions outdoors, have students stand as close to you as possible, and direct your voice towards the students at the back of the group.
- Ensure that students stand with their backs to the sun, and have them face away from any other distractions that may prevent them from being able to concentrate on the instructions.
- Be aware that it may not be appropriate for students to be seated for instructions (e.g., the grass may be wet). Students can stand or rest on one knee.
- Devise safe ways to transport equipment (e.g., assign student helpers, use bins).

Challenges and Possible Solutions

Challenges	Possible Solutions
Variable weather conditions	<ul style="list-style-type: none"> ● Be prepared to adapt the lesson to weather conditions (e.g., windy, hot, cold, wet). ● Be aware of appropriate weather conditions for physical activity – it may be too hot or too cold for outdoor activities. ● Teach students to dress for the weather. Collect a supply of additional clothing to use if necessary.
Difficulty of getting student attention in a large, outdoor space	<ul style="list-style-type: none"> ● Teach signals before going outdoors (e.g., stop/start signals, emergency).
Difficulty of accounting for all students in a large, open outdoor space	<ul style="list-style-type: none"> ● Define and mark boundaries. ● Assign buddies before going outdoors. ● Establish clear expectations and signals for gathering students together.
Student injury	<ul style="list-style-type: none"> ● Establish a procedure for identifying and communicating an injury to the office while outdoors. ● Ensure that a first aid kit is readily accessible.

“Teachers must also ensure that the concepts and skills taught are appropriate to students’ ages and stages of development, and to their perceptions, prior knowledge, attitudes, learning styles, and exceptionalities. They must use a variety of instructional approaches to ensure that all students are given every opportunity to learn and perform to their full potential.”

– The Ontario Curriculum, Grades 1–8: Health and Physical Education, p. 4.

Assessment Tips

- Outline to students what is expected, and discuss what needs to be demonstrated in order to achieve success.
- Provide adequate time for students to practise.
- Collect information on student achievement that is based on the curriculum expectations.
- Simplify the gathering and recording of information.
- Connect the information gathered to information from assessments of achievement demonstrated during health and physical education classes, for purposes of evaluation and reporting.

ASSESSMENT

Daily physical activity is described in the Active Participation strand of the health and physical education curriculum. In order to assess and evaluate the student achievement that takes place as a result of daily physical activity, it is essential to clearly identify which health and physical education expectations are being considered,⁵ and, therefore, which categories in the achievement chart it is appropriate to use along with the relevant assessment and evaluation techniques and tools for the task. For example, teachers may assess achievement of expectations that relate to active participation when students are participating in a game or sport. Also, teachers may assess development of fundamental movement skills when students are performing jumping jacks as part of a 20-minute exercise routine or when students are performing a dance routine. More formal evaluations of these skills might take place during a longer health and physical education period. Teachers may also assess safety practices or living skills as part of daily physical activity.

Assessments of maintained or improved physical fitness should be considered in relation to a student’s initial level of fitness, since each student starts at a different level of fitness. Students should be encouraged, at various times throughout the year, to reflect on their own sense of physical fitness or on their progress towards the fitness goals they have set for themselves (e.g., “After two months of daily physical activity, I am able to complete routines without feeling short of breath. After four months of daily physical activity, I am able to run faster in the playground for a longer period of time”).

Expectations should be communicated to students in a way that allows them to understand clearly what is required during daily physical activity time. Teachers should also provide feedback on an ongoing basis. It is very important, when assessing the achievement of a student with special needs, to refer to the information provided in the student’s IEP.

5. There is only one expectation, in the Active Participation strand, that refers specifically to daily physical activity. However, students’ achievement during daily physical activity time will relate to other expectations as well, as described above.

SAMPLE PLANNING CHECKLIST

General

- Know the requirements of the daily physical activity initiative.
- Be familiar with the board's and school's implementation plans and appropriate board policies in the areas of physical activity, safety, and special education.
- Identify appropriate resources, professional development opportunities, and sources of support available to help implement daily physical activity.
- Identify community partnership opportunities that can support the daily physical activity initiative (e.g., boards of health, parks and recreation departments, community organizations).
- Communicate to parents or guardians about the daily physical activity initiative and upcoming events related to the initiative.

Safety

- Be familiar with board policies on safety practices regarding equipment, clothing, facilities, special rules, and supervision for all activities.
- Consult the principal in cases where students are unable to participate in daily physical activity or are able to participate only to a limited extent (e.g., owing to illness or injury).
- Be aware of the process for students to resume physical activity.

Inclusion of All Students

- Be aware of pertinent information about any physical limitations a student may have and adopt appropriate strategies to ensure that all students can participate in daily physical activity. Refer to information in the Individual Education Plan (IEP) for students with special needs.
- Plan activities on the basis of Universal Design for Learning (UDL) principles in order to ensure that the activity and facility are appropriate for every student.

Scheduling and Timetabling

- Include daily physical activity in your long-range plans and integrate it into unit plans and lesson plans in various subject areas, as appropriate.
- Include daily physical activity time on class schedules.
- Incorporate daily physical activity into literacy and numeracy instruction, integrated learning opportunities in all subject areas, and scheduled physical education time.

Use of Facilities

- Be aware of all of the school and community facilities that are available for daily physical activity.
- Be aware of safe practices for all facilities used for daily physical activity, and identify any safety concerns.

Assessment

- Identify the health and physical education curriculum expectations that relate to student performance in daily physical activity.
- Gather information and assess student progress in relation to the student's initial fitness level.
- Encourage students to assess their own progress.

Chapter 3

**ACTIVITIES
FOR STUDENTS**



Implementing daily physical activity in schools involves more than having students engage in physical activity. It is important to establish the routines that support a safe and motivating environment for physical activity, as well as to allow students to participate in a wide range of physical activities that include warm-up procedures, moderate to vigorous physical activity, and cool-down procedures.

Teachers should ensure that students have all the information they need to participate in the activities, and that the appropriate procedures are followed while students are engaged in daily physical activities.

General Teaching Strategies⁶

In all physical activity, it is essential that safety be a prime consideration. The following are some general guidelines to assist teachers as they implement daily physical activity.

- Introduce general rules and procedures at the beginning of the year (e.g., rules about fair play, respect for others, safety).
- Ensure that students understand clearly the rules and procedures that apply in different physical activity areas, including the classroom.
- Ensure that students are dressed appropriately for daily physical activities.
- Outline the curriculum expectations that relate to daily physical activity to help students take responsibility for achieving those expectations.
- Ensure that all instructions are clear and that students pay close attention to instructions. When instructions are being provided, ensure that all students are able to see the leader and that the leader can see all the students. If the class is held outside, ensure that students' view is not obstructed by the sun.
- Establish clear start and stop signals. Whistles can be effective if not overused. Start signals are just as important as stop signals (e.g., "When I say 'go', you can begin the activity. Go!"). Use audio and/or visual signals (e.g., stopping the music, putting a hand up), where appropriate. When students can respond to brief signals, not only is their attention engaged, but their activity time also increases.
- Use clear visual cues, such as lines on the floor and pylons, to help identify boundaries during activities.
- Ensure that spacing between groups is adequate so that one group's activity does not interfere with another group's activity.

6. Many of the strategies and suggestions in this chapter are adapted from: Ophea, *H&PE Curriculum Support Documents*, Grades 1 to 8, 2000.

Use of music

Music can be an excellent motivator for students when they participate in physical activities. Play upbeat music with a fast tempo during the warm-up to motivate students to move quickly and energetically. During the cool-down, play slower and quieter music to help create a calm and relaxed mood. Allowing students to select music (within certain guidelines) can have a significant positive impact on the atmosphere in the class.

Strategies to Motivate Students

There are many ways to motivate students to be more physically active. Here are some suggestions.

- Make physical activity fun.
- Be enthusiastic and provide encouragement.
- Ensure that students feel comfortable asking questions and discussing concerns.
- Keep instructions short and simple to maximize activity time and keep students engaged.
- Encourage students to talk to peers while being physically active.
- Set realistic expectations for each student, and modify skills and activities where necessary.
- Praise students when they are doing things correctly, and provide ongoing constructive feedback.
- Involve students in planning physical activities, and allow for some choice.
- Identify and take advantage of suitable moments to teach physical activity, and help students to understand ways of incorporating physical activity into their daily lives on a lifelong basis.
- Provide students with opportunities to make activities personally challenging.
- Ensure that activities and facilities used enable all students to participate.
- Provide opportunities for students to learn concepts from various subjects in a kinesthetic way.

Grouping of Students for Activities

Use different ways to divide classes into groups or teams to provide variety and to give students opportunities to work with different people. Do not choose captains or have selected students choose their team members. Simple games can be used to divide classes into groups. Here are some examples.

Whistle Mixer

Have students jog on the spot. When the whistle is blown a certain number of times, students form groups. The number of students in the groups corresponds to the number of whistles. (The number of students in a group can also be changed by simply calling out numbers.)

Partners into Teams

Any method of grouping students as partners will also serve as a method of dividing a class into two teams. The following are some possibilities:

- *“Select a partner”*: If students choose their own partners, two teams can be created either by choosing several pairs to form one team and other pairs to form the other team, or by splitting partners so that one partner goes to one team and one partner goes to the other. If students choose their own partners, designate an area to be the “lost and found,” where anyone without a partner can go to find one. Encourage the class to make sure that the same students do not go to the “lost and found” on a regular basis. If this happens, the teacher should use other methods for dividing the students into groups.

- *“Line A, line B”*: Have students form two lines; line A becomes one team, line B the other team. For the next time a team is needed, students in the first half of each line form one team, and students in the second half of each line form the other team.
- *“Back to back”*: Have students stand back to back (or shoulder to shoulder, or elbow to elbow) with another student as quickly as possible. The emphasis is on frequent and rapid selection. For example, to make two teams at any point, have one partner sit and the other stand; those students who are sitting move to one area, those who are standing move to another.
- *“Similarities”*: Ask students to find a partner with the same shoes, the same colour shirt, the same birthday month, and so on.

Outline of the Activities

The activities provided include a warm-up, moderate to vigorous physical activity, and a cool-down. These activities can be used throughout the year. Repetition of a daily physical activity – five or six times during the course of a month, for example – allows students to become familiar with the activity, and reduces the time required for instruction in the activity. As a result, students have more time to be physically active. Teachers can create variations on the activities, and can also encourage students to create their own variations.

Warm-up

It is important that students do a warm-up before starting daily physical activities. A proper warm-up sets the tone for the class and reduces the risk of injury during an activity. To warm up, students should participate in some low-intensity aerobic activity, such as brisk walking. Using the large muscles and gradually increasing speed and intensity in this type of activity gradually increases the heart rate and blood flow to the muscles. During the warm-up, it is important to follow up with stretches that move the joints through their full range of motion. Stretches such as arm circles and flexing and extending of the arms and legs are helpful.

Moderate to Vigorous Physical Activity

The physical activities in this resource guide are examples of moderate to vigorous physical activities. It is important to ensure that students participate in the activities in an appropriate manner, working towards increasing their ability to participate in them for a sustained period of time.

Moderate	Vigorous
Moderate physical activity causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activity are brisk walking and recreational dancing.	Vigorous physical activity is aerobic activity, which increases the breathing and heart rates enough for cardio-respiratory conditioning. This type of activity may, depending on fitness level, cause puffing, so that talking is possible but the ability to carry on a conversation is limited. The amount of time required for a vigorous activity is dependent on age and stage of development. Examples of vigorous physical activity are jogging and aerobic dancing.

Cool-down

After physical activity, a cool-down period involving a more gentle activity helps the heart and body to return to their normal state. Slow-moving activities and stretches also help normalize the blood flow to the muscles and improve flexibility. The cool-down activities concentrate on unhurried, slow stretching. Because the muscles are warm during stretches, the risk of injury is reduced. Stretches should include all the major muscle groups, starting with the largest muscles. Each stretch should be held without bouncing for 15–30 seconds. Stretching should be imaginative and creative. Students can “reach for the sky”, or pretend to be a tree that is growing, or stretch their arms out as “wide as a wall”. The cool-down can also prepare students for the transition back to less-active activities.

Monitoring of Physical Activity Levels

There are many ways students can monitor their personal physical activity levels. It is important to use a method that is appropriate for the age of the students in your classroom. Here are some examples:

- *Self-assessment.* Have students assess their activity level using informal indicators: (1) I did not stop during the activity; (2) My heart was beating faster and I could hear my breathing; (3) I tried my very best.
- *Pulse check.* Ask students to count the number of times their hearts beat in a given number of seconds (e.g., 30 seconds) before, during, and after activity. Explain that the heart rate goes up during activity and returns close to the normal rate after a short rest.
- *Talk test.* Ensure that students are able to talk while participating in an activity. If they can talk, their bodies are taking in sufficient oxygen.
- *Breathing check.* Ensure that students are able to hear their own breathing. Breathing should be just audible. Studies show that fitness benefits can be gained by working at or above this level. While breathing intensity will differ from one student to another, this simple instruction is effective for all students.

Tag Games

Some of the activities provided are variations on tag games. Since these games encourage aerobic activity and can be quite vigorous as well as enjoyable, they are ideal for daily physical activity. With regard to tag games, teachers should do the following:

- Clearly define areas of the body that can be tagged (e.g., arms, legs, back).
- Ensure that students who are “it” can be readily identified by other students (e.g., have them wear a pinnie or wrist band, or have them move around with their hands up in the air).
- Inform students that a tag is a touch, not a push or grab.
- Emphasize the importance of respecting the rules of the game and being honest about having been tagged.
- Ensure that games are restarted frequently, and redirect students’ attention to the activity when necessary.
- Change the complexity of the game periodically by adding new challenges and situations.

IMPLEMENTATION CHECKLIST

Before the activity

- Discuss the purpose and benefits of daily physical activity with students. Students should understand that regular physical activity, in addition to being beneficial, can also be enjoyable.
- Ensure that students become familiar with safety rules and procedures.
- Involve students in the planning and implementation of the daily physical activity program.
- Plan opportunities to integrate physical activity into other subject areas.
- Help students develop the skills necessary to participate fully in daily physical activity and potentially to lead activities in the class.
- Establish a safe and motivating environment for physical activity.
- Explain to students how to monitor their personal physical activity levels (e.g., describe the talk test).
- Ensure that the equipment to be used is easily accessible and appropriate for the facility (e.g., classroom, school gymnasium) and for the age and ability of the students.
- Ensure that all activities and facilities enable every student to participate.
- Ensure that all activities and activity areas are safe for students.

During the activity

- Ensure that students have a proper warm-up.
- Ensure that students are engaged in moderate to vigorous physical activity throughout the activity time.
- Ensure that students have a proper cool-down.

After the activity

- Reflect on the physical activity, and make notes on ways of modifying the activity for later use.
- Talk about ways in which students can incorporate physical activity into their daily lives on a lifelong basis.

ACTIVITIES – SUMMARY CHART

Activity Name	Activity Level	Equipment	Facility			
			CLASSROOM	MULTI-PURPOSE	GYMNASIUM	OUTDOORS
Active Animal Moves	moderate vigorous	none		✓	✓	✓
Active Role Models	moderate	none	✓	✓	✓	✓
Alphabet Games	moderate vigorous	audio equipment (optional); letter cards; north, south, east, west signs		✓	✓	✓
Classy Cars	moderate vigorous	class set of paper plates for “steering wheels” (optional)	✓	✓	✓	✓
Dog Catcher	vigorous	class set of pinnies (4 colours) or markers (e.g., coloured paper); pylons		✓	✓	✓
Dragon’s Jewels	moderate	3–5 pinnies and 1 hoop (per group), 20–30 beanbags, 4 pylons			✓	✓
Fitness Circuit	moderate vigorous	audio equipment (optional), fitness-task cards	✓	✓	✓	
Fitness Shake-up	moderate vigorous	audio equipment (optional), activity cards	✓	✓		
Four Corner Fun	moderate vigorous	class set of a variety of balls; 4 benches; floor tape (optional)			✓	
Games with Colours	moderate vigorous	audio equipment (optional)		✓	✓	✓
Heart Health Tag	moderate vigorous	audio equipment (optional), class set of heart-shaped cut-outs, fitness-task cards (optional)		✓	✓	✓
Imagine and Move	moderate	audio equipment (optional)	✓	✓		
Math Match	moderate	signs with numbers and activities; class set of math-related cards	✓	✓	✓	✓
Mission Possible Circuit	moderate vigorous	mission sheets	✓	✓	✓	✓
Pass the . . .	moderate	safe objects (e.g., foam balls, rubber chickens, beanbags)	✓	✓		
Run/March Both Ways	moderate vigorous	none	✓	✓	✓	✓
Simon Says	moderate	none	✓	✓	✓	✓
Simple Mixer Dance	moderate	audio equipment		✓	✓	✓
Skipping	vigorous	audio equipment (optional), class set of skipping ropes			✓	✓
Tag Games	moderate vigorous	audio equipment (optional)			✓	✓
What’s the Signal?	moderate vigorous	audio equipment (optional)				✓

<h2>Active Animal Moves</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors	
Equipment none		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
Warm-up <ul style="list-style-type: none"> Have students work in groups of three to five, lining up one behind the other. Have the first student in each group lead the group around the activity area using a variety of movements. Change the group leaders every 30 seconds, and have the speed progressively increase (e.g., slow walk, walk, speed walk, jog). Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Activity 1: Turtle Tag (Adapted from: Opeha, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>) <ul style="list-style-type: none"> Choose four to six students to be “it”. Students will avoid being tagged by speed walking, or when a student who is “it” is near, by assuming a turtle position (lying on their backs with their feet and hands in the air). Once a student has been a turtle three times, he or she automatically becomes “it”. If students are tagged, have them trade places with the tagger. Encourage students to move continuously to maintain their heart rate. Restart the game frequently. Activity 2: Day of a Squirrel (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3, 2002</i>). <ul style="list-style-type: none"> Read the story below out loud, or copy it onto chart paper and have the students follow along with you as you read. Emphasize the action words that are in bold and pause after each one. Have students move in that way at the appropriate points in the story. <p>There once was a squirrel who loved to jump. This squirrel’s name was Sproing. Sproing did not scamper most of the time like regular squirrels, but instead hopped and jumped and leaped everywhere she went. She woke up early every morning, stretched her arms, waved hello to the sun then scampered down her tree to begin her day. She rarely went straight down the tree. She liked to jump from branch to branch first. She loved it when the branch would bounce and she would have to try to keep her balance before leaping to the next branch.</p> <p>The first stop in Sproing’s day was almost always the park. She would find the benches and climb up onto the seats. She would walk carefully along the benches then jump off, making a safe landing. She would look under the benches to see if she could find any food or treats to eat. Another one of Sproing’s favourite things to do was to run along the path in the park and jump high over every crack in the sidewalk. She liked to pretend that she was a super flying squirrel, jumping as high as she could over every line she saw. Sproing’s day went on like that with every activity involving jumping. She hopped over small things like leaves, she jumped over big things like rocks, she especially loved to jump over things that were in a row – like jumping from rock to rock in the river.</p> <p>Sproing’s day usually ended with . . .</p> <ul style="list-style-type: none"> Have students make up the way Sproing ended the day and move around the activity area in that way. Cool-down: Windstorm <ul style="list-style-type: none"> Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> Use other stories. Stories may be written by the teacher and/or students as part of a cross-curricular activity. Encourage more complex actions; e.g., “jump, land, freeze” instead of simply “jump”. Increase the use of levels, turns, stable landings. 			
Notes for Teachers <ul style="list-style-type: none"> Read the story several times before performing the actions. You could make connections to the Life Systems strand of the science and technology curriculum. 		Planning Notes and Reflection	

<h2 style="text-align: center;">Active Role Models</h2>	<h3 style="text-align: center;">Time</h3> <p style="text-align: center;">20 minutes</p>	<h3 style="text-align: center;">Facility</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors </div> </div>	
<h3>Equipment</h3> <p>None</p>		<h3>Physical Activity Level</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Moderate </div> <div style="width: 45%;"> <input type="checkbox"/> Vigorous </div> </div>	
<h2 style="text-align: center;">Safety</h2> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. 			
<h2 style="text-align: center;">Warm-up</h2> <ul style="list-style-type: none"> ● Have students march on the spot, slowly increasing the speed. ● Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <h3 style="text-align: center;">Activity 1: Active Role Models</h3> <ul style="list-style-type: none"> ● Have students move around the activity area demonstrating their favourite physical activity. ● Every 45 seconds, call out a new physical activity (e.g., baseball, hockey, basketball, soccer, football, volleyball, tennis, fast walking, swimming, gymnastics, skiing, dancing). Have students move around the activity area as they would if they were participating in that activity. ● Call out “Activate!” to have the students go back to doing their own favourite activity. ● Have students imitate the movement continuously until the next activity is called. <h3 style="text-align: center;">Activity 2: Birthdays (Adapted from: Ophea, <i>Keys to Fitness, K–3</i>, 1987)</h3> <ul style="list-style-type: none"> ● Have students move in a circle or throughout the activity area. ● Call out birthday months or seasons, and have students perform an activity in the centre of the circle when their month or season is called (e.g., jumping jacks, knee lifts, lunges on each leg, front crawl). ● Choose other months or seasons, and vary the activity until all months or seasons have been called. <h3 style="text-align: center;">Cool-down: Windstorm</h3> <ul style="list-style-type: none"> ● Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big windstorm in which branches break, and finish as the wind stops blowing. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<h2 style="text-align: center;">Variations</h2> <ul style="list-style-type: none"> ● Have students add new activities, demonstrating any that are not familiar to the class. 			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> ● Encourage students to keep moving throughout the activity. ● Demonstrate the movement or activity chosen, if necessary. ● Discuss with students what types of physical activity they enjoy. 		<h3>Planning Notes and Reflection</h3>	

<h2 style="text-align: center;">Alphabet Games</h2>	<p style="text-align: center;">Time</p> <p style="text-align: center;">20 minutes</p>	<p style="text-align: center;">Facility</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors </div> </div>	
<p>Equipment Audio equipment (optional); letter cards; north, south, east, west signs</p>		<p style="text-align: center;">Physical Activity Level</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Moderate </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous </div> </div>	
<p>Safety</p> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up: Moving on the Spot</p> <ul style="list-style-type: none"> Have students march on the spot, lifting knees high and performing a variety of arm actions. Have students jog on the spot, slowly at first, then faster, lifting knees high in front. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Alphabet Tag (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3, 2002</i>)</p> <ul style="list-style-type: none"> Give each student in the class a letter (e.g., a card with a letter on it) or have the students remember their letter. Call out a word (e.g., “house”) or a series of letters (e.g., “all vowels”). Students with those letters are “it”. When a student tags another student, the student who is tagged also becomes “it” and tries to tag other students. Call out a wide variety of words and letters so that all students get a chance to play different roles. Call out “alphabet” and have all the students move around the activity area in a variety of ways, waiting for a new word to be called. <p>Activity 2: Alphabet Soup (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grades 1, 2, and 3, 2000</i>)</p> <ul style="list-style-type: none"> Have students travel around the activity area in a variety of ways (e.g., walking quickly in curved lines). Call out a letter, and have students move around the activity area in the shape of that letter. Encourage students to be creative and think of a unique pathway to make the letter (e.g., bubble letters, cursive). Once the students finish making their letter, have them move around the activity room again. Students can make a series of letters that spell out frequently used words. <p>Cool-down (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grades 1, 2, and 3, 2000</i>)</p> <ul style="list-style-type: none"> Designate different walls of the activity area as north, south, east, and west. Give movement and direction signals (e.g., walking to the north, hopping to the east, wiggling west, skipping south). It is important to choose progressively less vigorous ways of travelling so that students can cool down. Have students move towards the wall and stop at a designated line a safe distance from the wall. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> Call out words being used in different subjects or high-frequency words. Substitute numbers for letters, and call out a math equation. The students can solve the equation and form the answer with their bodies. Have students play Alphabet Soup in a limited space by modifying ways of travelling (e.g., replace jogging with walking or marching). 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> Discuss with students how using their bodies to spell words can help them to remember how the words are spelled. You could make connections to the Writing strand of the language curriculum. 		<p style="text-align: center;">Planning Notes and Reflection</p>	

<h2>Classy Cars</h2>	Time 20 minutes	Facility <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors													
Equipment Class set of paper plates for “steering wheels” (optional)		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous													
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Remind students that they are guiding the students in front and should not push or steer inappropriately. 															
Warm-up <ul style="list-style-type: none"> ● Have students move around the activity area in a variety of ways, slowly increasing their speed. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Activity 1: Who Is Behind Me? (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>) <ul style="list-style-type: none"> ● Have students work in groups of two or three. Students stand in a straight line, facing the same way, with their hands on the shoulders of the student in front of them. ● Explain that the student in the back is the driver and the students in front are the cars. The driver directs the car around the activity area using the following signals: <ul style="list-style-type: none"> ○ squeeze left shoulder = turn left ○ squeeze right shoulder = turn right ○ squeeze both shoulders = stop The teacher, or the students in front, decide on the type of locomotion (e.g., walking, hopping, galloping, skipping). ● Have students switch roles at a given signal. Activity 2: Classy Cars <ul style="list-style-type: none"> ● Have students begin by “putting on their seatbelts” and “driving” around the activity in “3rd gear” (brisk walk; see below) with their hands on a “steering wheel.” ● Call out various directional cues, such as “forward,” “reverse,” “left turn,” “U-turn,” “curved road.” ● Call out random traffic cues, such as: <table border="0" style="width: 100%;"> <tr> <td>○ idle – march on spot</td> <td>○ 4th gear – jog on the spot</td> <td>○ brake – stop quickly</td> </tr> <tr> <td>○ 1st gear – walk slowly</td> <td>○ bumpy road – jump up and down</td> <td>○ flat tire – do wall or desk push-ups</td> </tr> <tr> <td>○ 2nd gear – walk</td> <td>○ windshield wipers – move arms</td> <td>○ out of gas – do 4 leg lifts on each side</td> </tr> <tr> <td>○ 3rd gear – walk briskly</td> <td>○ school zone – drive very slowly</td> <td>○ rainy weather – leap over puddles</td> </tr> </table> Cool-down: Ladder Climb (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 2, 2000</i>) <ul style="list-style-type: none"> ● Have students walk on the spot, with feet slightly apart. ● Ask students to pretend that they are climbing a ladder to the sky, using their arms and legs to “climb” upward for 20–30 steps. ● Have students repeat the process, climbing down the ladder at a slower and slower pace. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 				○ idle – march on spot	○ 4th gear – jog on the spot	○ brake – stop quickly	○ 1st gear – walk slowly	○ bumpy road – jump up and down	○ flat tire – do wall or desk push-ups	○ 2nd gear – walk	○ windshield wipers – move arms	○ out of gas – do 4 leg lifts on each side	○ 3rd gear – walk briskly	○ school zone – drive very slowly	○ rainy weather – leap over puddles
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○ 3rd gear – walk briskly	○ school zone – drive very slowly	○ rainy weather – leap over puddles													
Variations <ul style="list-style-type: none"> ● Have students design their own car or decorate their own paper plate “steering wheel,” which can be used each time the activity is done. ● Change the actions or speed of travelling depending on the space available (more vigorous activities should take place outdoors or in the gymnasium). 															
Notes for Teachers <ul style="list-style-type: none"> ● Discuss with students information associated with pedestrians and ways of remaining safe (e.g., look both ways, obey road signs). 		Planning Notes and Reflection													

<h2>Dog Catcher</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors	
Equipment Class set of pinnies (4 colours) or markers (e.g., coloured paper), pylons		Physical Activity Level <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Ensure that “dog pounds” are a safe distance from walls, stages, or fences and are free of potential hazards. 			
<p>Warm-up: Animal Movements</p> <ul style="list-style-type: none"> ● Choose a student leader to call out an animal and demonstrate how that animal moves. ● Have students move around the activity area imitating that animal and the way it moves (e.g., horse – galloping; snake – slithering; bunny – hopping). ● Choose new leaders frequently and emphasize picking animals that move vigorously. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Dog Catcher (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 2, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students line up in single file to form four equal groups, and assign one of four colours (e.g., red, blue, yellow, green) to the students in each group. ● Assign each group a designated area, marked by a pylon, to be its “dog pound”. ● Give each student a marker (e.g., coloured pinnie, piece of coloured paper) to identify his or her group (e.g., Red Dogs, Blue Dogs). ● On cue, have students move around the activity area while pretending to be dogs (e.g., barking). ● Call out one of the colours (e.g., “Yellow Dogs!”). The group identified becomes the “dog catchers” and tries to tag as many dogs as possible. ● When the dogs are tagged, have them return to their “dog pound” and perform a pre-established physical activity (e.g., stride jumps, marching, twist jumps) until a new colour is called. Every time a new colour is called, all the dogs in the “dog pound” are freed. <p>Cool-down: Animal Cool-down</p> <ul style="list-style-type: none"> ● Have students choose an animal and imitate its movement in slow motion while moving around the activity area. ● Call out the name of an animal (e.g., snake, gorilla) and have students stretch their bodies into that shape (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> ● Use different types of animals and catchers (e.g., monkeys and zookeepers). ● Have students choose specific categories of living creatures (e.g., insects, reptiles, mammals). 			
Notes for Teachers <ul style="list-style-type: none"> ● Increase or decrease the intensity of the activity by changing the way students move around the activity area and the fitness task they perform when they are tagged. ● Discuss with students the ways in which different animals move (e.g., jump like a . . . , run like a . . . , hop like a . . . , fly like a . . .). ● You could make connections to the Visual Arts strand of the arts curriculum. 		Planning Notes and Reflection	

<h2>Dragon's Jewels</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<p>Equipment 3–5 pinnies and 1 hoop (per group), 20–30 beanbags, 4 pylons</p>		<p>Physical Activity Level</p> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
<p>Safety</p> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Ensure that students understand the types of movement being used in the activity. 			
<p>Warm-up: Moving on the Spot</p> <ul style="list-style-type: none"> ● Have students march on the spot, lifting knees high and performing a variety of arm actions. ● Have students jog on the spot, slowly at first, then faster, touching heels to hands and lifting knees high in front. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Dragon's Jewels (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 2, 2000</i>)</p> <ul style="list-style-type: none"> ● Set up three hoops in the middle of the activity area with 20–30 “jewels” in each. Pylons marking the safety line should be set up around the activity area a safe distance from the walls. ● Designate three to five students to be the guards, who prevent the “jewels” from being taken. Use the pinnies to identify the guards. ● Have all the other students attempt to get a jewel and take it across the safety line without being tagged. If students are tagged, they must return to the safety line and perform a specific fitness activity given to them by the guard or the teacher (e.g., 15 jumping jacks, 10 leg lifts). Once students have completed the activity, they may rejoin the game. ● Change the guards on a given signal or once all the jewels have been taken. <p>Cool-down: Ladder Climb (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 2, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students walk on the spot, with feet slightly apart. ● Ask students to pretend that they are climbing a ladder to the sky, using their arms and legs to “climb” upward for 20–30 steps. ● Have students repeat the process, climbing down the ladder at a slower and slower pace. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> ● Have students incorporate different types of movements (e.g., hopping, jogging, skipping) when travelling to and from safety line. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Discuss with students the best way to avoid getting caught and what they would do differently the next time they play the game. 		<p>Planning Notes and Reflection</p>	

<h2 style="text-align: center;">Fitness Circuit</h2>	<p style="text-align: center;">Time 20 minutes</p>	<p style="text-align: center;">Facility</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Outdoors </div> </div>	
<p>Equipment Audio equipment (optional), fitness-task cards</p>		<p style="text-align: center;">Physical Activity Level</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Moderate </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous </div> </div>	
<p>Safety</p> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Ensure there is enough space at each station to do the fitness tasks safely. 			
<p>Warm-up</p> <ul style="list-style-type: none"> ● Have students march on the spot, slowly increasing the speed. ● Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Fitness Circuit</p> <ul style="list-style-type: none"> ● Set up stations around the activity area and, on your cue, have students travel in groups of three to five from one station to another until they have completed all the fitness tasks. Have students spend 60–90 seconds at each station, changing at a signal. Have students march or jog on the spot for 30 seconds between each task. Sample stations may include the following fitness tasks: <ul style="list-style-type: none"> ○ station 1: tuck jumps ○ station 2: toe raises ○ station 3: jumping jacks ○ station 4: heel touches ○ station 5: wall push-ups ○ station 6: jogging on the spot ○ station 7: knee lifts ○ station 8: jump up, touch the ground <p>Cool-down: Moulded Clay Statues</p> <ul style="list-style-type: none"> ● Have students move around as if they were clay statues drying, their movements slowing down until they are frozen. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Students hold the stretch as if they were statues. 			
<p>Variations</p> <ul style="list-style-type: none"> ● Have students brainstorm and create other stations for the fitness circuit. ● During the warm-up, hold up cards with the names and/or pictures of body parts printed on them to reinforce literacy skills. ● Have students illustrate station cards that will be put around the activity area each time the students participate in this activity. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Model correct technique for each station before students begin the fitness circuit. ● Discuss with students the way their bodies feel after completing each of the stations from the circuit (e.g., “The wall push-ups make my arms feel stronger.”). 		<p style="text-align: center;">Planning Notes and Reflection</p>	

<h2 style="text-align: center;">Fitness Shake-up</h2>	<h3 style="text-align: center;">Time</h3> <p style="text-align: center;">20 minutes</p>	<h3 style="text-align: center;">Facility</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Gymnasium </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Outdoors </div> </div>	
<h3>Equipment</h3> <p>Audio equipment (optional), activity cards</p>		<h3>Physical Activity Level</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Moderate </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous </div> </div>	
<h3>Safety</h3> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. Ensure there is enough space at each station to do the fitness tasks safely. 			
<p>Warm-up: At the Beach</p> <ul style="list-style-type: none"> Lead students on an imaginary trip to the beach and include some of the following actions: bike to the beach; run into the water and splash around; swim front crawl, breast stroke, dog paddle. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Fitness Shake-up I</p> <ul style="list-style-type: none"> In each corner of the activity area, post a sign with two physical activities and one way to move to the next corner for each activity. The following are some examples: <ul style="list-style-type: none"> corner 1: <u>activity A</u>: star jumps – move to corner 2 by skipping <u>activity B</u>: stride jumps – move to corner 2 by galloping corner 2: <u>activity A</u>: wall push-ups – move to corner 3 by doing the chicken walk <u>activity B</u>: jogging on the spot – move to corner 3 by doing the crab walk corner 3: <u>activity A</u>: walk on the spot – move to corner 4 by jumping <u>activity B</u>: heel touches – move to corner 4 by speed walking corner 4: <u>activity A</u>: bend and reach – move to corner 1 by hopping on your right foot <u>activity B</u>: lunges – move to corner 1 by hopping on your left foot Divide the students into four groups, one in each corner. Have them do the first activity on their cards for 20 seconds and then move to the next corner. Have them continue until all the students have done all the activities. <p>Activity 2: Fitness Shake-up II</p> <ul style="list-style-type: none"> Create a list of primary colours with a corresponding activity for each colour. The list could include the following: <ul style="list-style-type: none"> red – stand up and sit down 10 times blue – stride jumps 8 times yellow – alternate knee lifts 8 times each leg Have the class stand up. Call out a colour and have the students do the corresponding activity. When you call out a secondary colour, students must do the two activities that make up the secondary colour (e.g., purple = red and blue). When you call out “brown”, students must do all the activities, and when you call out “white”, they must sit and wait for the next colour to be called. <p>Cool-down: At the Beach</p> <ul style="list-style-type: none"> Lead the students on an imaginary trip home from the beach and include some of the following actions: <ul style="list-style-type: none"> walking through deep sand slowly walking home getting home and shaking sand off entire body Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<h3>Variations</h3> <ul style="list-style-type: none"> Have students write their own imaginary trip and corresponding actions to incorporate literacy skills. 			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> Discuss with students the difference in being active outdoors in the spring, summer, fall, and winter. You could make connections to the Visual Arts strand of the arts curriculum. 		<h3>Planning Notes and Reflection</h3>	

<h2>Four Corner Fun</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input type="checkbox"/> Multipurpose <input type="checkbox"/> Outdoors
Equipment Class set of a variety of balls; 4 benches; floor tape (optional)		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous
Safety <ul style="list-style-type: none"> ● Remind students to be aware of personal space when moving around the activity area and to watch for other students moving in a variety of directions. ● Place benches on their sides with the seat area facing inwards, and a safe distance from corners and walls. ● Remind students of basic soccer safety tips (e.g., kick with the inside of the foot to keep the ball on the ground). 		
<p>Warm-up: Thunder, Lightning, and Snow (Adapted from: Opeha, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students stand and move in response to the following cue words: <ul style="list-style-type: none"> ○ <i>thunder</i>: running on the spot so you can hear your feet ○ <i>lightning</i>: standing still ○ <i>rain</i>: stride jumps ○ <i>snow</i>: walking with high knees ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Building Blocks</p> <ul style="list-style-type: none"> ● Have students move in various ways around the gymnasium (e.g., skipping, galloping, zigzagging, hopping). ● Call out “5-blocks”. Have students form groups with the number of students that was called out (i.e., five). (<i>Note</i>: If it is not possible for all groups to consist of an equal number of students, have most of the student form groups according to the number called and the remaining students form a group of their own.) ● Have students continue moving again until another number is called out. ● Finish with a number that will result in the formation of four groups. These groups can be used for the next activity. <p>Activity 2: Four Corner Fun (Adapted from: CIRA Ontario, <i>50 Games with 50 Tennis Balls, 2004</i>)</p> <ul style="list-style-type: none"> ● Explain that the main objective of this game is for each team to allow as few goals as possible. ● Assign each team a bench that they are responsible for defending. Remind students that there are no goalies in the game. ● Place all the balls into the centre of the activity area. Have the students scatter and try to kick the balls to hit the bench of another team. When a ball hits a bench, it is a goal. Whenever students score a goal, they take that ball and place it behind the bench they scored on. ● Have students play until a designated time is reached or until all of the balls are gone. <p>Cool-down: Windstorm</p> <ul style="list-style-type: none"> ● Have students walk around slowly, pretending they are trees blowing in the wind and using their arms as branches. Students start in a big windstorm in which branches break, and finish as the wind stops blowing. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 		
Variations <ul style="list-style-type: none"> ● Increase the difficulty of the Building Blocks activity by calling out math equations. ● Increase or decrease the number of balls or the size of balls used. ● Tell students they cannot score on the same goal twice in a row. 		
Notes for Teachers <ul style="list-style-type: none"> ● Discuss with students how they would rate their level of participation and why they gave themselves that rating. How could they improve? 	Planning Notes and Reflection	

<h2>Games with Colours</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <table border="0"> <tr> <td><input type="checkbox"/> Classroom</td> <td><input checked="" type="checkbox"/> Multipurpose</td> </tr> <tr> <td><input checked="" type="checkbox"/> Gymnasium</td> <td><input checked="" type="checkbox"/> Outdoors</td> </tr> </table>		<input type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Multipurpose	<input checked="" type="checkbox"/> Gymnasium	<input checked="" type="checkbox"/> Outdoors
<input type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Multipurpose						
<input checked="" type="checkbox"/> Gymnasium	<input checked="" type="checkbox"/> Outdoors						
<p>Equipment Audio equipment (optional)</p>		<p>Physical Activity Level</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Moderate</td> <td><input checked="" type="checkbox"/> Vigorous</td> </tr> </table>		<input checked="" type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Vigorous		
<input checked="" type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Vigorous						
<p>Safety</p> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 							
<p>Warm-up</p> <ul style="list-style-type: none"> Have students work in groups of three to five, lining up one behind the other. Have the first student in each group lead the group around the activity area using a variety of movements. Change the group leaders every 30 seconds, and have the speed progressively increase (e.g., slow walk, walk, speed walk, jog). Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Colour Links</p> <ul style="list-style-type: none"> Direct students to move around the activity area in a variety of ways (e.g. walk, gallop, skip, hop). Call out a colour (e.g., blue). Have each student find someone wearing that colour and perform a fitness activity with that student or group of students. Call out “palette” to have the class continue moving around the activity area in a variety of ways until you call out another colour and action. <p>Activity 2: Touch That Colour (Adapted from: Ophea, <i>H&PE Curriculum Support Document</i>, Grades 1, 2, and 3, 2000)</p> <ul style="list-style-type: none"> Instruct students to travel anywhere in the activity area in a variety of ways and to touch a specific colour in the activity area with a specific body part (e.g., touch white with one foot, touch green with one elbow). Repeat several times. <p>Cool-down: Stretch Wave</p> <ul style="list-style-type: none"> Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 							
<p>Variations</p> <ul style="list-style-type: none"> To increase the challenge, call out a colour that few students are wearing. Call out other similarities students may have (e.g., same birthday month, number of letters in their first name, first letter of their last name). 							
<p>Notes for Teachers</p> <ul style="list-style-type: none"> Demonstrate possible physical activities that can be done with partners. Assist students who are still learning their colours. You could make connections to the Visual Arts strand of the arts curriculum. 		<p>Planning Notes and Reflection</p>					

<h2>Heart Health Tag</h2>	<p>Time</p> <p>20 minutes</p>	<p>Facility</p> <p><input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose</p> <p><input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors</p>	
<p>Equipment Audio equipment (optional), heart-shaped cut-outs (class set), fitness-task cards (optional)</p>		<p>Physical Activity Level</p> <p><input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous</p>	
<p>Safety</p> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up</p> <ul style="list-style-type: none"> Have students march on the spot, slowly increasing the speed. Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Half a Heart (Adapted from: Ophea, <i>H&PE Curriculum Support Document</i>, Grades 1, 2, and 3, 2000)</p> <ul style="list-style-type: none"> Cut several paper hearts into halves. On one half write a number (e.g., 3) and on the other half draw that number in small shapes (e.g., ☺☺☺) or write the word for that number (e.g., three). Distribute half a heart to each student. Have students move around the activity area using a method of their choice (e.g., skipping, hopping, walking, jogging) and trade cards when they meet another student moving in the same way. On a given cue, have each student find the other half of his or her heart. Have the two students perform a fitness task together (e.g., knee lifts, stride jumps, stretches). Have students continue moving around the room trading cards until you give the cue to match up hearts again. <p>Activity 2: Heart Health Tag</p> <ul style="list-style-type: none"> Choose three students to represent heart attack risk factors (e.g., inactivity, unhealthy eating, smoking) and identify them as being “it”. Have students scatter around the activity area, travelling in a variety of ways (e.g., jogging, skipping, galloping, hopping, leaping). Tell students that if they are tagged by a heart attack risk factor, they must go to one of three designated areas (e.g., physical activity, healthy eating, making healthy choices) and complete a fitness task. You can verbally give the tasks or let students choose their own. Frequently choose new students to be heart attack risk factors so as to give everyone an opportunity to play a different role. <p>Cool-down: Heartbeat</p> <ul style="list-style-type: none"> Have students join hands with you in a circle formation and walk slowly in one direction. Call out “Heartbeat”, and have students stop where they are and face inside the circle. Lightly squeeze the hands of the students standing to your left and right, and have those students then lightly squeeze the hands of the students next to them. Continue until the “heartbeat” is passed around the entire circle in both directions. Have students walk slowly in the opposite direction until you call out “Heartbeat” again. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> Increase or decrease the intensity of the activities by varying the way the students travel. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> Explain to students that physical activity, healthy eating, and making healthy choices are all ways to become and stay healthy. Have students make the heart cut-outs in class ahead of time. Make a set of cue cards with a variety of fitness tasks that can be used in Heart Health Tag and other games and activities (optional). 		<p>Planning Notes and Reflection</p>	

<h2>Imagine and Move</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<p>Equipment Audio equipment (optional)</p>		<p>Physical Activity Level</p> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
<p>Safety</p> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up: Moving on the Spot</p> <ul style="list-style-type: none"> Have students march on the spot, lifting knees high and performing a variety of arm actions. Have students jog on the spot, slowly at first, then faster, touching heels to hands and lifting knees high in front. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Imagine and Move</p> <ul style="list-style-type: none"> Have students walk around the activity area, varying their speed and moving like an elephant, a mouse, a frog, a robot, and an airplane. Have students continue to walk around the activity area and have them move like something that starts with the letter <i>A, C, W</i>, and so on. <p>Activity 2: Act It Out (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3</i>, 2002)</p> <ul style="list-style-type: none"> Create a list of different types of athletes with a corresponding action for each type. The list could be posted on the blackboard or wall, and could include the following: <ul style="list-style-type: none"> <i>A swimmer:</i> Walk on the spot while moving arms in a front crawl motion. <i>A dancer:</i> Dance on the spot. Use your imagination. <i>A jogger:</i> Jog on the spot. <i>A cyclist:</i> Move feet quickly as if pedalling a bike. <i>A rock climber:</i> March on the spot while moving arms up and down. Teach the actions that correspond with each type of athlete's movements. Have students march around the room or sit on chairs, and have them perform the action that corresponds with the athlete type you call out. <p>Cool-down</p> <ul style="list-style-type: none"> Have students walk slowly around the classroom. Call out “tall”, “small”, or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> Ask students to brainstorm school or community events and actions to perform instead of the ideas listed above. Instead of having students march around the classroom, have them sit on their chairs or stand on mats, marching their feet and swinging their arms. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> Discuss with students the physical activity that they most enjoy and how they feel before, during, and after participating in the activity. 		<p>Planning Notes and Reflection</p>	

<h2>Math Match</h2>	Time 20 minutes	Facility <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Equipment Signs with numbers and activities; class set of math-related cards		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
Warm-up <ul style="list-style-type: none"> Have students work in groups of 3–5, lining up one behind the other. Have the first student in each group lead the group around the activity area using a variety of movements. Change the group leaders every 30 seconds, and have the speed progressively increase (e.g., slow walk, walk, speed walk, jog) Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Activity 1: Moving with Numbers <ul style="list-style-type: none"> Give each student a number. Have the students move around the activity area in a variety of different ways (e.g., walking, jogging, skipping, galloping). Call out a number (e.g., 4) and have the students form groups of that number. Once all students are in groups, call out a numerical trait (e.g., highest, lowest, even, odd). The student in each group with the number that matches that trait becomes the leader. He or she moves around the activity area at a moderate pace and the other members of the group follow for 30–45 seconds. Call out “Switch”. The groups dissolve and students move around the activity area on their own again. Repeat. Activity 2: Math Match <ul style="list-style-type: none"> Before starting the activity, place signs with numbers and corresponding activities (e.g., 1 – jog on the spot) around the activity area. If the activity is taking place outdoors, the signs can be placed on pylons. Give cards to all students. Each card has a number (e.g., 4), a math equation (e.g., $3 + 1$), or a word (e.g., four) on it. Have students move briskly around the activity area, exchanging cards. Call out “Match”. Have students move to the matching number posted on the sign and perform the activity for 30–45 seconds. Call out “Move”. Have students move around the activity area exchanging cards, as before, until you call out “Match” again. Cool-down: Stretch Wave <ul style="list-style-type: none"> Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> Use different methods of travelling to increase or decrease the intensity of the activity. Instead of providing ideas for fitness tasks, have students brainstorm ideas. Create cards to reinforce concepts from other curriculum areas (e.g., lowercase letters search for uppercase letters; names of colours search for matching coloured cards; words search for their definitions). 			
Notes for Teachers <ul style="list-style-type: none"> Create a variety of cards with different ways to make the same number. Choose different numbers to post around the activity area. You could make connections to the Number Sense and Numeration strand of the mathematics curriculum. 		Planning Notes and Reflection	

Mission Possible Circuit	Time 20 minutes	Facility <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Equipment Mission sheets		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Do not use walls/stages and fences as finish lines or stopping points. Place pylons or use a line a safe distance from the wall. ● If the activity is taking place in the classroom, caution students to walk or crab-walk between activity sites instead of running. 			
<p>Warm-up: On the Move</p> <ul style="list-style-type: none"> ● Have students walk in a large circle formation and respond to cues such as the following: <ul style="list-style-type: none"> ○ Walk and roll your shoulders. ○ Jog and shake your hands above your head. ○ March with high knees. ○ Leap over lines on the floor. ○ Walk and pretend you are swimming. ○ Change directions and gallop. ○ Scatter and run in a figure eight. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Mission Possible Circuit (Adapted from: Ophea, <i>H&PE Curriculum Support Document</i>, Grades 1, 2, and 3, 2000)</p> <ul style="list-style-type: none"> ● Divide students into groups of 4–6. ● Put the following list of missions on a chart in a visible area, or on individual sheets for each group. If students are not able to read the tasks, call out a different one every 30 to 45 seconds. <ul style="list-style-type: none"> ○ Touch six red objects with your knee. ○ Complete one jumping jack for every letter found in your name or other suitable words (e.g., Ontario). ○ Line up in single file and pass an object over your head or through your legs until it has been passed all the way down your line. ○ Stand in the corner of the classroom and sing a verse of “Row, Row, Row Your Boat” or another suitable song. ○ Touch every line/desk and chair in the activity area. ○ Shake hands with five students not in your group. ○ Stand in the middle of the activity area and perform the “Chicken Dance”. ○ Using your chair, sit down and stand up ten times with hands on your hips or head. ○ Create a cheer, using the words “I love being active”. ● Have students complete all the missions. They may do so in any order, as long as they complete every activity as a group. Once students complete the Mission Possible circuit, they “high five” each other. <p>Cool-down: Statue</p> <ul style="list-style-type: none"> ● Have students walk slowly around the activity area, pretending they are slowly turning into statues. Gradually, their arms and legs move more and more slowly, until the students become perfectly still. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> ● Create new missions appropriate for a variety of activity areas. 			
Notes for Teachers <ul style="list-style-type: none"> ● Emphasize that the aim is to be active, and discuss with students what they had to do to complete the circuit. 		Planning Notes and Reflection	

<h2>Pass the ...</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<p>Equipment Safe objects (e.g., foam balls, rubber chickens, beanbags)</p>		<p>Physical Activity Level</p> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
<p>Safety</p> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Ensure all objects are tossed underhand. 			
<p>Warm-up: Thunder, Lightning, and Snow (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students stand and move in response to the following cue words: <ul style="list-style-type: none"> ○ thunder: running on the spot so you can hear your feet ○ lightning: standing still ○ rain: stride jumps ○ snow: walking with high knees ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Pass the ... (Adapted from: CIRA Ontario, <i>Everybody Move, 2004</i>)</p> <ul style="list-style-type: none"> ● Have students stand in a circle. ● Pass or toss an object to a student standing in the middle of the circle, who demonstrates his or her favourite physical activity that increases the heart rate (e.g., skating). ● Have the rest of the class copy the leader until you call out “Pass”. On this cue, the student in the circle passes the object to a new student, who chooses a different activity. <p>Activity 2: Bingo (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students skip or walk around the room while singing “Bingo”. <p style="margin-left: 40px;">There was a farmer who had a dog and Bingo was his name-oh! B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-oh!</p> <p style="margin-left: 40px;">Have them repeat this again, faster and then slower.</p> ● As the dog’s name is spelled out slowly, have students make the following shapes with their bodies: <ul style="list-style-type: none"> B – stretched high and tall I – stretched wide N – as low as possible, staying on their feet G – lying face down O – rolling over onto their backs ● Have students get up and skip or walk around the room. Repeat. <p>Cool-down: Climb the Ladder (Adapted from: Ophea <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students walk on the spot with feet slightly apart. ● Have students move their arms and legs up and down as if climbing a ladder to the sky for 20–30 steps. ● Have students repeat the process, climbing down the ladder slower and slower. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> ● Allow students to copy other activities if they are unable to create their own. Activities can include moving on the spot, hopping, jumping jacks, jogging, marching, lunges, and knee lifts. ● If space is limited, create several smaller student circles, each passing its own object. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Ensure that the object is always passed to a student who has not had a turn. 		<p>Planning Notes and Reflection</p>	

<h2>Run/March Both Ways</h2>	Time 20 minutes	Facility <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors
Equipment None		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● In Activity 1, designate the inside of the activity area for students moving clockwise and the outside for students moving counterclockwise. 		
<p>Warm-up: Follow the Leader</p> <ul style="list-style-type: none"> ● Have students line up in groups of 3–6, and have them travel throughout the activity area, copying the movements the student leader chooses (e.g., walking, shoulder rolls, knee lifts). ● Every 30–45 seconds, have each leader go to the end of the line so that the second student becomes the leader. ● Have students increase the pace slightly with each change of leader. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Run Both Ways (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3</i>, 2002)</p> <ul style="list-style-type: none"> ● Have students jog around the playing area, all moving in the same direction. ● Ask a series of questions that have a “Yes” or “No” answer (e.g., “Do you like broccoli?”; “Are you wearing anything red?”). ● Have students change directions and continue jogging each time they answer “Yes” to a question. If the response to the question is “No,” the students continue jogging and do not alter their direction. <p>Activity 2: March Both Ways</p> <ul style="list-style-type: none"> ● Have students march on the spot (e.g., beside their desks or in their own personal spaces). ● Ask a series of questions that have a “Yes” or “No” answer (e.g., “Have you ever tried skiing?”; “Do you have a brother?”; “Did you watch television yesterday?”). ● Each time students answer “Yes” to a question, have them do a quarter turn and move in a new way (e.g., facing forward = marching; $\frac{1}{4}$ turn = running on the spot; $\frac{1}{2}$ turn = stride jumps; $\frac{3}{4}$ turn = walking with high knees). <p>Cool-down: Stretch Wave</p> <ul style="list-style-type: none"> ● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. ● Have students form a circle. Designate a leader, who chooses stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 		
Variations <ul style="list-style-type: none"> ● Have students do a fitness activity each time they answer “Yes” (e.g., jump up and down, do twist jumps, hop on one foot). ● Give a series of true or false statements that reinforce concepts from any curriculum area (e.g., $2 + 2 = 4$; the first letter of the word “cat” is “k”; red and blue are primary colours). 		
Notes for Teachers <ul style="list-style-type: none"> ● Have students create the yes/no questions or true/false statements to reinforce other curriculum concepts. Use this as a way for students to study for upcoming assessments. 	Planning Notes and Reflection	

<h2>Simon Says</h2>	<p>Time 20 minutes</p>	<p>Facility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors 	
<p>Equipment None</p>		<p>Physical Activity Level</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous 	
<p>Safety</p> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up</p> <ul style="list-style-type: none"> ● Have students work in groups of 3–5, lining up one behind the other. ● Have the first student in each group lead the group around the activity area using a variety of movements. ● Change the group leaders every 30 seconds, and have the speed progressively increase (e.g., slow walk, walk, speed walk, jog). ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity: Simon Says</p> <ul style="list-style-type: none"> ● Have students form two groups at opposite ends of the activity area with one leader for each. A student for each group will give a variety of commands, beginning with “Simon says.” The students do the movement commanded only if the words “Simon says” are used. If you or the leader say “do this” or give another command without saying “Simon Says,” the students do not copy the movement. ● Give, or have the leader give, a variety of commands to perform vigorous movements (e.g., “Simon says do 15 jumping jacks”), while demonstrating the movements. ● Have students who move at an inappropriate time or do an incorrect movement move to join the other group at the opposite end of the room and continue following the commands given by the other leader. <p>Cool-down: Windstorm</p> <ul style="list-style-type: none"> ● Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big windstorm in which branches break, and finish as the wind stops blowing. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<p>Variations</p> <ul style="list-style-type: none"> ● Vary the movements from moderate to vigorous. ● Have four leaders around the classroom, and have students move in a clockwise direction from one circle to another. 			
<p>Notes for Teachers</p> <ul style="list-style-type: none"> ● Discuss with students the various movements that make their hearts beat faster. 		<p>Planning Notes and Reflection</p>	

<h2>Simple Mixer Dance</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors	
Equipment Audio equipment		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
Warm-up <ul style="list-style-type: none"> Have students march on the spot, slowly increasing the speed. Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). Activity: Simple Mixer Dance <ul style="list-style-type: none"> Use any music with a strong beat. Have students arrange themselves in a scatter formation with a partner, facing each other. Give them the instructions outlined in part A and part B below – that is, the number of counts and the actions to be performed to them, and the cue words for the actions. <p><i>Part A</i></p> <ul style="list-style-type: none"> 2 beats: facing your partner, jump to the right (with a small bounce) – right, right 2 beats: repeat to the left – left, left 4 beats: repeat both sides – right, right, left, left 4 beats: walk backwards four steps (away from partner) – back, back, back, back 4 beats: walk forwards four steps (towards partner) – forward, forward, forward, forward <p><i>Part B</i></p> <ul style="list-style-type: none"> 2 beats: slap your thighs two times – slap, slap 2 beats: clap your hands two times – clap, clap 2 beats: with elbows bent, touch right forearms with your partner two times – right, right 2 beats: with elbows bent, touch left forearms with your partner two times – left, left 4 beats: turn to the right, take three steps to the right, and kick – right 1, 2, 3, kick 4 beats: turn to the left, take three steps to the left, and kick – left 1, 2, 3, kick <ul style="list-style-type: none"> Repeat parts A and B. Cool-down: Ladder Climb (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 2, 2000</i>) <ul style="list-style-type: none"> Have students walk on the spot, with feet slightly apart. Ask students to pretend that they are climbing a ladder to the sky, using their arms and legs to “climb” upward for 20–30 steps. Have students repeat the process, climbing down the ladder at a slower and slower pace. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> Use a variety of music with the same dance patterns. 			
Notes for Teachers <ul style="list-style-type: none"> Discuss with students the way moving with music makes them feel. You could make connections to the Drama and Dance strand of the arts curriculum. 		Planning Notes and Reflection	

<h2>Skipping</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Equipment Audio equipment (optional), class set of skipping ropes		Physical Activity Level <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 			
<p>Warm-up: On the Move</p> <ul style="list-style-type: none"> Have students walk in a large circle formation and respond to cues such as the following: <ul style="list-style-type: none"> Walk and roll your shoulders. Walk and pretend you are swimming. Jog and shake your hands above your head. Gallop and pretend you are riding on a horse. March with high knees. Scatter and run in a figure eight. Leap over lines on the floor. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Skipping I</p> <ul style="list-style-type: none"> Have students complete the following list of skipping activities for 30 seconds at a regular pace: <ul style="list-style-type: none"> two-foot skipping alternate foot skipping skipping on the left foot skipping on the right foot After students have completed continuous skipping for 2 minutes, allow them 1 minute to practise on their own. Have students do as many skips (any style) in 1 minute as they can. Then have students try different styles of skipping (e.g., straddle skip, scissor skip, and double side skip). <p>Activity 2: Skipping II</p> <ul style="list-style-type: none"> Have students work in groups of 4–6. Divide each group into two equal groups (A and B). Have students in group A move around the outside of the activity area, with one member of each group as the leader. Each leader performs a movement (e.g., skipping, hopping, sliding) and the rest of the group follows. Have students in the B groups do continuous skipping in the middle of the activity area. After 45 seconds, signal a switch. Students in the B groups give their skipping ropes to students in the A groups, and the two groups switch activities. After 45 seconds, signal another switch. Students in the A groups now switch leaders. <p>Cool-down: Animal Cool-down</p> <ul style="list-style-type: none"> Have students choose an animal and imitate its movement in slow motion while moving around the activity area. Call out the name of an animal (e.g., snake, gorilla), and have students stretch their bodies into that shape. See Appendix C for sample stretches. 			
Variations <ul style="list-style-type: none"> Have students skip for 15–45 seconds for any of the activities. 			
Notes for Teachers <ul style="list-style-type: none"> Have students start skipping again immediately if their rope stops. Students who cannot skip can turn the rope beside them with one arm and jump as if they were going over the rope. Discuss with students the importance of keeping their hearts strong and healthy, and what activities they do to make sure this happens. 		Planning Notes and Reflection	

<h2>Tag Games</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Equipment Audio equipment (optional)		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Do not use walls/stages and fences as finish lines or stopping points. Place pylons or use a line a safe distance from the wall. 			
<p>Warm-up: Follow the Leader</p> <ul style="list-style-type: none"> ● Have students line up in groups of 3–6, and have them travel throughout the activity area, copying the movements the student leader chooses (e.g., walking, shoulder rolls, knee lifts). ● Every 30–45 seconds, have each leader go to the end of the line so that the second student becomes the leader. ● Have students increase the pace slightly with each change of leader. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Shadow Tag (Adapted from: CIRA Ontario, <i>You're "It"! Tag, Tag . . . and More Tag</i>, 2001)</p> <p><i>Note:</i> This activity can only be played outside on days when students' shadows can be seen.</p> <ul style="list-style-type: none"> ● Set clear boundaries for the game and establish a fitness task (e.g., 5 tuck jumps) that the students must perform when they are caught. ● Tell students that everybody is "it" and that they must try to step on another student's shadow and shout "Got You!" ● Have students whose shadow is stepped on perform the pre-established fitness task before going back into the game. <p>Activity 2: SuperActive Hero Tag</p> <ul style="list-style-type: none"> ● Select 2–4 students to be "it" and 2–4 students to be "SuperActive Heroes". ● Have students who are "it" try to tag other students. Once a student is tagged, he or she is in "jail" and must walk on the spot. ● Have the SuperActive Heroes travel around the activity area with one hand in the air, like Superman flying. They must free the students who have been tagged. Their goal is to have as few students in "jail" as possible. <p>Cool-down: Stretch Wave</p> <ul style="list-style-type: none"> ● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. ● Have students form a circle. Designate a leader, who chooses stretches. Have students "pass" each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> ● Vary the ways the students travel during the tag games to increase or decrease the intensity (e.g., speed walk, gallop, skip, jog). 			
Notes for Teachers <ul style="list-style-type: none"> ● Discuss with students how to stretch properly and the benefits of stretching before and after physical activity. 		Planning Notes and Reflection	

<h2>What's the Signal?</h2>	Time 20 minutes	Facility <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
Equipment Audio equipment (optional)		Physical Activity Level <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
Safety <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Do not use walls/stages and fences as finish lines or stopping points. Place pylons or use a line a safe distance from the wall. 			
Warm-up <ul style="list-style-type: none"> ● Have students walk on the spot with a variety of steps (e.g., narrow, wide), pumping arms back and forth. ● Have students gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches) Activity 1: What's the Signal? <ul style="list-style-type: none"> ● Divide the students into three groups and give each student in the group a colour (e.g., red, blue, yellow). ● Have all the students move around the activity area in a variety of ways (e.g., walk, jog, skip, gallop) until a signal is given. ● On a "red" signal, have the students who are "red" jog around the outside of the activity area, while the rest of the students perform jumping jacks in the middle of the activity area. ● On a "blue" signal, have the students who are "blue" jog around the outside of the activity area, while the rest of the students perform star jumps in the middle of the activity area. ● On a "yellow" signal, have the students who are "yellow" jog around the outside of the activity area, while the rest of the students perform heel touches in the middle of the activity area. Activity 2: Eggcel (Adapted from: Ophea, <i>H&PE Curriculum Support Document</i> , Grades 1, 2, and 3, 2000) <ul style="list-style-type: none"> ● Arrange students in a scatter formation and have them respond as quickly as possible to each of these commands: <ul style="list-style-type: none"> ○ <i>Scrambled eggs</i>: run in random formation ○ <i>Hard-boiled eggs</i>: do a tuck position on the floor ○ <i>Fried eggs</i>: assume a crab-walk position, and raise stomach to the ceiling ○ <i>Sunny-side up</i>: lie on back, move arms and legs apart and together ○ <i>Omelette</i>: run three steps forward and two steps sideways; repeat ● Call out commands in random order with "omelette" and "scrambled eggs" interspersed with the other commands. Cool-down: Windstorm <ul style="list-style-type: none"> ● Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind storm in which branches break, and finish as the wind stops blowing. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
Variations <ul style="list-style-type: none"> ● Have students think of different "egg" names and corresponding actions. ● Choose other healthy foods (e.g., fruit salad) and brainstorm new actions. 			
Notes for Teachers <ul style="list-style-type: none"> ● Discuss with students the difficulties in being physically active every day and why being physically active at school is so important. ● You could make connections to the Visual Arts strand of the arts curriculum. 		Planning Notes and Reflection	

Appendix A

SAFETY GUIDELINES

The responsibility for ensuring a safe learning/activity environment rests with the school board and its staff. (The ministry does not endorse or prescribe any particular individual safety guidelines.) Most school boards have their own safety guidelines and policies to which their staff members must adhere. However, the following material, which has been adapted from Ophea's Ontario Safety Guidelines for Physical Education, Elementary Curricular, updated in 2005, may serve as a useful guide to teachers and other school staff working with students.

Daily physical activities may take place in a variety of locations, such as gymnasiums, the outdoors, classrooms, and multi-purpose areas. However, there are many common guidelines for safety that apply to all of these locations, and they are outlined in this appendix.

Medical Information

- Be aware of any physical limitations that students may have that would prevent full participation in daily physical activities.
- Be well prepared to respond to emergency situations that might arise from such conditions as asthma, diabetes, and life-threatening allergies.
- Follow board policies regarding the collection and storage of student information.

First Aid

- Be aware of the school's first-aid emergency action plan, the identity of the first-aid providers, and the location of the first-aid or health room and first-aid kit(s).
- When conducting off-site activities, plan how to access emergency medical aid.
- Follow board policies prescribed for Universal Precautions for Blood and Bodily Fluids.

Activity Risks

Before engaging in physical activities, inform students of the following:

- possible risks associated with the activity
- ways of minimizing the risks
- procedures and guidelines for safe participation

Emergency Situations

Inform students of the locations of fire alarms, fire exits, assembly areas, and protocols for emergency situations for every location where daily physical activity takes place.

Off-site Activities

When activities are taking place off the school site, refer to school board policies, protocols, and forms.

Change Rooms and Travelling

At the beginning of the school year, and throughout the year, inform and remind students of appropriate change-room behaviours and safe procedures for going from the classroom to the activity area and back.

Equipment

- Items of equipment must be appropriate for the facility or location used (e.g., classroom, outdoors).
- Items of equipment must be checked regularly to ensure that they are in good working order.
- Balls must be properly and fully inflated.
- Mats must be placed directly below high apparatus (e.g., chin-up bar, peg board).
- Encourage students to report equipment problems to the teacher.

Clothing and Footwear

Appropriate footwear is a minimum requirement. Remind students to tie shoelaces securely. Shorts, sweat pants, T-shirts, and sweatshirts are examples of appropriate clothing. Hanging jewellery must not be worn. Jewellery that cannot be removed and that presents a safety concern (e.g., medical alert identification) must be taped.

Facilities

- Visually check the activity area before the activity to ensure that hazards are identified and removed.
- Remove excess equipment and furniture from the perimeter of the activity area (e.g., tables, chairs).
- Bring potentially dangerous and immovable objects (e.g., goalposts, protruding stage) to the attention of students. Create a “safety zone” of at least one metre around the perimeter of the activity area. Mark out areas, where possible, with pylons.
- The activity surface, whether indoors or outdoors, must provide good traction.
- Make students aware of the boundaries of the activity area.
- Encourage students to report safety concerns regarding the facility to the teacher.

Physical Activities: Special Rules and Instructions

- Activities must be appropriate for the age and ability levels of the students and the facility where the activity is taking place.
- Games and activities must be based on skills that have been taught earlier.
- Instruct students regarding the proper use of equipment before allowing them to use it.
- Emphasize that students are responsible for keeping a safe distance from one another and for ensuring that they move safely.
- Clearly outline all rules to students. Rules must be strictly enforced and modified to suit the age and ability of the participants.
- Make clear to the students that body-on-body contact and equipment-on-body contact are prohibited.
- Ensure that daily physical activities consist of appropriate warm-ups, moderate to vigorous physical activities, and cool-downs.
- Encourage each student to work at a level of intensity that is appropriate for him or her.

Supervision

- Ensure that supervision of daily physical activity is in accordance with all board policies and protocols.
- Be present at, in control of, and fully attentive to the activity area at all times while students are physically active.
- Inform and periodically remind students that use of equipment and of the gymnasium and multipurpose rooms is prohibited without teacher supervision. Deterrents must be in place (e.g., announcements, signs on doors, locked doors).
- Establish routines, rules of acceptable behaviour, and appropriate duties for students at the beginning of the year, reinforce these throughout the year, and ensure that students adhere to them.
- Be vigilant to prevent one student from pressuring another into trying activities for which he or she is not ready.
- When a student displays hesitation verbally or non-verbally during an activity, discuss the reason(s) for the hesitancy and, if appropriate, provide the student with a different activity.

In the following chart, safety guidelines are provided for activities conducted in a classroom, in a multipurpose area, in a gymnasium, outdoors, and/or in a community facility. In cases where sport-specific activities are being done (e.g., soccer), refer to school board policies and protocols. Ophea's *Ontario Safety Guidelines for Physical Education, Elementary Curricular* provides activity-specific safety guidelines for a full range of activities.

	Equipment	Clothing & Footwear	Facilities	Special Rules & Instructions	Supervision
Classroom	<ul style="list-style-type: none"> Equipment must be appropriate for age and ability of students and size of classroom. First-aid kit must be accessible. Items should be safely stored. 	<ul style="list-style-type: none"> Running shoes must be worn. 	<ul style="list-style-type: none"> Visually inspect and check for hazards specific to classrooms (e.g., ensure that floor surface is not slippery and is free from all obstacles, such as books, backpacks, and extension cords). Ensure that carpets do not present a tripping hazard. 	<ul style="list-style-type: none"> Plan for activities that have a controlled amount of movement (e.g., running on the spot, chair exercises). 	<ul style="list-style-type: none"> On-site supervision
Multi-purpose Area	<ul style="list-style-type: none"> Equipment must be appropriate for age and ability of students and size of facility. All equipment used in fitness activities must be in good repair. First-aid kit must be accessible. Items should be safely stored. 	<ul style="list-style-type: none"> Running shoes must be worn. 	<ul style="list-style-type: none"> Visually inspect and check for hazards specific to the location (e.g., proximity of drinking fountains and trophy cases to the activity). Walls must not be used for turning points or finish lines. A line or pylon should be used instead. 	<ul style="list-style-type: none"> Plan for activities that have a controlled amount of movement, based on the size of the area (e.g., aerobics, mat work, fitness stations, skipping, dance). Students must be instructed in the proper use of equipment before using it. If the activity area is a common open area (e.g., an atrium, a forum, a library), students who are not involved in the daily physical activity should walk around the outside of the area or should be redirected to take another route. Take precautions to guard against doors opening into the activity area. 	<ul style="list-style-type: none"> On-site supervision
Gymnasium	<ul style="list-style-type: none"> Equipment must be checked regularly and repaired as needed. First-aid kit must be accessible. Equipment must be appropriate for age and ability of students. Items should be stored safely. 	<ul style="list-style-type: none"> Running shoes must be worn. 	<ul style="list-style-type: none"> Visually inspect for hazards specific to the location. Walls and stages must not be used for turning points or finish lines. A line or pylon should be used instead. Floor plugs must be used to cover the holes in which poles for nets are usually placed. 	<ul style="list-style-type: none"> Students must be instructed in the proper use of equipment before using it. 	<ul style="list-style-type: none"> On-site supervision

	Equipment	Clothing & Footwear	Facilities	Special Rules & Instructions	Supervision
Outdoors	<ul style="list-style-type: none"> ● Equipment must be appropriate for age and ability of students. ● Equipment must be safely transported to the outdoor location. ● First-aid kit must be accessible. ● When using playgrounds, teachers must follow board policies. 	<ul style="list-style-type: none"> ● Footwear must be appropriate for the requirements of the activity (e.g., running shoes, snowshoes) ● Clothing must be appropriate for the activity and weather conditions (e.g., hats, sunscreen). 	<ul style="list-style-type: none"> ● Visually inspect outdoor area for potential hazards (e.g., holes, glass, rocks). ● Immovable obstacles, such as trees and goalposts, must be identified to students. ● Severely uneven surfaces must not be used. There must be sufficient turf for proper traction and impact absorption. ● Warn students to be careful on wet grass. 	<ul style="list-style-type: none"> ● Take into consideration the outside weather conditions (e.g., heat, cold, smog, rain, lightning) when planning activities. ● Attention must be given to temperature, length of time students have been outside, and intensity of activity. ● Inform parents and students of the importance of sun protection (e.g., sunscreen, hats) and insect repellent. ● Remind students of the importance of hydration. ● Let the school office know whenever a class will be held outdoors and ensure that an appropriate means of communication is available (e.g., student runner, walkie-talkies). ● Ensure that there is easy access into the school building from the location. ● Students must stay in pairs or groups (the buddy system) if they are going to be out of the teacher's sight for any reason. ● For winter activities, discuss with students how to prevent, recognize, and treat frostbite. 	<ul style="list-style-type: none"> ● On-site supervision
Community Facility	<ul style="list-style-type: none"> ● Use equipment appropriate to the size and condition of the facility. ● Equipment must be safely transported to the community facility. ● First-aid kit must be accessible. ● When using playgrounds, teachers must follow board policies. 	<ul style="list-style-type: none"> ● Clothing and footwear must be appropriate for the activity (e.g., running shoes, ice skates). 	<ul style="list-style-type: none"> ● Visually inspect community facility for hazardous conditions. 	<ul style="list-style-type: none"> ● Follow rules and etiquette as outlined by the facility. ● Be familiar with the emergency safety procedures of the facility. ● Ensure that there is a suitable means of communication with the school in case of an emergency 	<ul style="list-style-type: none"> ● On-site supervision

Appendix B

SAMPLE TIMETABLES

The following sample timetables illustrate three ways in which daily physical activity can be incorporated into the 300-minute instructional day: on a school-wide basis; as a combination of school-wide planned activity and activity planned by individual classroom teachers; and as activity planned entirely by the classroom teacher. School boards, principals, and teachers are encouraged to explore a variety of ways in which the required twenty minutes of sustained moderate to vigorous daily physical activity can be scheduled at their schools, in order to determine the most effective option.

It is important to remember that daily physical activity does not have to take place in the gymnasium. All of the physical activity areas that are safe and appropriate for student participation, including the classroom, should be considered for purposes of scheduling. As noted in this guide, the classroom is an acceptable space for daily physical activity as long as the activity planned is safe for students to perform in a limited space.

Many schools, especially in their primary and junior classrooms, practise block timetabling. In such cases, timetables would not involve the subject-by-subject breakdown shown in the samples. Instead, individual teachers would determine how to integrate daily physical activity time into the blocks of time they have available for instruction in the various subject areas.

Sample Timetable 1*

Daily Physical Activity Planned on a School-Wide Basis

Period	Day 1	Day 2	Day 3	Day 4	Day 5
First 20 minutes of the day	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity
1	Language	Language	Language	Language	Language
2	Language	Language	Language	Language	Language
Recess					
3	The arts	The arts	Religion	The arts	Language
4	Religion	The arts	Mathematics	Religion	Religion
Lunch					
5	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
6	Health and physical education	Social studies	Health and physical education	Health and physical education	Mathematics
Recess					
7	Science & technology	Science & technology	Social studies	Science & technology	Science & technology

* This sample reflects programming in a school in a Roman Catholic district school board.

In this example, the entire student population participates in daily physical activity at the same time, in the classroom, the gymnasium, or out of doors, if weather permits. Music could be supplied over the PA system. Each grade could be responsible for organizing and leading the school in the activities on an eight-day cycle. The activities could be organized as circuits, aerobic routines, games, and so on.

Sample Timetable 2
Combination of School-Wide Activity and Activity Planned by Individual Classroom Teachers

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Whole-school daily physical activity*	Language	Whole-school daily physical activity*	Language	Whole-school daily physical activity*
	Language		Language		
2	Language	Language	Language	Language	Language
	Recess				
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Health and physical education	Mathematics	Health and physical education	Health and physical education, including daily physical activity	Mathematics
Lunch					
5	Science & technology	Science & technology	Science & technology	The arts	Science & technology
	The arts	The arts	Mathematics	The arts	The arts
Daily physical activity led by classroom teacher					
7	Language	Social studies	Language	Social studies	Social studies
	Recess				

***School-wide activity occurs on a rotating schedule. For example:**

Week 1 – Period 1 on Monday, Wednesday, and Friday

Week 2 – Period 2 on Tuesday and Thursday

Week 3 – Period 3 on Monday, Wednesday, and Friday

Week 4 – Period 4 on Tuesday and Thursday

Individual classroom teachers schedule and lead daily physical activity with their classes on the days when school-wide activity is not planned. In this example, daily physical activity is incorporated as one component of a health and physical education class on one such day.

Sample Timetable 3
Daily Physical Activity Planned by the Classroom Teacher

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Language Daily physical activity	Language	Language	Language	Language
2	Language	Language	Language	Language	Language
Recess					
3	Mathematics	Mathematics Daily physical activity	Mathematics	Mathematics	Mathematics
4	Mathematics	Mathematics	Health and physical education, including daily physical activity	Mathematics	Health and physical education
Lunch					
5	Health and physical education	The arts	The arts	The arts Daily physical activity	The arts
6	Science & technology	Science & technology	Science & technology	Social studies	The arts
Recess					
7	Social studies	Social studies	Mathematics	Science & technology	Science & technology Daily physical activity

In this example, the classroom teacher, or the physical education teacher, incorporates daily physical activity as a component of the health and physical education program on one day of the week. On other days, the classroom teacher schedules daily physical activity at different times, to avoid having it affect instruction in the same subject every day. The teacher determines when daily physical activity can be integrated into content area instruction, and when it is best conducted independent of instruction in any other subject.

Appendix C

STRETCHES FOR WARM-UP AND COOL-DOWN ACTIVITIES

Some of the stretches in this appendix are designed to stretch muscles, and some are designed to move the joints through a full range of motion. See the sections entitled “Warm-up” and “Cool-down” in Chapter 3 (pages 28 and 29) before selecting and implementing stretches.

The following warm-up and cool-down stretches have been adapted from Opeha, *H&PE Curriculum Support Documents*, Grades 1, 2, and 3, 2000.

NECK	
<p>Neck Stretches</p> <ul style="list-style-type: none"> • Slowly tilt head to the right side, moving right ear towards right shoulder. Hold. • Repeat on left side. • Slowly tilt head forward, moving chin towards chest. Hold. • Slowly roll head across chest from shoulder to shoulder in a half circle. Repeat four times. 	<p>“I Don’t Know!”</p> <ul style="list-style-type: none"> • Slowly tilt head side to side, shrugging shoulders. • Raise hands in a gesture to indicate, “I don’t know!”
SHOULDERS	
<p>Swan Dive</p> <ul style="list-style-type: none"> • Raise arms outward from sides to shoulder height. • Slowly press arms backward and hold. • Feel a stretch across chest and down arms. Repeat. 	<p>Snail Stretch</p> <ul style="list-style-type: none"> • In a kneeling position, with arms stretched forward in front (on the floor), try to touch armpits to the floor. • Keep posterior high, and pretend it is the snail’s shell. Press low to the ground and pretend to be a small snail.
ARMS	
<p>Tall as a House, Small as a Mouse, Wide as a Wall</p> <ul style="list-style-type: none"> • Stand on tiptoes with arms overhead, stretching fingers up to the sky as “tall as a house”. Hold. Crouch down, hugging knees and tucking head down towards chest to curl up as “small as a mouse”. Hold. • Slowly return to standing position and extend arms and legs out on each side of body to stretch as “wide as a wall”. Hold. <p>Scarecrow (activity for range of motion)</p> <ul style="list-style-type: none"> • Pretend to be a scarecrow, putting arms out to the side, parallel to the ground, palms facing backward. • Bend arms at the elbows and let hands swing down and towards the body. 	<p>Shake and Splash (activity for range of motion)</p> <ul style="list-style-type: none"> • Gently shake hand as if shaking water off fingers. • Flick fingers away as if splashing water. • Flick other body parts (e.g., toes, hips, arms) as if flicking water. <p>Arm Swing (activity for range of motion)</p> <ul style="list-style-type: none"> • Swing arms slowly forward and back. • Swing arms in front of body. • Swing arms overhead. <p>Growing Flowers</p> <ul style="list-style-type: none"> • Stand with feet shoulder-width apart. • Crouch down, tucking head towards chest and folding arms across front of body, like the closed petals of a flower. • Slowly rise to standing position while unfolding arms. • Extend arms overhead, like a flower opening. • Repeat.

HANDS AND WRISTS

Fist and Stretch

- Make a tight fist, then spread out and relax the fingers.

Wrist Circle

- Rotate wrists by drawing circles with hands.

Finger Press

- Place hands in a steeple position.
- Press the ends of the fingers together.
- Pretend to make hands look like a spider doing push-ups on a mirror!

BACK

Be a Star

- Stand with feet placed wide apart, moving onto tiptoes and extending arms over head to look like five points of a star.
- Hold stretch while standing on tiptoes.

Hug Me

- Hug yourself tightly. Release.

Cat Stretch

- Stand with feet shoulder-width apart, knees slightly bent.
- Bend forward, placing hands on knees and keeping the back flat.
- Slowly arch the back upward into a rounded position.
- Hold. Return to flat back. Repeat.

Horse/Camel (or Cat)

- Get down on hands and knees. The horse position is with back slightly arched and head up; the camel position is with back curled and head down. Hold each position.

HIPS AND WAIST

Sit 'n' Twist

- Sit with one leg stretched out in front, the other bent with foot flat on the floor.
- Twist body around from the waist on the straight-leg side, and try to look behind.

Side Bends

- Stand with feet shoulder-width apart, knees slightly bent. Bend at the hips from one side to the other.
- Hold the position. Do not bounce.
- Keep body facing straight forward.

Seat Walk (activity for range of motion)

- In a sitting position on the floor with legs straight out in front and together, move forward, using only the hips to begin movement.

LEGS	
<p>Shin Stretch</p> <ul style="list-style-type: none"> • Hold onto desk, chair, or wall for balance. Stand with feet slightly apart. • Lift one foot and move it slightly behind you, gently pressing the top of the toes into the floor. Feel a stretch up the shin. • Keep knee of supporting leg slightly bent. Hold. • Repeat with the other leg. <p>Calf Stretch</p> <ul style="list-style-type: none"> • Stand with both feet together, lean forward, and place hands on the floor in front of feet. Press with arms to straighten legs, and push with shoulders. Push up with arms and straighten arms and legs. • <i>Cue words:</i> "Make your body into a triangle." 	<p>Lunge and Reach</p> <ul style="list-style-type: none"> • Stand with legs wide apart and knees bent. • Place hands on thighs. • Slowly lunge to the side by bending one leg and straightening the other. Keep feet flat on the floor. • Alternate sides. <p>Butterfly (stretch for inner thighs)</p> <ul style="list-style-type: none"> • Sit with legs bent in front, knees to the side, soles of feet touching. • Using hands, gently press knees towards the floor. Hold.

ANKLES AND FEET	
<p>Foot Flexers <i>(activity for range of motion)</i></p> <ul style="list-style-type: none"> • Lie on back, legs vertical, knees bent. • Alternately flex and extend the ankles. • Try both feet together. 	<p>Ankle Rotation <i>(activity for range of motion)</i></p> <ul style="list-style-type: none"> • Lie on back or sit, using hands for support, legs bent in front. • Raise one leg off the ground and rotate the foot at the ankle. • Repeat with other foot.

FULL BODY	
<p>Sky Stretch</p> <ul style="list-style-type: none"> • While standing on tiptoes, stretch arms over head, reaching up as high as possible. Hold. Repeat. <p>Funny Body Shapes</p> <ul style="list-style-type: none"> • Make interesting shapes (poses) with bodies or by using specified body parts, expressing such emotions or states as the following: <ul style="list-style-type: none"> ◦ anger ◦ strength/weakness ◦ fatigue/energy ◦ sadness/happiness • Hold body in each shape. 	<p>Body Stretch</p> <ul style="list-style-type: none"> • Pretend to be a puppet controlled by strings. • Be loose and limp, then tighten and stretch. • Stretch up high, reaching with fingers, arms, legs, tiptoes, whole body. <p>Tight Body Exercise</p> <ul style="list-style-type: none"> • Make whole body as stiff and tight as possible. • Tighten one body part at a time: one arm, both arms, one leg, both legs, buttocks, whole body. • Be as straight as a pencil and tighten all your muscles to stay straight. (The teacher can check tightness by trying to move or lift students' bodies to see if they stay tight or go loose and bend.)

Appendix D

RESOURCES FOR DAILY PHYSICAL ACTIVITY

The following resources describe various kinds of activities that may be suitable for daily physical activity, such as fitness games, tag games, dances, and aerobic routines. For further information about any of these resources, teachers should consult the websites identified for them under “Ordering Information”.

The inclusion of this resource list does not imply endorsement of the resources by the Ministry of Education.

Title	Author/ Organization	English/ French	Grade Level	Ordering Information
<i>H&PE Curriculum Support Documents</i>	Ophea	English	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8	Ophea Tel: (416) 426-7120 Fax: (416) 426-7373 E-mail: info@ophea.net Website: www.ophea.net
<i>Ontario Safety Guidelines for Physical Education, Elementary Curricular</i>	Ophea	English	Elementary	Ophea Tel: (416) 426-7120 Fax: (416) 426-7373 E-mail: info@ophea.net Website: www.ophea.net
<i>activ8</i>	Active Healthy Kids Canada	English and French	Kindergarten Grades 1–3 Grades 4–6 Grades 7–8	Ophea Tel: (416) 426-7120 Fax: (416) 426-7373 E-mail: info@ophea.net Website: www.ophea.net
<i>Active Playgrounds</i>	Author: Pat Doyle, 2005 CIRA Ontario	English and French		CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
<i>Bang for Your Buck</i>	CIRA Ontario	English	Grades K–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
<i>Canada Games Day</i>	Author: Canada Games 2004	English and French	Grades K–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca
<i>Dances Even I Would Do!</i>	Authors: Pat Doyle and Les Potapczyk CIRA Ontario	English	Grades 1–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
<i>Everybody Move! Daily Vigorous Physical Activity</i>	CIRA Ontario	English	Elementary	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
<i>50 Games with 50 Tennis Balls</i>	CIRA Ontario	English	Grades K–12	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
<i>Games for the Whole Child</i>	Author: Brian Barrett, 2005	English	Grades K–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca

Title	Author/ Organization	English/ French	Grade Level	Ordering Information
Great Gator Games	CIRA Ontario	English	Elementary	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
Heart Healthy Kids: Daily In-Class Physical Activities for Grades K–6	Heart and Stroke Foundation	English	Grades K–6	Download resource at www.heartandstroke.ca
JUMP2BFIT	Author: Atec Marketing, 2002	English and French	Grades K–9	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca
Jumping into the Curriculum™	Heart and Stroke Foundation	English	Grades K–3 Grades 4–6	Download resources at www.heartandstroke.ca
Junkyard Sports	Author: Bernie DeKoven, 2005	English	Grades K–12	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca
Kids on the Ball	Authors: Anne Spalding, Linda Kelly, Janet Santopietro, Joanne Posner- Mayer, 1999	English	Grades 4–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca
Mix, Match, and Motivate: 107 Activities for Skills and Fitness	Author: Jeff Carpenter, 2004	English	Grades K–6	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca
Moving to Inclusion	Active Living Alliance for Canadians with a Disability	English and French	Elementary	Active Living Alliance for Canadians with a Disability Tel: 1-800-331-9565 Website: www.ala.on.ca
Oodles of Noodles	CIRA Ontario	English	Grades 1–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
PlaySport	Ophea	English	Grades 1–8	Download resource at www.playsport.net
6 Fit Kids' Workouts (DVD)	Author: Judy Howard	English	Junior/ Intermediate	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca
65 Energy Blasts (DVD)	Author: Judy Howard	English	Primary/Junior	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca

Title	Author/ Organization	English/ French	Grade Level	Ordering Information
<i>You're "It"! Tag, Tag . . . and More Tag: Games for All Ages</i>	Author: Pat Doyle CIRA Ontario	English	Grades 1–8	CIRA Ontario Tel: (905) 575-2083 Fax: (905) 575-2264 Website: http://www.ciraontario.com
<i>Zany Activities with Rubber Chickens</i>	Author: CIRA, 1997 CAHPERD	English	Grades K–8	CAHPERD Tel: (613) 523-1348 Fax: (613) 523-1206 Website: www.excelway.ca

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