

*healthy* **SCHOOLS**

2005

# Daily Physical Activity in Schools

*Grades 4 to 6*



## ***A Message to Teachers***

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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 4 to 6 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.<sup>1</sup> 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](http://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.<sup>2</sup>

### 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.”*

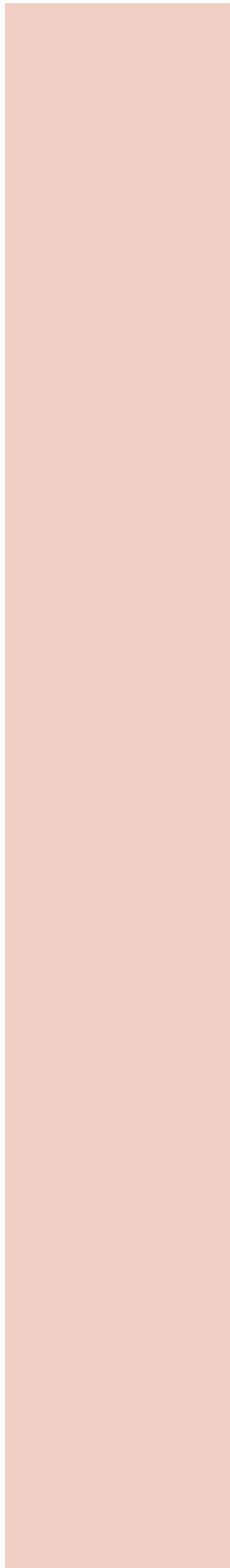
– The Ontario Curriculum,  
Grades 1–8: Health and  
Physical Education, 1998, p. 4.

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.<sup>3</sup> 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 Needs<sup>4</sup>

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](http://www.ala.ca)), and from workshop presentations by the Active Living Resource Centre for Ontarians with a Disability ([www.ala.on.ca](http://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](http://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"> <li>● Too much furniture (desks, chairs)</li> <li>● Classroom too small</li> <li>● Too many students</li> </ul>	<ul style="list-style-type: none"> <li>● Have students participate in activities on the spot.</li> <li>● Design a seating plan that allows desks to be easily pushed to the sides of the room or grouped to create an open space.</li> <li>● Allocate specific areas in which students can be active.</li> </ul>
Floor surface a problem (e.g., slippery, tiled)	<ul style="list-style-type: none"> <li>● Use small, non-slip carpets or other non-slip surfaces for activities.</li> <li>● Ensure that floors are swept on a regular basis and are kept clean.</li> </ul>
Possibility of damage to lights, windows, computers	<ul style="list-style-type: none"> <li>● Use appropriate equipment (e.g., indoor flying discs, foam balls, paper).</li> <li>● Have students participate only in activities that are appropriate for the classroom.</li> </ul>
No appropriate equipment in the room	<ul style="list-style-type: none"> <li>● Plan activities that require no or minimal equipment.</li> <li>● 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).</li> <li>● Make a list of equipment that can be stored nearby so that classes can access it quickly.</li> </ul>
Too noisy	<ul style="list-style-type: none"> <li>● Play music to help students focus on the activity.</li> <li>● 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.</li> </ul>
Poor air circulation	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Keep fans on and windows open if the school is not air-conditioned.</li> </ul>

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

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

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

*“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,<sup>5</sup> 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 Strategies<sup>6</sup>

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
<b>Active Shake-up</b>	vigorous	none			✓	✓
<b>Birds of a Feather</b>	vigorous	audio equipment	✓	✓	✓	✓
<b>Clothes-Peg Tag</b>	moderate vigorous	50–75 clothes pegs			✓	✓
<b>Dance, Move, and Slide</b>	moderate	audio equipment	✓	✓	✓	✓
<b>Fitness for All</b>	vigorous	four coloured markers or pinnies		✓	✓	
<b>Fitness Card Fun</b>	moderate vigorous	five decks of playing cards, activity chart, scrap paper, pylons (optional)	✓	✓	✓	
<b>Mini-soccer</b>	vigorous	soccer balls or tennis balls; pylons or markers			✓	✓
<b>Mission Possible</b>	moderate vigorous	mission cards			✓	✓
<b>Moving and Math</b>	moderate vigorous	number cards	✓	✓		
<b>Moving Mania</b>	moderate vigorous	audio equipment (optional), chairs (optional)	✓	✓		
<b>Orienteering</b>	moderate vigorous	class set of maps of activity area; controls; orienteering cards			✓	✓
<b>Paper Play</b>	moderate vigorous	two pieces of scrap paper per student	✓	✓	✓	
<b>Pass It Around</b>	moderate vigorous	soft-skin balls or discs (one per game)			✓	✓
<b>Physical Activity for All</b>	vigorous	fitness bands (optional), skipping ropes (optional)	✓	✓	✓	✓
<b>Pylon Power</b>	moderate vigorous	pylons, 4–6 soft-skin balls			✓	✓
<b>Ravenous Raiders</b>	moderate vigorous	25–50 beanbags, four hula hoops			✓	✓
<b>Shipwreck</b>	moderate vigorous	none	✓	✓	✓	✓
<b>Skip, Jog, Gallop</b>	moderate vigorous	letter cards; pinnies or markers			✓	✓
<b>Skip to It!</b>	moderate vigorous	class set of skipping ropes			✓	✓
<b>Word Power</b>	moderate vigorous	blank flash cards		✓	✓	✓

<h2 style="text-align: center;">Active Shake-up</h2>	<p style="text-align: center;"><b>Time</b> 20 minutes</p>	<p style="text-align: center;"><b>Facility</b></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 type="checkbox"/> Multipurpose  <input checked="" type="checkbox"/> Outdoors                 </div> </div>	
<p><b>Equipment</b> None</p>		<p style="text-align: center;"><b>Physical Activity Level</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Moderate                 </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous                 </div> </div>	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Do not use walls or stages and fences as finish lines or stopping points. Place pylons or a line a safe distance from the wall.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students move around the activity area in a variety of ways, slowly increasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Active Shake-up (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grades 4, 5, and 6, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Create four fitness signs with two physical activities on each, and post the signs around the activity area.                     <ul style="list-style-type: none"> <li>○ Station 1: stand up/sit down 15 times and 20 stride jumps</li> <li>○ Station 2: 15 alternate knee lifts and 20 tuck jumps</li> <li>○ Station 3: 15 jumps (legs out, then crossed) and 20 heel touches</li> <li>○ Station 4: 15 steps with high knees and 20 toe touches</li> </ul> </li> <li>● Have students move around the activity area using different forms of locomotion.</li> <li>● Give a signal to the students to move to the closest station and perform one of the two physical activities at the station. The second time the student goes to that station, he or she must perform the other physical activity. When students complete a physical activity, have them move around the activity area using a method of their choice (e.g., jogging, hopping) until another signal is given. The activity is over when all students have completed all the physical activities.</li> </ul> <p><b>Cool-down:</b> Stretch Wave (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Have students hop, gallop, or skip instead of running.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students their ability to talk to one another while participating in physical activity.</li> </ul>		<p style="text-align: center;"><b>Planning Notes and Reflection</b></p>	



<h2 style="text-align: center;">Birds of a Feather</h2>	<p style="text-align: center;"><b>Time</b> 20 minutes</p>	<p style="text-align: center;"><b>Facility</b></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 checked="" type="checkbox"/> Outdoors         </div> </div>	
<p><b>Equipment</b> Audio equipment</p>		<p style="text-align: center;"><b>Physical Activity Level</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Moderate         </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Vigorous         </div> </div>	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Have students walk, gallop, or hop around the physical activity area in pairs or small groups, slowly increasing speed and changing direction on your signal.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Birds of a Feather</p> <ul style="list-style-type: none"> <li>Before the activity, divide students into groups of 4–6 with one student in each group as the leader. Each leader is responsible for designing a 30–45-second sequence of aerobic movements to be used during the activity.</li> <li>Have students get into their groups.</li> <li>Start the music. Have leaders lead their groups through their sequences.</li> <li>After the sequences are complete, stop the music. Have the leader lead the group around the activity area using one type of movement (e.g., walking, jogging, skipping, galloping).</li> <li>Once the groups have done one complete lap of the activity area, have the leaders rotate to the group to their right. The leaders repeat their original sequence with the new group.</li> <li>Repeat until the leaders have returned to their original groups.</li> </ul> <p><b>Cool-down:</b> Stretch Wave (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> <li>Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>Relate movements to a specific sport or theme (e.g., badminton, seasonal events).</li> <li>Use music with a variety of beats so students can change their movements to match the beat of the music.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>Have leaders prepare routines beforehand.</li> <li>Discuss with students the way different music changes the way they perform their movement sequences.</li> <li>You could make connections to the Drama and Dance strand of the arts curriculum.</li> </ul>		<p style="text-align: center;"><b>Planning Notes and Reflection</b></p>	

<h2>Clothes-Peg Tag</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> 50–75 clothes pegs		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<b>Warm-up</b> <ul style="list-style-type: none"> <li>● Have students work in groups of 3–5 and line up one behind the other.</li> <li>● Have the first student lead the group around the activity area using a variety of movements.</li> <li>● Every 30 seconds, have students change leaders and increase their speed (e.g., slow walk, walk, speed walk, jog).</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <b>Activity 1: Atom</b> <ul style="list-style-type: none"> <li>● Have students travel around the activity area.</li> <li>● Call out a number every 45 to 60 seconds, and have students form a group of that number. Students do a physical activity (e.g., jogging on the spot, stride jumps). If there is an extra student, the group can make the formation or circle around that student.</li> <li>● Call out another number to continue the game.</li> </ul> <b>Activity 2: Clothes-Peg Tag</b> (Adapted from: CIRA Ontario, <i>You're "It"! Tag, Tag . . . and More Tag</i> , 2001) <ul style="list-style-type: none"> <li>● Have each student attach three clothes pegs to the hem on the back of his or her shirt.</li> <li>● Have students play the following variant of the game of tag, in which everyone is "it" at the same time. The object of the game is to take as many clothes pegs off the back of other students' shirts as possible. Students attach the clothes pegs they have taken to the hem on the front of their own shirts. Once a clothes peg is on the front of a shirt, it cannot be taken. At the beginning of each game, have the students redistribute the clothes pegs so everyone starts with the same number.             <ul style="list-style-type: none"> <li>○ <i>Game 1: Offence Rules.</i> At the end of the game, the students receive one point for all clothes pegs on the back of their shirts and 10 points for all the clothes pegs on the front.</li> <li>○ <i>Game 2: Defence Time.</i> At the end of the game, the students receive one point for all clothes pegs on the front of their shirts and 10 points for all the clothes pegs on the back.</li> <li>○ <i>Game 3: Your Choice.</i> At the end of the game, the students receive five points for all clothes pegs on the front of their shirts and five points for all the clothes pegs on the back.</li> <li>○ <i>Game 4: Small-Group Tag.</i> Students play the same game in small groups of about 4–6 students, using a smaller activity area.</li> </ul> </li> <li>● At the end of each game, briefly discuss with the students the strategy used and the reason why they chose that strategy.</li> </ul> <b>Cool-down</b> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>● Have students hop, gallop, or skip instead of running.</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● Discuss with students the difference between playing an offensive game and a defensive game, and the type of strategy they enjoy most.</li> <li>● You could make connections to the Number Sense and Numeration strand of the mathematics curriculum.</li> </ul>		<b>Planning Notes and Reflection</b>	

<h2>Dance, Move, and Slide</h2>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Classroom</li> <li><input checked="" type="checkbox"/> Gymnasium</li> <li><input checked="" type="checkbox"/> Multipurpose</li> <li><input checked="" type="checkbox"/> Outdoors</li> </ul>	
<p><b>Equipment</b> Audio equipment</p>		<p><b>Physical Activity Level</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Vigorous</li> </ul>	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.</li> <li>● Have students gradually increase speed every 30 seconds. Have them imagine they are walking on a beach in deep sand, walking home from school, or running a race as they are moving.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Dance, Move, and Slide</p> <ul style="list-style-type: none"> <li>● Put on any music with a lively beat.</li> <li>● Arrange students in a scatter formation. Lead them in the following dance moves: <ul style="list-style-type: none"> <li>○ grapevine right (4 beats)</li> <li>○ grapevine left (4 beats)</li> <li>○ walk backwards: right, left, right, left heel forward</li> <li>○ step forward on left foot</li> <li>○ touch right toe behind</li> <li>○ step backward on right foot</li> <li>○ touch left heel forward</li> <li>○ step forward on left foot</li> <li>○ quarter turn right, brushing right foot on the ground, hold for 2 beats</li> </ul> </li> <li>● Have students repeat the entire dance from the beginning, continuing until the music ends.</li> </ul> <p><b>Cool-down:</b> Stretch Wave (Adapted from: Opeha, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Use a variety of music with the same dance patterns.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students the connection between movement patterns and dance.</li> <li>● You could make connections to the Drama and Dance strand of the arts curriculum.</li> </ul>		<p><b>Planning Notes and Reflection</b></p>	

<h2 style="text-align: center;">Fitness for All</h2>	<p style="text-align: center;"><b>Time</b> 20 minutes</p>	<p style="text-align: center;"><b>Facility</b></p> <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<p><b>Equipment</b> Four coloured markers or pinnies</p>		<p style="text-align: center;"><b>Physical Activity Level</b></p> <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Have students walk on the spot or around the activity area with a partner as they discuss the components of physical activity. Have them slowly increase their speed.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: Jumpin' Tag</b> (Adapted from: CIRA Ontario, <i>You're "It"!: Tag, Tag . . . and More Tag</i>, 2001)</p> <ul style="list-style-type: none"> <li>Select 3–4 students to be “it” and have them put on a marker or pinnie.</li> <li>Have students travel around the activity area and avoid being tagged by the players who are “it”. Students who are tagged jump until they are “freed”. Students can do such jumps as star jumps, tuck jumps, and stride jumps. A student may be freed if another student jumps to give them a “high five”.</li> <li>Select new students to be “it” every few minutes.</li> </ul> <p><b>Activity 2: Fitness for All</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grades 4, 5, and 6</i>, 2000)</p> <ul style="list-style-type: none"> <li>Divide students into two equal groups. One group participates in physical activities that develop muscular strength and muscular endurance. These activities might include: <ul style="list-style-type: none"> <li>chest presses</li> <li>abdominal crunches</li> <li>wall push-ups</li> <li>toe raises</li> <li>bicep curls</li> <li>knee bends</li> <li>tricep dips</li> </ul> </li> <li>The other group moves around the activity area, participating in vigorous physical activities. These activities might include: <ul style="list-style-type: none"> <li>brisk walking or jogging</li> <li>skipping</li> <li>jogging on the spot</li> <li>bench step-ups</li> </ul> </li> <li>Every 45 seconds, signal the groups to switch activities with each other.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>Have students slowly walk around the activity area, gently shaking their arms and legs.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>Add a variety of physical activities to the circuit. Encourage students to come up with their own activity or circuit.</li> </ul>			
<p><b>Notes for Teachers</b></p>		<p><b>Planning Notes and Reflection</b></p>	

<h2>Fitness Card Fun</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Outdoors
<b>Equipment</b> Five decks of playing cards, activity chart, scrap paper, pylons (optional)		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous
<h3>Safety</h3> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Take into consideration the size of the facility when specifying movements to be performed.</li> </ul>		
<h3>Warm-up</h3> <ul style="list-style-type: none"> <li>● Give each student two sheets of paper. Have students place both sheets on the floor and put one foot firmly on each sheet. Challenge students to move or “skate” around the activity area in different directions, gradually increasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <h3>Activity 1: Line Tag</h3> <p>(Adapted from: CIRA Ontario, <i>Everybody Move: Daily Vigorous Physical Activity</i>, 2005)</p> <ul style="list-style-type: none"> <li>● Arrange desks or pylons in straight lines with spaces between them.</li> <li>● Select 2–4 students to be it.</li> <li>● Have all other students speed-skate around the activity area on the sheets of paper used in the warm-up. Students can only proceed forward, moving up and down the aisles between the desks or pylons. Students cannot turn around unless they meet up with a student who is going the opposite direction, or reach the edge of the desks or pylons. If this happens, the student(s) must turn around and go in a different direction.</li> <li>● Have the students who are “it” try to tag the other students. Students who are tagged must move to a designated activity area and march on the spot 20 times before returning to the game.</li> </ul> <h3>Activity 2: Fitness Card Fun</h3> <ul style="list-style-type: none"> <li>● Divide the class into groups of 4–6. Place decks of playing cards in several locations around the activity area.</li> <li>● Have one student in each group (the leader) draw one card from a deck of cards. The suit of the card designates a specific activity area for the group and the method of getting there (e.g., hearts – skip to the right corner; spades – hop to the middle; clubs – speed-walk to a pylon; diamonds – jog to the left corner).</li> <li>● Have students perform an activity designated by the number on the card that was drawn. Here is a sample activity chart for all cards:             <ul style="list-style-type: none"> <li>○ <b>2</b> = 8 jumping jacks; <b>3</b> = 8 squats; <b>4</b> = 8 heel touches; <b>5</b> = 8 star jumps; <b>6</b> = 8 wall push-ups; <b>7</b> = 16 jumping jacks; <b>8</b> = 16 squats; <b>9</b> = 16 heel touches; <b>10</b> = 16 star jumps; <b>jack</b> = 16 wall push-ups; <b>queen</b> = jogging on the spot for 30 steps; <b>king</b> = 8 hops on each foot; <b>ace</b> = free choice of any activity</li> </ul> </li> <li>● Once the entire group completes the activity task, have the students move back to a deck of cards and draw a new card. This activity continues until all students have had an opportunity to be the leader.</li> </ul> <h3>Cool-down</h3> <ul style="list-style-type: none"> <li>● Give each student two sheets of paper. Have students place the sheets on the floor and put one foot firmly on each sheet. Students move or “skate” around the activity area, slowly decreasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>		
<h3>Variations</h3> <ul style="list-style-type: none"> <li>● Have students create an activity chart for the cards prior to the activity, and lead the class in those activities.</li> </ul>		
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> <li>● Discuss with students their favourite physical activities that they do at home. Challenge students to participate in one physical activity this week with their families.</li> </ul>	<h3>Planning Notes and Reflection</h3>	

<b>Mini-soccer</b>	<b>Time</b> 20 minutes	<b>Facility</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> Soccer balls or tennis balls; pylons or markers		<b>Physical Activity Level</b> <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students move around the activity area, passing an object back and forth with a partner or small group, slowly increasing speed and changing direction on your instruction.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: Name That Activity</b></p> <ul style="list-style-type: none"> <li>● Have students arrange themselves in groups of 4–5.</li> <li>● Have students take turns leading their groups around the activity area for 30 seconds, moving in a way that starts with the first letter of their name (e.g., Maeghan = monkey jumps, Lisa = lunges, Samir = skating).</li> <li>● End the activity after all students have had a turn leading, or when appropriate.</li> </ul> <p><b>Activity 2: Mini-soccer</b></p> <ul style="list-style-type: none"> <li>● Divide students into groups of 2–4.</li> <li>● Have students play in a small activity area (one-quarter of a gymnasium or field). Each team has one pylon for a goal, which the other team must hit with the ball in order to score a goal. Have the students try to hit the pylons to score a goal while defending their own goal. There are no goalies in this game. Once a student from one team scores, the other team gets the ball and immediately starts playing from in front of their goal.</li> <li>● Stop the game after a few minutes to allow for teams to discuss strategy and to switch which teams are playing each other.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>● Divide students into groups of 4–6. Have them walk around the activity area, slowly decreasing their speed while passing an object from student to student.</li> <li>● Give a signal to stop. The last student in each team to touch the object leads students in a stretch of the large muscle groups.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>● Use more balls or different types of balls (e.g., beach balls).</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● Remind students that no member of the team should stop moving during the activity.</li> <li>● Discuss with students the importance of being active on a regular basis, and have them list the benefits of being physically active.</li> </ul>		<b>Planning Notes and Reflection</b>	

<h2>Mission Possible</h2>	<h3>Time</h3> <p>20 minutes</p>	<h3>Facility</h3> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<h3>Equipment</h3> <p>Mission cards</p>		<h3>Physical Activity Level</h3> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<h3>Safety</h3> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<h3>Warm-up</h3> <ul style="list-style-type: none"> <li>● Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.</li> <li>● 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.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <h3>Activity: Mission Possible</h3> <p>(Adapted from: Opeha, <i>H&amp;PE Curriculum Support Resource</i>, Grades 4, 5, and 6, 2000)</p> <ul style="list-style-type: none"> <li>● Divide students into groups of 4–8. They can perform the missions in any order, but every group member must perform every mission.</li> <li>● Ensure that each group moves and completes each mission together. After the completion of each mission, the group travels once around the outside of the activity area using a form of moderate to vigorous activity (e.g., jogging, skipping, galloping, walking). Groups may not travel around the activity area the same way twice.</li> <li>● Missions might include the following. <ul style="list-style-type: none"> <li>○ Do 10 wall push-ups.</li> <li>○ Do 10 tuck jumps in each corner of the activity area.</li> <li>○ Gallop across the activity area and skip back.</li> <li>○ Do 10 wall jumps</li> <li>○ Do 10 alternate heel touches.</li> <li>○ Do 5 leaps taking off from your right foot and 5 taking off from your left foot.</li> </ul> </li> <li>● The activity ends when all the students have finished all the missions.</li> </ul> <h3>Cool-down</h3> <ul style="list-style-type: none"> <li>● Have students move around the activity areas, slowly decreasing their speed until they are in slow motion.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<h3>Variations</h3> <ul style="list-style-type: none"> <li>● Have students choose different ways to move with their groups between activities (e.g., hop on one foot).</li> <li>● Have students come up with new missions that are based on a different theme each month.</li> </ul>			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> <li>● Discuss with students the benefits of being physically active with a group of peers.</li> </ul>		<h3>Planning Notes and Reflection</h3>	

<h2>Moving and Math</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Outdoors	
<b>Equipment</b> Number cards		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<b>Warm-up</b> <ul style="list-style-type: none"> <li>● Have students walk on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.</li> <li>● Have them 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.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <b>Activity:</b> Moving and Math (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document</i> , Grades 4, 5, and 6, 2000) <ul style="list-style-type: none"> <li>● Place number cards face-down around the activity area.</li> <li>● Have students move around the room, using methods of their choice (e.g., walking, hopping, skipping).</li> <li>● On your signal, have each student take a card and find the student that is his or her match (e.g., question card: <math>5 \times 7 = \underline{\quad}</math>, answer card: 35). There could be more than one set of matching cards (e.g., <math>20 + 15 = \underline{\quad}</math> and <math>5 \times 7 = \underline{\quad}</math> would both match 35). Each question could have one or several answers.</li> <li>● Have partners complete a physical activity (e.g., 15 star jumps, 30 seconds of jogging on the spot).</li> <li>● When all students have completed their designated activities, have them place their cards face-down around the activity area and continue to move until the next signal.</li> </ul> <b>Cool-down</b> <ul style="list-style-type: none"> <li>● Have students walk on the spot.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>● Create cards to reinforce other subjects and other concepts (e.g., nouns and verbs, capitals and provinces, food groups).</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● Discuss with students which activity each of them did best and which activity was the biggest challenge.</li> <li>● You could make connections to the Number Sense and Numeration strand of the mathematics curriculum.</li> </ul>		<b>Planning Notes and Reflection</b>	



<h2>Moving Mania</h2>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<p><b>Equipment</b> Audio equipment (optional), chairs (optional)</p>		<p><b>Physical Activity Level</b></p> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Prior to the activity, check that the chairs will not tip or slide when weight is applied to the front edge.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.</li> <li>● 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.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity:</b> Moving Mania (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grades 4, 5, and 6, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students perform a variety of movements to music or to a verbal command for 45 seconds each. Movements may include the following: <ul style="list-style-type: none"> <li>○ shoulder rolls</li> <li>○ touch the sky – touch your toes</li> <li>○ arm curls</li> <li>○ arm extensions</li> <li>○ slip into the pool (slide posteriors off the chairs while supporting bodies with arms)</li> <li>○ trunk twists</li> <li>○ knee lifts</li> <li>○ leg extensions</li> <li>○ ankle rolls</li> </ul> </li> <li>● In between each activity, have the students do an aerobic activity of their choice for 45 seconds (e.g., walking around the room, jogging on the spot, stride jumps, heel touches).</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>● Have students walk on the spot.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Have each student take turns leading the class in a physical activity.</li> <li>● Choose activities that pertain to a specific sport or theme (e.g., seasonal events, basketball).</li> <li>● Use fitness bands as weight resistance for the arm curls and extensions.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students how they feel at the end of the physical activity time. Ask them about the positive aspects of being physically active that they notice during the day.</li> </ul>		<p><b>Planning Notes and Reflection</b></p>	

<h2>Orienteering</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> Class set of maps of activity area; controls; orienteering cards		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<b>Warm-up</b> <ul style="list-style-type: none"> <li>● Divide students into groups of 3–5, and have them line up one behind the other.</li> <li>● Have the first student lead the group around the activity area, using a variety of movements.</li> <li>● Every 30 seconds, have students change leaders and increase their speed (e.g., slow walk, walk, speed walk, jog).</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <b>Activity: Orienteering</b> <ul style="list-style-type: none"> <li>● Write a different physical activity on each control (i.e., checkpoint, station). A control may be a card or an item (e.g., fire hydrant, pencil sharpener) bearing a card. Activities might include:             <ul style="list-style-type: none"> <li>○ Station 1 – Fast feet (running on the spot for 15 seconds)</li> <li>○ Station 2 – I choose the activity to do (10 times)</li> <li>○ Station 3 – Tuck jumps (10 times)</li> <li>○ Station 4 – No activity</li> <li>○ Station 5 – Extensions (10 toe raises while reaching for the sky)</li> <li>○ Station 6 – Star jumps (10 times)</li> <li>○ Station 7 – Stride jumps (10 times)</li> </ul> </li> <li>● Place the controls around the activity area. Create a map of the activity area that shows landmarks and locations in the area, as well as the locations of the controls. Copy the map for all students.</li> <li>● Give the map to students. (You may choose to have them work in pairs.)</li> <li>● Have students search for the controls using the map. Once they find a control, they record the first letter from the control on their orienteering card. Then they move to an open space to do the physical activity. When they are finished, they move on to the next station.</li> <li>● When a student has found all the controls, have him or her move around the activity area in a moderate to vigorous manner until all students are finished.</li> </ul> <b>Cool-down: Stretch Wave</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Resource, Grade 8, 2000</i> ) <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>● Have students use compasses to find the controls, using specific directional clues.</li> <li>● Change the orienteering course on an ongoing basis, using new clues and new controls.</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● Remind students that the goal is to complete the course without stopping.</li> <li>● Discuss with students the importance of being able to use a map to follow directions.</li> <li>● You could make connections to the Canada and World Connections strand of the social studies curriculum.</li> </ul>		<b>Planning Notes and Reflection</b>	

<h2>Paper Play</h2>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Classroom</td> <td><input checked="" type="checkbox"/> Multipurpose</td> </tr> <tr> <td><input checked="" type="checkbox"/> Gymnasium</td> <td><input type="checkbox"/> Outdoors</td> </tr> </table>		<input checked="" type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Multipurpose	<input checked="" type="checkbox"/> Gymnasium	<input type="checkbox"/> Outdoors
<input checked="" type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Multipurpose						
<input checked="" type="checkbox"/> Gymnasium	<input type="checkbox"/> Outdoors						
<p><b>Equipment</b> Two scrap pieces of paper per student</p>		<p><b>Physical Activity Level</b></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><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Review rules and limitations for throwing paper balls.</li> </ul>							
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Give each student two sheets of paper. Have students place both sheets on the floor and put one foot firmly on each sheet. Challenge students to move or “skate” around the activity area in different directions, gradually increasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: Paper Skate</b></p> <ul style="list-style-type: none"> <li>● Have students experiment with the following movements: <ul style="list-style-type: none"> <li>○ <i>Twist</i>: Twist back and forth on the paper.</li> <li>○ <i>Wax on, wax off</i>: Brush one foot in a circle, then the other.</li> <li>○ <i>Scissors</i>: While standing in one place, slide one foot forward and one foot back, then switch feet, in a continuous motion.</li> <li>○ <i>Scooter</i>: Slide on one foot and push with the other.</li> </ul> </li> <li>● <i>Skate tag</i>: Designate 2–4 students to be “it”. Once a student is tagged, he or she also becomes “it”. Once all the students are tagged, the game starts again.</li> <li>● <i>Cross-country ski relay</i>: Place students in groups of 2–4. Have them move across the activity area and back in a relay. While one person skis across the activity area on the paper, the second person in line walks on the spot, the third person in line jogs on the spot, and the fourth person in line runs on the spot (this is not done on the paper). Once the skier returns, the students each move up a place in line and change the level of activity.</li> </ul> <p><b>Activity 2: Spotless</b> (Adapted from: Opeha, <i>PlaySport</i>, 2004)</p> <ul style="list-style-type: none"> <li>● Have students crumple up all the scrap paper used as skis and place the paper inside a hoop in the middle of an activity area.</li> <li>● Have 2–3 students stand around a hoop and throw the crumpled papers, one at a time, towards the edges of the activity area. Have the students around the outside run to retrieve the crumpled papers and return them to the hoop in the middle.</li> <li>● Have students continue this for 45–60 seconds and then designate different students to stand in the middle.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>● Have students take two sheets of paper and flatten them out. Have students place both sheets on the floor and put one foot firmly on each sheet. Have students move or “skate” around the activity area in different directions, gradually decreasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>							
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Use larger pieces of paper.</li> </ul>							
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Use paper from the school’s recycling bins.</li> <li>● Discuss with students how they can use simple items to help them be physically active (e.g., paper skates).</li> </ul>		<p><b>Planning Notes and Reflection</b></p>					

<h2>Pass It Around</h2>	<h3>Time</h3> <p>20 minutes</p>	<h3>Facility</h3> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<h3>Equipment</h3> <p>Soft-skin balls or discs (one per game)</p>		<h3>Physical Activity Level</h3> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<h3>Safety</h3> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<h3>Warm-up</h3> <ul style="list-style-type: none"> <li>● Have students move around the activity area, tossing an object back and forth with a partner or small group, slowly increasing speed and changing direction on your instruction.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <h3>Activity: Pass It Around</h3> <ul style="list-style-type: none"> <li>● Divide students into groups of 4–6. Have every group play against every other group.</li> <li>● Tell students that the aim of the game is to pass the object between members of the offensive team 5 times without allowing the object to hit the ground or be intercepted. If the offensive team makes 5 passes in a row, the object is placed on the ground and the offensive team gets one point. The defensive team immediately becomes the offensive team, takes the object, and starts playing.</li> <li>● Once a student has possession of the object, he or she may not run or take any steps. He or she has 5 seconds to pass to a student on the same team. Students may pivot to move away from a defender.</li> <li>● The defensive team tries to intercept or knock down the object. If the object is intercepted or hits the ground, the defensive team becomes the offensive team.</li> <li>● After a few minutes, stop the game, and allow the teams to discuss strategy. Restart the game with students playing against different teams.</li> </ul> <h3>Cool-down: Stretch Wave</h3> <p>(Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<h3>Variations</h3> <ul style="list-style-type: none"> <li>● Play the game using different objects (e.g., basketballs, beanbags, rubber chickens).</li> </ul>			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> <li>● Discuss with students the different strategies they used and which ones they found to be most effective.</li> </ul>		<h3>Planning Notes and Reflection</h3>	

<h2>Physical Activity for All</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> Fitness bands (optional), skipping ropes (optional)		<b>Physical Activity Level</b> <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<h3>Safety</h3> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● If the activity is taking place in the classroom, ensure that there is adequate room for students to stretch and move safely.</li> </ul>			
<h3>Warm-up</h3> <ul style="list-style-type: none"> <li>● Have students walk on the spot using a variety of steps (e.g., narrow, wide), pumping their arms back and forth.</li> <li>● 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.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <h3>Activity: Physical Activity for All</h3> <ul style="list-style-type: none"> <li>● Divide the class into small groups.</li> <li>● Set up the activity area in a fitness circuit that includes the following physical activities:             <ul style="list-style-type: none"> <li>○ push-ups against desk or walls, 20 times</li> <li>○ shoulder raises (with or without fitness bands), 20 times</li> <li>○ calf raises, 20 times</li> <li>○ lunges, 20 times</li> <li>○ line jumping, 15 seconds</li> <li>○ skipping on the spot (with or without a rope), 15 seconds</li> </ul> </li> <li>● When a student finishes an activity, have him or her march on the spot until it is time to change activities.</li> <li>● Have groups rotate clockwise throughout the circuit, spending a specified amount of time at each station. Between activities, have students participate in a physical activity (e.g., walking around the outside of the activity area, jogging on the spot) for 60–90 seconds.</li> </ul> <h3>Cool-down</h3> <ul style="list-style-type: none"> <li>● Have students move around the activity area in groups of 2–4, playing follow-the-leader.</li> <li>● Have one student lead the way in each group, taking the group through a variety of movements and directions.</li> <li>● Give a signal to have students change leaders. The new leader leads the group through a variety of movements and directions at a slower speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<h3>Variations</h3> <ul style="list-style-type: none"> <li>● Have students create other circuits.</li> <li>● Change the amount of time students spend at each station (e.g., 30, 45, or 60 seconds).</li> </ul>			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> <li>● Discuss with students which types of physical activity they enjoy the most, and what motivates them to be physically active.</li> </ul>		<h3>Planning Notes and Reflection</h3>	

<h2 style="margin: 0;">Pylon Power</h2>	<p style="text-align: center;"><b>Time</b> 20 minutes</p>	<p style="text-align: center;"><b>Facility</b></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 type="checkbox"/> Multipurpose  <input checked="" type="checkbox"/> Outdoors                 </div> </div>	
<p><b>Equipment</b> Pylons, 4–6 soft-skin balls</p>		<p style="text-align: center;"><b>Physical Activity Level</b></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><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Divide students into groups of 3–5. Have the students in each group line up one behind the other.</li> <li>● Have the first student lead the group around the activity area, using a variety of movements.</li> <li>● Change leaders every 30 seconds. With each new leader, the speed progressively increases (e.g., slow walk, walk, speed walk, jog).</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity: Pylon Power</b></p> <ul style="list-style-type: none"> <li>● Divide students into teams of 4–6. Divide the activity area into smaller areas, using pylons to create boundaries, so that several games can be played at the same time. Each game involves two opposing teams.</li> <li>● Set up four pylons at each end of each of the game areas.</li> <li>● Explain to students that the object of the game is for each team to try to hit and/or knock over the other team’s pylons. However, before the ball may be thrown at a pylon, it must be passed <i>five times</i> from one teammate to another. Members of the opposing team attempt to intercept passes, but they may not guard the pylons or stand still in front of them. If a member of the opposing team successfully intercepts a pass, the ball goes to the opposing team.</li> <li>● Once a student catches the ball, he or she may not take any more steps. A student can be in possession of the ball for a maximum of 3 seconds. If the student holds the ball for longer than 3 seconds, it must be given to the other team. If the ball touches the ground, it goes to the opposing team.</li> <li>● The game is over when all of a team’s pylons have been hit and/or knocked over.</li> </ul> <p><b>Cool-down: Stretch Wave</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document</i>, Grade 8, 2000)</p> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” the stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Have students use only one kind of pass – e.g., underhand, overhand, bounce. (<i>Note: If a bounce pass is selected, the ball goes to the opposing team only if it touches the ground more than once.</i>)</li> <li>● Play the game using a soft object, such as a stuffed animal, instead of a ball.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students how they can monitor their physical activity levels.</li> </ul>		<p style="text-align: center;"><b>Planning Notes and Reflection</b></p>	

<h2>Ravenous Raiders</h2>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<p><b>Equipment</b> 25–50 beanbags, four hula hoops</p>		<p><b>Physical Activity Level</b></p> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students walk on the spot or around the activity area with a partner as they discuss the components of physical activity. Have them slowly increase their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches)</li> </ul> <p><b>Activity: Ravenous Raiders</b></p> <ul style="list-style-type: none"> <li>● Divide the activity area in half, and place a hula hoop at each end of the activity area. Divide students into two groups and assign each group to one part of the activity area.</li> <li>● Spread 25–50 beanbags across the centre line.</li> <li>● Have the students on each team stand at their end of the activity area, then, on a signal, have them run to the centre, pick up one beanbag, run back, and drop the bag inside their group's hula hoop.</li> <li>● When all of the beanbags have been gathered from the centre, have students run from their end of the activity area all the way to the other team's hula hoop, grab one beanbag, run back, and drop the beanbag in their own hoop.</li> <li>● Students must carry the beanbags to their area, and may not pass or throw them.</li> <li>● Stop the game after a few minutes and add or change some aspect of it (e.g., team members must skip/hop [on one foot]/speed walk/gallop rather than run; one player from each team is "it" and can tag students from the other team; when tagged, a student must jog on the spot for 15 seconds).</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>● Have students move around the activity area in groups of 2–4, playing follow the leader.</li> <li>● Have one leader in each group take the group through a variety of movements and directions.</li> <li>● Give a signal. Have new students take the lead and go through a variety of movements and directions at a slower speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Divide the activity area into quarters and have students in four teams move from the four corners (where their hula hoops are placed) to gather beanbags from the centre of the activity area.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students how changes in locomotion affected the pace and the level of challenge of the game.</li> </ul>		<p><b>Planning Notes and Reflection</b></p>	

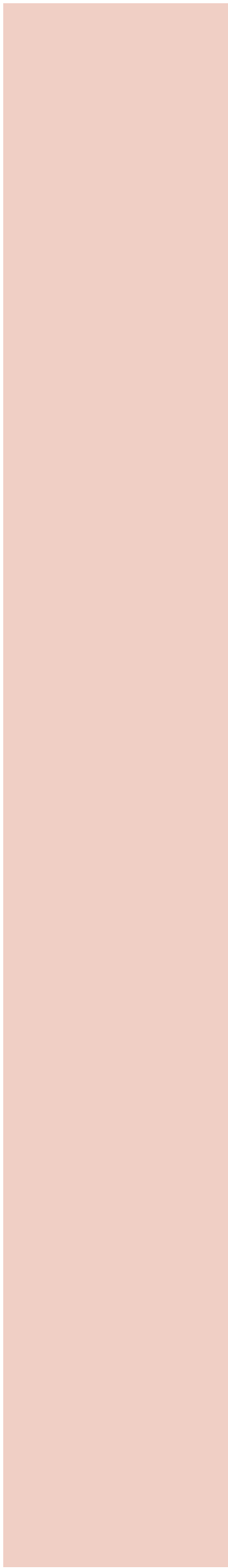
<h1>Shipwreck</h1>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Classroom</li> <li><input checked="" type="checkbox"/> Gymnasium</li> <li><input checked="" type="checkbox"/> Multipurpose</li> <li><input checked="" type="checkbox"/> Outdoors</li> </ul>	
<p><b>Equipment</b> None</p>		<p><b>Physical Activity Level</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderate</li> <li><input checked="" type="checkbox"/> Vigorous</li> </ul>	
<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● If the activity is taking place in the classroom, ensure that there is adequate room for students to stretch and move safely.</li> </ul>			
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>● Have students move around the activity area in a variety of ways, slowly increasing their speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: All “It” Tag</b></p> <ul style="list-style-type: none"> <li>● Tell students that everyone is “it” at the same time.</li> <li>● On a signal, have students attempt to tag each other, while avoiding being tagged by another student. If tagged, students walk or jog on the spot with their hands on their heads. If students tag each other simultaneously, both walk or jog on the spot with their hands on their heads. They continue doing this until the game ends.</li> <li>● End the game after 45–60 seconds, or once most of the students have been tagged, then start a new game.</li> </ul> <p><b>Activity 2: Shipwreck</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 4, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Explain the following commands and demonstrate the actions for each.             <ul style="list-style-type: none"> <li>○ Bow – Move to the front of the activity area.</li> <li>○ Stern – Move to the back of the activity area.</li> <li>○ Starboard – Slide to the right of the activity area.</li> <li>○ Port – Slide to the left of the activity area.</li> <li>○ Mop the deck – Pretend to mop the ship’s deck.</li> <li>○ Iceberg – Freeze in an interesting pose.</li> <li>○ Walk the plank – Take 10 steps on the spot, with high knees, then turn 180 degrees; take another 10 steps on the spot, and once again turn 180 degrees.</li> <li>○ Crow’s nest – Stretch up tall and pretend to look through a telescope.</li> <li>○ Shipwreck – Fall down and crawl to the “beach” as fast as possible.</li> <li>○ Rain – Jog on the spot.</li> <li>○ Storm – Run on the spot as fast as you can.</li> </ul> </li> <li>● Call out commands and have students do the actions.</li> <li>● Call out commands faster and faster to make students move faster and to raise their heart rates.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<p><b>Variations</b></p> <ul style="list-style-type: none"> <li>● Have groups of students create their own variants of the game, based on a curriculum topic, season, or theme.</li> </ul>			
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>● Discuss with students ways in which they can be physically active around water and things that are important to remember about water safety.</li> </ul>		<p><b>Planning Notes and Reflection</b></p>	



<h2>Skip, Jog, Gallop</h2>	<p><b>Time</b> 20 minutes</p>	<p><b>Facility</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Classroom</td> <td><input 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 type="checkbox"/> Multipurpose	<input checked="" type="checkbox"/> Gymnasium	<input checked="" type="checkbox"/> Outdoors
<input type="checkbox"/> Classroom	<input type="checkbox"/> Multipurpose						
<input checked="" type="checkbox"/> Gymnasium	<input checked="" type="checkbox"/> Outdoors						
<p><b>Equipment</b> Letter cards; pinnies or markers</p>		<p><b>Physical Activity Level</b></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><b>Safety</b></p> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>							
<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Divide students into groups of 4–6. Have them move around the activity area in single file, slowly increasing their speed (e.g., walk, speed walk, slow jog, run).</li> <li>Have the last student in the line hold a pinnie or marker and move to the front of the line.</li> <li>Once the student reaches the front, have him or her pass the pinnie or marker back until the new last student gets it and then this student moves to the front. Each time all the members of the group have taken a turn, the speed slightly increases. Have students continue for 2–3 minutes.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: Rock, Paper, Scissors Move</b> (Adapted from: CIRA Ontario, <i>Why Paper and Scissors Rock</i>, 2003)</p> <ul style="list-style-type: none"> <li>Designate two lines, 10–20 metres apart, using pylons, markers, or lines in a gymnasium.</li> <li>Have students get into pairs and line up along one of the lines.</li> <li>Have students play a game of Rock, Paper, Scissors. The winners travel to the other line and back using methods of their choice (e.g., skipping, hopping, galloping, doing tuck jumps). The other students participate in a physical activity on the spot (e.g., stride jumps, wall push-ups, tuck jumps).</li> <li>When the winner returns to the starting line, he or she immediately chooses another student to play against and the game repeats. Have students continue until you give a signal to stop.</li> </ul> <p><b>Activity 2: Skip, Jog, Gallop</b></p> <ul style="list-style-type: none"> <li>Divide the students into groups of 3–5. Have the students in each group sit down, one behind the other, approximately one metre apart. Each group acts as a spoke in a wheel.</li> <li>Within each group, designate each student as either “Skip,” “Jog,” or “Gallop.”</li> <li>Place cards with letters in the middle of the wheel.</li> <li>Call out one action (e.g., “Jog!”). Have all the students with the title “Jog” stand up and jog clockwise around the outside of the wheel. Have the other students in each group stand up, face each other, and march on the spot with their arms up to create a bridge. After the first student moves all the way around the wheel, have him or her go under the bridge into the centre and retrieve one letter card. The student then returns to the group.</li> <li>Repeat the pattern. Once all the letters are gone, call “Go!” Each team then starts to make as many words as possible with the letters they collected.</li> </ul> <p><b>Cool-down</b></p> <ul style="list-style-type: none"> <li>Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>							
<p><b>Notes for Teachers</b></p> <ul style="list-style-type: none"> <li>Ensure the students are spread out so that the wheel is large and covers the activity area.</li> <li>Discuss with students how participating in physical activities in school can affect other areas of their learning.</li> </ul>		<p><b>Planning Notes and Reflection</b></p>					

<h2>Skip to It!</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input type="checkbox"/> Classroom <input type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> Class set of skipping ropes		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<b>Warm-up</b> <ul style="list-style-type: none"> <li>● Have students walk, then gallop, then hop around the physical activity area in pairs or small groups, changing direction and slowly increasing speed.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <b>Activity: Skip to It!</b> <ul style="list-style-type: none"> <li>● Have students complete the following list of skipping activities for 30 seconds each at a slow pace. If a student's rope stops, he or she immediately starts skipping again.             <ul style="list-style-type: none"> <li>○ two-foot skipping</li> <li>○ alternate-foot skipping</li> <li>○ skipping on the left foot</li> <li>○ skipping on the right foot</li> </ul> </li> <li>● After students have skipped continuously for 2 minutes, allow them 1 minute to practise on their own.</li> <li>● Have students complete the following list of skipping activities for 30 seconds each at a medium pace:             <ul style="list-style-type: none"> <li>○ two-foot skipping</li> <li>○ alternate-foot skipping</li> <li>○ skipping on the left foot</li> <li>○ skipping on the right foot</li> </ul> </li> <li>● After students have skipped continuously for 2 minutes, allow them 1 minute to practise on their own.</li> <li>● Have students do as many skips (in any style) in 1 minute as they can.</li> <li>● Have students try different styles of skipping (e.g., straddle skip, scissor skip, double side skip).</li> </ul> <b>Cool-down: Stretch Wave</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i> ) <ul style="list-style-type: none"> <li>● Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>● Have students form a circle. Appoint a leader, who will choose stretches. Students will "pass" the stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>● Increase or decrease the amount of time students spend on each skipping activity.</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>● If a student has trouble skipping, have the student turn the rope at his or her side with one arm and jump as if jumping over the rope.</li> <li>● Discuss with students the component of fitness that they are improving when they are skipping. Ask them to list other activities that improve this type of fitness.</li> </ul>		<b>Planning Notes and Reflection</b>	

<h2>Word Power</h2>	<h3>Time</h3> <p>20 minutes</p>	<h3>Facility</h3> <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					
<h3>Equipment</h3> <p>Blank flash cards</p>		<h3>Physical Activity Level</h3> <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					
<h3>Safety</h3> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>						
<h3>Warm-up</h3> <ul style="list-style-type: none"> <li>Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.</li> <li>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.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <h3>Activity: Word Power</h3> <ul style="list-style-type: none"> <li>Prior to the time allotted for daily physical activity, discuss with students the definitions of the terms <i>locomotion</i>, <i>stability</i>, and <i>manipulation</i>. <ul style="list-style-type: none"> <li><i>Locomotion</i>: movements used to move the body from one point to another</li> <li><i>Stability</i>: movements in which the body remains in place but moves around its horizontal or vertical axis</li> <li><i>Manipulation</i>: movements that involve giving force to objects or receiving force from objects</li> </ul> </li> <li>Have each student lead the class in one of the movements listed below.</li> <li>Distribute 10 blank cards to each student.</li> <li>Have each student select 10 words from the word lists below (at least two from each category) and print one word on each of his or her cards.</li> <li>Have students perform the movement on their top card for 30 seconds, then switch to the movement on the next card for 30 seconds, and so on, until they have gone through all 10 cards. (Note that students are <i>pretending</i> to be doing the activities listed under Manipulation; no equipment should be used.) <ul style="list-style-type: none"> <li><i>Locomotion</i>: walk, run, hop, skip, gallop, tiptoe, jump, creep, climb, swim, spring, leap, slide, fly, dash, bear walk, dodge, stroll, crawl, sneak, dance, shake, hurdle, zigzag, march</li> <li><i>Stability</i>: crouch, stretch, twist, tuck, freeze, lunge, reach, point, bend over, sit, balance on tiptoe</li> <li><i>Manipulation</i>: skip rope, swing a bat, juggle, bounce a ball, bat a balloon, kick a ball, paint, lasso, sweep, play catch, use a hula hoop, bowl, roll, throw, catch, pull, kick, paddle, do a slap shot, play hacky sack, ski, spike, volley, bump</li> </ul> </li> </ul> <h3>Cool-down: Stretch Wave</h3> <p>(Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> <li>Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</li> <li>Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches).</li> </ul>						
<h3>Variations</h3> <ul style="list-style-type: none"> <li>Call out a category (i.e., locomotion, stability, manipulation). Have students demonstrate an action that falls under that category.</li> <li>Vary the length of time that each movement is performed.</li> </ul>						
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> <li>Discuss with students the different ways in which they can move. Ask them to compare the new ways of moving that they have learned.</li> <li>You could make connections to the Writing strand of the language curriculum.</li> </ul>	<h3>Planning Notes and Reflection</h3>					



# *Appendix A*

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## **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
<b>Classroom</b>	<ul style="list-style-type: none"> <li>● Equipment must be appropriate for age and ability of students and size of classroom.</li> <li>● First-aid kit must be accessible.</li> <li>● Items should be safely stored.</li> </ul>	<ul style="list-style-type: none"> <li>● Running shoes must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Ensure that carpets do not present a tripping hazard.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan for activities that have a controlled amount of movement (e.g., running on the spot, chair exercises).</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>
<b>Multi-purpose Area</b>	<ul style="list-style-type: none"> <li>● Equipment must be appropriate for age and ability of students and size of facility.</li> <li>● All equipment used in fitness activities must be in good repair.</li> <li>● First-aid kit must be accessible.</li> <li>● Items should be safely stored.</li> </ul>	<ul style="list-style-type: none"> <li>● Running shoes must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect and check for hazards specific to the location (e.g., proximity of drinking fountains and trophy cases to the activity).</li> <li>● Walls must not be used for turning points or finish lines. A line or pylon should be used instead.</li> </ul>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Students must be instructed in the proper use of equipment before using it.</li> <li>● 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.</li> <li>● Take precautions to guard against doors opening into the activity area.</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>
<b>Gymnasium</b>	<ul style="list-style-type: none"> <li>● Equipment must be checked regularly and repaired as needed.</li> <li>● First-aid kit must be accessible.</li> <li>● Equipment must be appropriate for age and ability of students.</li> <li>● Items should be stored safely.</li> </ul>	<ul style="list-style-type: none"> <li>● Running shoes must be worn.</li> </ul>	<ul style="list-style-type: none"> <li>● Visually inspect for hazards specific to the location.</li> <li>● Walls and stages must not be used for turning points or finish lines. A line or pylon should be used instead.</li> <li>● Floor plugs must be used to cover the holes in which poles for nets are usually placed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students must be instructed in the proper use of equipment before using it.</li> </ul>	<ul style="list-style-type: none"> <li>● On-site supervision</li> </ul>

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

# *Appendix B*

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## **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, at the same time every day; as a component of daily health and physical education classes; and as activity planned and incorporated into daily instruction 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
1	Language	Language	Language	Language	Language
2	Language	Language	Language	Language	Language
<b>Recess</b>					
3	The arts	The arts	Science & technology	The arts	The arts
4	French	French	French	French	French
20 minutes before lunch	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity	Daily physical activity
<b>Lunch</b>					
5	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
6	Health and physical education	Mathematics	Health and physical education	Health and physical education	Mathematics
<b>Recess</b>					
7	Science & technology	Science & technology	Social studies	Science & technology	Science & technology

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\***  
**Daily Physical Activity Incorporated into Daily Health and Physical Education Classes**

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

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

In this example, individual classroom teachers, or the physical education teacher, incorporate daily physical activity as a component of daily health and physical education classes.

**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	
<b>Recess</b>										
3	Mathematics		Mathematics	Mathematics		Mathematics		Mathematics		Mathematics
4	Mathematics		Mathematics		Health and physical education, including daily physical activity		Mathematics		Health and physical education	
<b>Lunch</b>										
5	Health and physical education		Science & technology/ Social studies		Science & technology/ Social studies		Science & technology/ Social studies		The arts	
6	Science & technology/ Social studies		The arts		The arts		Science & technology/ Social studies		The arts	
<b>Recess</b>										
7	French		French		French		French		French	
									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*

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## **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 the Introduction (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 4, 5, 6, 7, and 8, 2000.

NECK	
<p><b>Neck Stretches</b></p> <ul style="list-style-type: none"> <li>• Slowly tilt head to the right side, moving right ear towards right shoulder. Hold.</li> <li>• Repeat on left side.</li> <li>• Slowly tilt head forward, moving chin towards chest. Hold.</li> <li>• Slowly roll head across chest from shoulder to shoulder in a half circle. Repeat four times.</li> </ul>	<p><b>Neck and Shoulder Stretch</b></p> <ul style="list-style-type: none"> <li>• Without moving shoulders, turn head to one side and look over your shoulder. Hold.</li> <li>• Repeat on same side, then do twice on the other side.</li> </ul>
SHOULDERS	
<p><b>Shoulder Stretches</b> <i>(activity for range of motion)</i></p> <ul style="list-style-type: none"> <li>• Move shoulders up and down, first one, then the other, then both at the same time.</li> <li>• Move shoulders forward and backward together, or one at a time.</li> </ul> <p><b>Reach and Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with hands clasped and arms stretched over the head.</li> <li>• Pull arms backward gently and hold.</li> </ul>	<p><b>Shoulder Shrug and Roll</b> <i>(activity for range of motion)</i></p> <ul style="list-style-type: none"> <li>• Shrug shoulders up towards ears and hold. Repeat three times.</li> <li>• With arms down by sides, slowly roll shoulders forward in a circular motion. Repeat, doing five circles forward.</li> <li>• Slowly roll shoulders backward in a circular motion. Repeat, doing five circles backward.</li> </ul>
ARMS	
<p><b>Upper Arm Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with feet shoulder-width apart.</li> <li>• Raise right arm above the head and bend elbow so the right hand rests at the back of the neck or upper back.</li> <li>• Place left hand on right elbow.</li> <li>• Press the elbow slightly backward until a gentle stretch is felt in the right upper arm. Hold.</li> <li>• Repeat with left arm.</li> </ul>	<p><b>Arm Circles</b> <i>(activity for range of motion)</i></p> <ul style="list-style-type: none"> <li>• Stand with feet shoulder-width apart.</li> <li>• Hold arms straight out to the sides.</li> <li>• Slowly circle arms forward and backward.</li> <li>• Repeat with arms bent.</li> </ul>
HANDS AND WRISTS	
<p><b>Finger Press</b></p> <ul style="list-style-type: none"> <li>• Place hands in a steeple position.</li> <li>• Press the ends of the fingers together.</li> <li>• Shake hands out.</li> </ul>	<p><b>Wrist Circles</b></p> <ul style="list-style-type: none"> <li>• Rotate wrists by drawing circles with hands.</li> </ul>
CHEST AND BACK	
<p><b>Chest, Shoulders, and Arm Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with feet shoulder-width apart.</li> <li>• Clasp hands behind back and slowly lift arms upward until stretch is felt in the chest, shoulders, and arms. Hold.</li> <li>• Repeat.</li> </ul>	<p><b>Cat Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with feet shoulder-width apart, knees slightly bent.</li> <li>• Bend forward, placing hands on knees and keeping the back flat.</li> <li>• Slowly arch the back upward into a rounded position. Hold.</li> <li>• Return to flat back. Repeat.</li> </ul>



## CHEST AND BACK

**Back Stretch**

- Clasp hands in front of body and raise arms to shoulder height.
- Slowly press hands forward while curving the back and tucking chin down towards the chest.
- Feel a gentle stretch across the upper back. Hold.
- Repeat.

**Cross and Reach**

- Cross one arm in front of body at shoulder height.
- Using the other arm, press arm across the body until a stretch is felt in the upper arm and upper back.
- Repeat on other side.

**Hug**

- Sit or stand with back straight and tall.
- Slowly take a deep breath in through the nose and let it out through the mouth. Repeat three times.
- Wrap arms around shoulders and give yourself a big hug. Hold.

## HIPS AND WAIST

**Twister**

- Stand with knees slightly bent, feet shoulder-width apart.
- Without moving hips or legs, slowly rotate the upper body from the waist up, twisting to look behind.
- Repeat on other side.

**The Pretzel (hip stretch)**

- Sit on the floor with right leg extended along the floor in front of you.
- Pull left leg over right leg in a bent position with left foot flat on the floor.
- Using the right hand, pull the left knee towards the chest.
- At the same time, twist torso to the left as far as possible.
- Place the left arm behind you for balance.
- Repeat on other side.

**Sitting Twists***(range of motion activity for hips)*

- Sit with legs bent and close to chest, arms at sides, and hands on floor for support.
- Keeping legs together, slowly twist them from side to side, touching knees to the floor on each side.

**Hips, Shins, and Feet Stretch**

- Stand with weight on right leg.
- Bend left leg and rest the left foot on the floor with “shoelaces facing the floor” to stretch the front of the foot.
- Tilt the hips forward (pelvic tilt) to stretch the hip flexors.
- Keep abdominal muscles tight.
- Repeat on other side.

**Front Lunges**

- Stand with feet shoulder-width apart.
- Take a giant step forward without moving the other foot.
- Bend front knee to 90 degrees while keeping back leg straight. Rest hands on front thigh.
- Repeat on other side.

**Reach for the Sky (side stretch)**

- Stretch arms overhead, first straight up then diagonally up.
- Reach up with both arms as if you are being pulled up to the ceiling.
- Relax between stretches.

**Side Lunges**

- Stand with feet spread wide apart, knees slightly bent, hands on hips.
- Move slowly from side to side by alternately bending and straightening each leg, keeping upper body vertical and facing straight ahead.

**Torso Twist**

- Lie on the back with knees bent and arms out to the sides on the floor.
- Slowly lower both knees down to one side, while trying to keep both arms flat on the floor. Hold.
- Repeat with the other side.

**Crossover Stretch**

- Lie on the back, and support body on bent elbows and lower arms (or lie flat on floor).
- Extend one leg on the floor and bend the other knee with foot flat on the floor.
- Press bent knee over straight leg towards the floor, keeping hips as level as possible.
- Repeat on other side.

ABDOMINAL MUSCLES	FEET
<p><b>Pelvic Tilt</b></p> <ul style="list-style-type: none"> <li>• Lying on back with knees bent, press the arch of the back into the floor by tightening the abdominal muscles. Hold.</li> <li>• Repeat.</li> </ul>	<p><b>Foot Flexers</b></p> <ul style="list-style-type: none"> <li>• While standing, balance on one leg and alternately flex and extend the ankle on the other leg.</li> <li>• Repeat on the other side.</li> </ul> <p><b>Ankle Rotation</b></p> <ul style="list-style-type: none"> <li>• Sit with legs bent in front and use hands for support.</li> <li>• Raise one leg off the floor, and rotate the foot at the ankle.</li> <li>• Repeat with the other foot.</li> </ul> <p><i>Variation:</i> Do this exercise standing up, balancing on one leg, then the other.</p>
LEGS	
<p><b>Butterfly</b> (<i>stretch for inner thigh</i>)</p> <ul style="list-style-type: none"> <li>• Sit with legs bent, soles of feet together, knees out to the side.</li> <li>• Use hands to gently press knees towards floor. Hold.</li> </ul> <p><b>Shin Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with feet shoulder-width apart.</li> <li>• 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.</li> <li>• Keep knee of supporting leg slightly bent. Hold.</li> <li>• Repeat with the other leg.</li> </ul> <p><b>Calf Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with feet shoulder-width apart.</li> <li>• With right foot, take a large step forward into a lunge position.</li> <li>• Bend the knee of front leg, and press the heel of back foot to the floor, keeping back leg straight.</li> <li>• Do not bend front knee farther than the ankle.</li> <li>• Feel a gentle stretch in the back of the extended leg. Hold.</li> <li>• Repeat with the other leg.</li> <li>• Bring the back foot in slightly and bend the back leg to stretch deeper inside the calf muscle. Hold.</li> <li>• Repeat with the other side.</li> </ul>	<p><b>Stork Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand and, if necessary, hold onto something (chair, table, wall) for balance.</li> <li>• Lift right foot off floor and back. Grasp right foot or shin with right hand and gently pull it towards buttocks.</li> <li>• Tilt right hip forward slightly until a gentle stretch is felt in the front of the thigh.</li> <li>• Keep knees together. Hold.</li> <li>• Repeat with the other leg.</li> </ul> <p><b>Lunge and Reach</b></p> <ul style="list-style-type: none"> <li>• Stand with legs wide apart, knees bent.</li> <li>• Place hands on thighs.</li> <li>• Slowly lunge to the side by bending one leg and straightening the other. Keep feet flat on the floor.</li> <li>• Alternate sides.</li> </ul> <p><b>Leg Stretches</b></p> <ul style="list-style-type: none"> <li>• Lie on back with legs bent, one foot flat on the floor.</li> <li>• Grasp the other leg and gently pull the leg towards chest.</li> <li>• Slowly try to straighten leg.</li> <li>• Repeat with the other leg.</li> </ul>

# *Appendix D*

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## **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.*

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

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

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

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Ophea (Ontario Physical and Health Education Association)  
1185 Eglinton Avenue East, Suite 501  
Toronto, Ontario M3C 3C6  
Tel: (416) 426-7120 Fax: (416) 426-7373  
Website: [www.ophea.net](http://www.ophea.net)







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