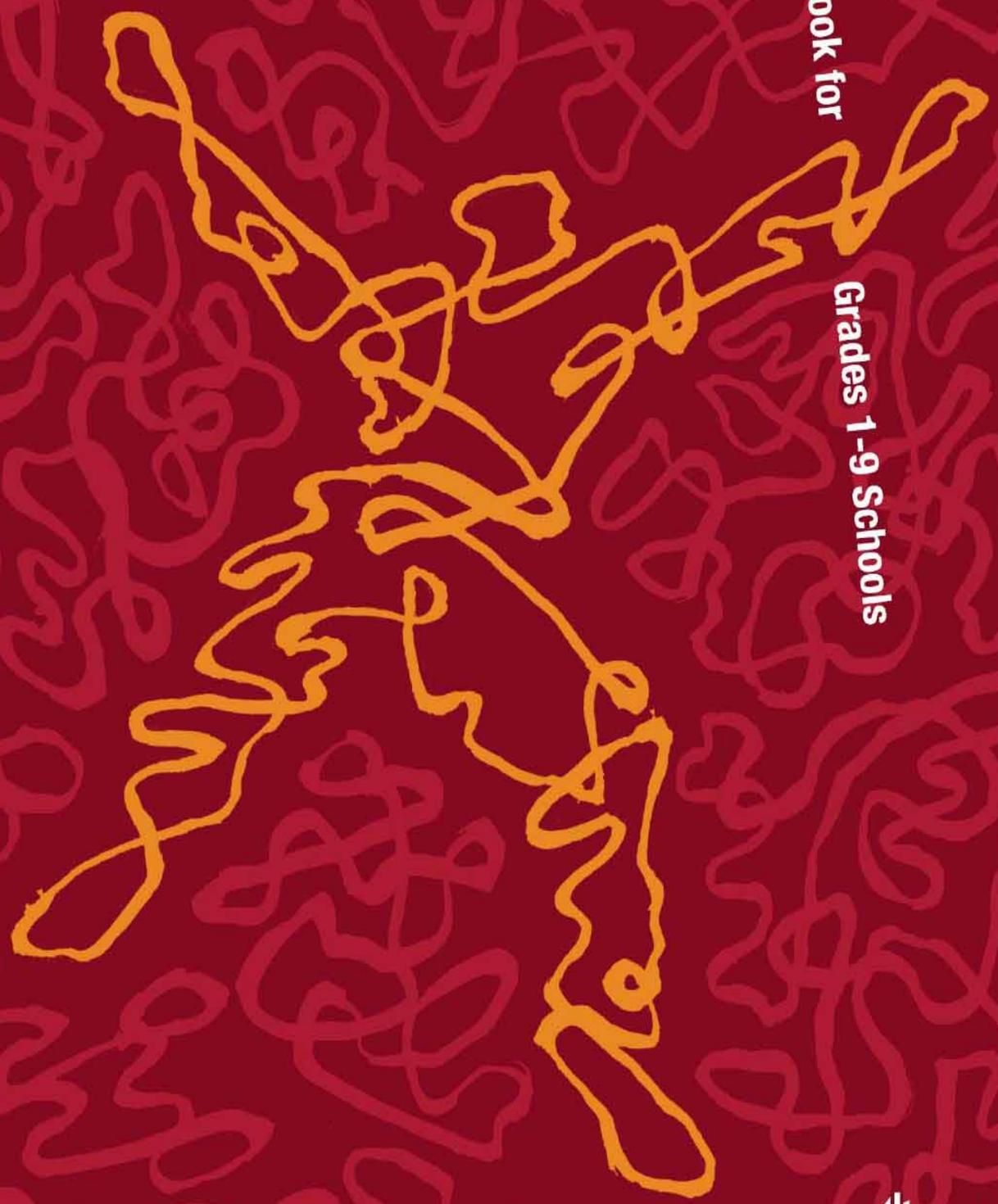


DAILY PHYSICAL ACTIVITY

A Handbook for

Grades 1-9 Schools



DAILY PHYSICAL ACTIVITY:

**A Handbook for
Grades 1–9 Schools**

2006

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<i>Administrators</i>	✓
<i>Counsellors</i>	
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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Section 1: Introduction

Organization

This section includes information about Daily Physical Activity (DPA) and the DPA School Handbook and is organized into the following topics:

- **What Is Daily Physical Activity?**
- **Why Is DPA Important?**
- **Overview of the DPA School Handbook**

Several Web sites are listed in this document. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.

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What Is Daily Physical Activity?

Daily physical activity refers to the planned and spontaneous physical activity that people do on a daily basis, for example, walking, sports, gardening, running or jogging, household chores, active games and play, and stretching. Being physically active on a daily basis is crucial to the health and wellness of all Canadians, especially children.

Canada's Physical Activity Guides to Healthy Active Living for Children and Youth (Health Canada) recommend that, over several months, children and youth (aged 6–14 years) should build up at least 90 minutes of daily physical activity per day and reduce sedentary activities like playing video games and watching television by 90 minutes per day.

For healthy growth and development, children and youth need at least 60 minutes of moderate physical activity (e.g., brisk walking) and 30 minutes of vigorous physical activity (e.g., running, soccer) each day.

Resources



For more information, see Alberta Education's *Daily Physical Activity Guide for Children and Youth: A Review and Synthesis of the Literature* at http://www.education.gov.ab.ca/K_12/curriculum/bySubject/dpa.asp.

For more information, see the *Physical Activity Guide* at www.paguide.com or look under "Healthy Living" at <http://www.hc-sc.gc.ca>.

Provincial Support for DPA

Alberta Education has prepared this school handbook to help teachers and administrators select age-appropriate activities that can be done almost anytime and anywhere. Daily physical activity can be as simple as walking, running, jogging, bending and stretching, or as involved as teachers wish to make it—bearing in mind local circumstances, the age of the students and their physical capabilities. Based on Health Canada's recommendations, Alberta Education has developed the following policy regarding daily physical activity.

Alberta Education's Daily Physical Activity (DPA) Policy Statement

School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school.

Guiding Principles:

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles.

Daily physical activities should:

- *vary in form and intensity*
- *take into account each student's ability*
- *consider resources available within the school and the larger community*
- *allow for student choice.*

Procedures:

1. *School authorities have the flexibility to use instructional and/or noninstructional hours to implement DPA.*
 - a. *Physical education classes are an appropriate strategy to meet the DPA requirement.*
 - b. *DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two fifteen minute blocks of time for a total of 30 minutes.*
 - c. *DPA can be incorporated throughout the day and integrated into other subject areas.*
2. *School authorities will monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily.*
3. *Exemptions from DPA may be granted by the principal under the following conditions:*
 - a. *religious beliefs—upon written statement from the parent to the principal*
 - b. *medical reasons—certification to principal by a medical practitioner indicating in which activities the student is not able to participate.*

Alberta Education 2006, pp. 44–45.

Why Is DPA Important?

What the Research Tells Us

Strong evidence exists that physical activity contributes to the overall well-being of all individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity in their daily routines. Participation in physical activity contributes to physical, mental and social well-being, providing benefits to the individual and the community.

Physical activity is vital to all aspects of normal growth and development. Students do not automatically develop the requisite knowledge, skills and attitudes that lead to active, healthy lifestyles, and such learning should begin in childhood. Administrators and teachers can help provide physical activity opportunities and develop a desire for lifelong participation in physical activity.

Quick Physical Activity Facts about Canadians



Physical inactivity is considered to be an even greater health problem than cigarette smoking—26% of Canadians are smokers, whereas more than 35% of Canadians are inactive. More than two-thirds of Canadians are not active enough to derive positive benefits of healthy living and are putting themselves at risk for a number of life-threatening diseases (Canadian Fitness and Lifestyle Research Institute 1998).



Regular physical activity can reduce the risk of colon cancer, diabetes and osteoporosis. In addition, there is evidence that physical activity during adolescence may protect against later development of breast cancer in women (Heart Health Coalition 1997).



Active students are less susceptible to stress, exhibit positive attitudes about school and themselves, are less aggressive and play better with fellow students (Canadian Association for Health, Physical Education, Recreation and Dance 1992).



In 2000–2001, four out of five Canadian youths were not active enough to meet international guidelines for optimal growth and development (Canadian Population Health Initiative 2004).



In 1998, Canadians 15 years and older spent an average of 15 hours per week watching television compared to only seven hours per week in active leisure pursuits (Canadian Population Health Initiative 2004). Time spent playing video games by Canadian children is amongst the highest in the world.



Children and youth who participate in regular physical activity are less likely to smoke or consume alcohol or drugs (Stephens and Craig 1990).



Physically active people make fewer visits to physicians, have lower hospital usage and require less medical attention overall than less active individuals. A 10% reduction in the number of inactive Canadians would save \$5 billion in health care costs (Rock 1998).



Over the past two decades, the number of overweight and obese children has nearly tripled in Canada. Obese children and adolescents have a greater occurrence of hypertension, high cholesterol levels and a greater incidence of Type 2 diabetes (Canadian Population Health Initiative 2004).

Facts about the Impact of Physical Activity on Academic Performance



Available data suggest that the rate of academic learning per unit of class time is enhanced in physically active students and lack of curricular time is not a valid reason for avoiding daily physical education (Shephard 1997).



Research demonstrates that a reallocation of curricular time toward Physical Education has no negative impact on academic performance and may in fact facilitate academic performance (Mackenzie 1972, Shephard 1996).



Moderate to vigorous physical activity favourably enhances performance in classroom functions such as arithmetic, reading, memorization and categorization (Keays 1993).



A 2001 study of almost 8000 children between the ages of 7 and 15 years observed significant positive correlations between self-reported physical activity and results of standardized fitness tests with academic performance (Dwyer et al. 2001).



Regular participation in physical education and physical activity is related to improved self-esteem, which in turn is related to better academic achievement, especially in young girls (Tremblay, Inman and Wilms 1998).



Results from the California Physical Fitness Test (2004) reveal strong positive relationships between physical fitness and academic achievement (California Department of Education 2004).



Athletic participation is associated with fewer incidences of smoking, drug use, unwanted pregnancy, delinquent behaviour and dropping out of school (Kerr 1996).



Students who had physical education five times per week outperformed the control group in academic coursework (Shephard and Trudeau 2000).

Overview of the DPA School Handbook

The Daily Physical Activity School Handbook is designed to provide information, ideas and inspiration for developing a successful Daily Physical Activity plan. The Handbook is divided into the following sections:

Section 2: Teachers

Contains information on:

- **Considering the Needs of Students;** e.g., students with special needs, student safety
- **Female Students and Physical Activity;** e.g., facts about girls and physical activity, tips for increasing participation
- **Planning for Implementation;** e.g., ways to change student behaviour and attitudes, linking to seasonal themes and events, lesson planning
- **Linking Cross-curricular Outcomes;** e.g., examples of cross-curricular linking to physical activities
- **Involving Parents/Guardians and the Community;** e.g., parent/guardian roles in a school's daily physical activity program, ideas for daily physical activity at home, community participation in daily physical activity, community guest speakers for your school
- **Active Living for Staff;** e.g., facts and ideas about living actively
- **Walking Ideas and Information;** e.g., staff wellness and student motivation

Section 3: Physical Activities

Contains:

- **Introduction**
- **Index of Physical Activities**

And sample activities divided into the following categories:

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

Each activity includes a step-by-step description, equipment needed and may include suggestions for cross-curricular links.

Section 4: Administrators

Contains information on:

- **Suggested Roles for Supporting Daily Physical Activity;** e.g., descriptions of the suggested DPA roles of school authorities, principals, teachers, parents/guardians and communities
- **Promising Practices;** e.g., tips for getting started and sustaining a DPA program
- **Developing a School DPA Implementation Plan;** e.g., a process for developing a successful DPA implementation plan
- **Support for Daily Physical Activity;** e.g., descriptions of supporting organizations for DPA
- **Monitoring the DPA Plan;** e.g., tips on monitoring DPA achievements
- **Tips for Encouraging Staff Physical Activity**

Section 5: Appendices

Contains various blackline masters and resources for:

- teacher planning and reflection
- student self-monitoring and goal setting
- activity and background information
- developing a school's Daily Physical Activity implementation plan



Section 2: Teachers

Organization

This section includes information for teachers in regards to Daily Physical Activity and is organized into the following topics:

- **Considering the Needs of Students**
- **Female Students and Physical Activity**
- **Planning for Implementation**
- **Linking Cross-curricular Outcomes**
- **Involving Parents/Guardians and the Community**
- **Active Living for Staff**
- **Walking Ideas and Information**

Considering the Needs of Students

Students with Special Needs

Daily physical activity benefits all students, regardless of ability, gender, socio-economic status or ethnic origin. Some students with special needs may require different types of changes to programming that will create optimal conditions for them to participate and be successful.

Teachers should get to know the needs and strengths of their students so they can plan activities and provide appropriate equipment that best meets the individual needs of students. Students with extensive special needs or health conditions may require changes to activities and equipment. This may require specialized research and consultation with specialists. If a student has a specific physical disability, contact a health professional who is trained in the related area.

Strategies for Ensuring Maximum Participation of All Students

Using the following general strategies can help students with special needs achieve success in physical activity and physical education.

Simplify Tasks

For example:

- Suspend a beach ball or sponge ball so that the path of the ball is more predictable. Students can then work independently at striking, kicking and catching.
- Make targets larger to increase the chances of success for students with motor or sight impairments.
- Increase response time and decrease the need for accuracy; e.g., fix equipment to a stable location like a ball placed on a T-ball stand.
- Adapt success criteria to meet individual student needs.

Make Changes to Equipment

For example:

- Use lighter or larger balls so that less effort is required. Under-inflated balls move more slowly, are less likely to roll away and can reduce the fear of catching.
- Large, light inflatable balls can be dribbled along the floor beside the front caster of a wheelchair.
- Use ribbons to add tails to balls. This would allow them to travel more slowly through the air and on the ground.
- Use scarves, towels or beanbags as substitutes for balls.
- Use visual cues. Flags may be waved 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.
- Use equipment to extend a student's reach in tag-type activities; e.g., with a piece of foam.
- Conduct activities on hard, flat, smooth surfaces, such as floors or blacktop, to allow easier movement of wheelchairs, crutches or walkers.

Adjust the Time

For example:

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

Modify the Playing Area

For example:

- 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 students in front of a wall to stop the ball if they miss.

Use a Buddy System

For example:

- Have peers or adult volunteers assist the 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.

Provide Varied Programming Options

For example:

- Set up daily physical activities using stations to make a variety of activities available.
- Offer a variety of activities for all skill levels.
- Provide opportunities for adequate practice when students are learning and 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.
- Suggest the student 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.

Ensure Individual Students Understand Instructions and Rules

For example:

- Ensure that you have a student's undivided attention before instructions begin; e.g., establish eye contact.
- Ask a student to repeat the instruction back to ensure that he or she understands the rules and procedures.
- Send a written description of the activity home with students so that they may practise at home before participating with peers.
- Keep instructions specific, precise and brief.
- Demonstrate the skill, verbally describing each movement.
- Ensure that opportunities for review and repetition are provided.
- Use cooperative games to teach new skills.
- Break an activity into a series of smaller tasks to make the activity more manageable.

Review Students' Individual Program Plans (IPPs)¹

For example:

- Become familiar with:
 - information about the student's areas of strength and need
 - information from various assessments, including skill assessments
 - information about any medical conditions and any activities that should be avoided
 - any accommodations required by the student
 - any equipment or equipment adaptations required by the student
 - any other important considerations.
- Establish class routines that include the student.
- Be flexible in your instructional approach.
- 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.
- Work closely with other teachers to share information and coordinate instructional strategies.

1. Adapted from Ontario Education, *Daily Physical Activity in Schools: Grades 4–6* (Toronto, ON: Queen's Printer for Ontario, 2005), p. 15. © Queen's Printer for Ontario, 2005. Adapted with permission.

When planning for specific sports, consider how small changes can maximize the participation of all students.²

For example:

Golf, Croquet, Hockey

- Decrease the lever length and weight of the striking implement.
- Increase the surface area of the contact face of the striking implement.
- Substitute other objects; e.g., pool noodles for striking implement.
- Increase the size of the object to be struck.
- Decrease the weight of the object to be struck.
- Provide a variety of target sizes.

Racquet Games

- Increase the surface area of the racquet.
- Decrease the lever length and weight of the racquet.
- Tether a ball to the racquet to make retrieval easier.
- Vary items to be struck.

Soccer

- Use pylons to designate a lane or position in the field.
- Substitute a brighter coloured ball or one that provides more visual contrast.
- Decrease the size of the goal area or increase the number of goalies.
- Use a slightly deflated ball to slow down the pace of the game.

Softball

- Vary the length of the bat.
- Use a bat with a flat striking area.
- Choose a bat with an appropriate sized grip for the students' hand sizes and grip strengths.
- Use a tee.
- Adjust the size of the ball.
- Allow students to kick the ball.

Basketball

- Use a well-inflated ball for dribbling.
- Adjust hoop height so that it is appropriate for the height and strength of the students.
- Substitute targets, such as a large hoop over a basketball hoop.
- Allow students to use a bounce and catch instead of a dribble.

Parachute

- Participate while seated or with support from an adult.
- Try using objects with an auditory component (e.g., beanbags, balls with bells) to toss on the parachute.

Skipping

- Those who cannot maintain a grip on the rope can participate by having it tied around their waist.

2. This section adapted from Edmonton Public Schools, *ABCD's of Movement 2* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 2002), pp. 17, 18, 19, 20, 21, 23. © Adapted with permission from Edmonton Public Schools.

Dance

- Place large speakers on the floor so that students can feel the vibrations.
- Use visual cues, such as footprints or painted/taped pathways on the floor.
- Encourage students to take their turn providing stimulus for the dance; e.g., beating a drum, shaking a tambourine.

Running Activities

- Allow students to wheel or walk instead or use a piece of equipment, such as a bicycle or stationary bike, treadmill or arm ergometer.
- Use roped lanes.

Throwing Activities

- Provide a stable base of support from which to throw.
- Ensure that the size and weight of the object to be thrown is appropriate for each student.
- Use targets with an auditory component that indicates when the target has been successfully struck.

Walking/Hiking

- Consider varying routes so some students walk or hike over hard surfaces rather than gravel or sand.
- Provide adult support when students are negotiating uneven terrain, inclines or declines or when travelling extensive distances.

Skating

- Investigate the availability of alternative equipment such as ice sledges, which can be borrowed from the Paralympics Sports Association.

Snowshoeing

- Provide extra assistance with buckling the shoes.
- Encourage students to wear sunglasses to reduce the glare from the snow or make ski goggles available to make it easier to recognize the contours of the snow surfaces.

Resources



Daily Physical Activity in Schools: Grades 1–3, 4–6 and 7–8, Ontario, 2005.
<http://www.edu.gov.on.ca/eng/teachers/dpa.html>

The *ABCD's of Movement* resource (LRC # 471053) provides teachers with tips for the active inclusion of students with special needs in physical education.

Female Students and Physical Activity

Quick Facts about Girls and Physical Activity



Between the ages of 12 and 19, girls are significantly less active than boys, with 64% of girls compared to 52% of boys considered physically inactive. Estimates suggest that as many as 84% of Canadian youth are not active enough to meet international guidelines for optimal growth and development (Canadian Fitness and Lifestyle Research Institute 2001).



Girls who participated in after-school activities that included physical activity were more likely to have a more positive sense of self than girls who participated in nonphysical activities or did not participate at all (Jaffee and Wu 1996).



Females are interested in physical recreation pursuits and are more likely than males to want to increase their rate of participation (Smale & Shaw 1993).



Females report more constraints to participation than do males, including lack of time, money and resources, as well as attitudinal constraints and safety concerns (Smale & Shaw 1993).



If a girl does not participate in sport by the age of 10, there is only a 10% chance she will be physically active when she is 25 (Melpomene Institute 1993).



Beginning at the age of 12, girls' involvement in physical activity declines steadily until only 11% are still active by age 16–17 (Hay & Donnelly 1996).

What Can Schools Do to Encourage Physical Activity in Girls?

- Build school spirit with physical activity and sport programs that include everyone.
- Support female students' involvement.
- Provide a wide range of physical activity choices.
- Offer female-only gym time and programs.
- Ensure equity in sport posters, photographs, award systems and assemblies.
- Encourage females to take leadership roles.

10 Suggestions for Increasing the Participation of Female Students:

1. **Emphasize fun and social aspects.** Physical activity needs to be a fun experience, building a foundation for active living. Emphasize participation over skill.
2. **Provide female-only opportunities.** Many females feel uncomfortable participating in front of males. Add female-only gym classes and activities to the timetable and provide girls and young women with access to the school's facilities.
3. **Create a positive environment.** Creating a positive environment means making sure that students feel safe and supported. Think about your own and others' actions and listen to students' concerns and needs.

4. **Choice of clothing.** Allowing students to wear their choice of safe clothing will increase their comfort and participation.
5. **Teach the basics.** Helping girls and young women to develop their skills will increase their confidence and interest in pursuing lifelong physical activity.
6. **Value student input.** Value the interests and ideas of girls and young women. Create opportunities for them to plan and make decisions. Taking the time to incorporate some of their ideas will increase their interest and contribute to their overall experiences.
7. **Program to a variety of physical and academic interests.** Respect the different skill levels and interests of your students. Peak their interests and participation by working with other teachers and examining the social and physiological aspects of physical activity.
8. **Encourage leadership opportunities.** Encourage female participation at all levels of sport and physical activity as coaches, tournament organizers and officials; promote certification and training opportunities.
9. **Partner with community facilities and explore local parks.** Promote the diversity of opportunities within your community and add some excitement to your program by visiting pools, arenas, courts, climbing gyms and parks.
10. **Be a positive role model** for students, colleagues and parents/guardians.

Resources



CAAWS, the Canadian Association for the Advancement of Women and Sport and Physical Activity, is a national nonprofit organization working to encourage girls and women to participate and lead in physical activity and sport. **On the Move** is their national initiative designed to increase opportunities for nonactive girls and young women (ages 9–18) to participate in fun-filled, supportive, female-only, recreational sport and physical activity. <http://www.caaws.ca>

Planning for Implementation

Student Safety

Developing habits and routines early in the school year and reinforcing them throughout the year can help reduce the risk of injury. Consider the following when planning physical activities:

- **Include age-appropriate activities in program preparations.**
- **Plan and continually reinforce safe practices.**
- **Use logical teaching progressions.**
- **Use common sense observation.**
- **Maintain a safe environment.**

All activities, regardless of the complexity or simplicity of the action, have an inherent level of risk. Such factors as skill level, previous experience of the students and teacher, weather conditions, facilities and available equipment may all affect the level of risk of any activity. Schools should be familiar with and follow safety policy as defined by their school authority. For further information related to safe practice in physical activity, see *Safety Guidelines for Physical Activity in Alberta Schools*.

When considering the safety of your students, ask yourself:

- ✓ Is the activity suitable to the age and mental and physical condition of the participants?
- ✓ Have the participants been progressively taught and coached to perform the activity properly and to avoid the dangers inherent in the activity?
- ✓ Is the equipment adequate and suitably arranged?
- ✓ Is the activity being supervised properly for the inherent risk that is involved?

Resources



Safety Guidelines for Physical Activity in Alberta Schools, October 2003 Grades K–12. Available for purchase from the Learning Resources Centre
<http://www.lrc.education.gov.ab.ca>
LRC # 517063

Also available in French: *L'activité physique dans les écoles de l'Alberta*
LRC # 543919.

To download these guidelines in English and in French, go to:
<http://www.med.ualberta.ca/acicr/>.

Setting Class Expectations

At the beginning of the year, a list of classroom rules for physical activities can be generated by teachers and students, then posted and reviewed on a regular basis. These may include expectations related to fair play, respectful change room behaviour and attitudes, treatment of equipment and facilities and safety considerations. Reinforcement of the established rules is important for maintaining a positive and safe environment.

Changing Student Attitudes and Behaviour³

One of the challenges to introducing physical activity into an instructional setting can be changing existing student attitudes and apprehensions related to physical activity. It is important to remember that the introduction of physical activity can require a significant change to the existing behaviours and lifestyles of students.

Listed below are five key actions that can help encourage students to try new behaviours and build new life patterns.

Develop Awareness

Make young people active participants in the process. Students are more motivated when they are part of the decision-making process and not just passive recipients of instruction. Help them become aware of how much activity they do now and how inactive they may be. This helps them pay attention to what they do with their time.

Set Goals with Students

Goal setting is part of any change process and helps students monitor themselves and measure their own progress. In a classroom situation, this may include a class goal to which all the students in the class can contribute. Encourage small incremental steps. Try to reach the goal, assess, revise, reset and try again. Help students negotiate their own goals as they are involved in making suggestions and revisions to their plans.

Give Specific Feedback and Praise

Provide helpful, specific feedback about activities tried and goals set on a regular basis. Praise and reward small steps.

Get Students to Commit

Talk about the activity goals frequently and publicly to strengthen students' commitment to the plan.

Reward and Recognize Change

Reinforce behaviour change and celebrate successes through rewards and recognition.

Motivating Your Students

Consider tracking your students' progress to help motivate them and to let them see the progress they are making. Use creative ways to chart and display your students' progress such as those described on the following page.

Appendix

See **Appendix 3: My Daily Physical Activity Log** and **Appendix 5: My Fitness Shoe Activity Log** for sample student logs.

3. Source: *Canada's Physical Activity Guide to Healthy Active Living: Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*, Health Canada (2002), p. 5. © Adapted and reproduced with the permission of the Minister of Public Works and Government Services Canada, 2006.

Active Living Chart (Health Canada 2002)

Make and post a big chart of all physical active living activities that the students have been involved with, such as soccer, dance, chores, tag at recess, walking to school. Get all students to put their name beside activities on the list that they have already tried. Encourage students to try new fun and healthy activities. With every new activity the students try, add their name beside that particular activity. After trying five new activities (or another appropriate number), reward them with a sticker or certificate.

OR

Hand out a copy of My Daily Physical Activity Log (see Appendix 3) to each student. Instruct students to take home the log and fill it in for one school week. Emphasis should be placed on accumulating physical activity time and trying new activities. Students return the log the following week (a reward for returning the sheet may be offered).

The total number of active/inactive minutes should be tallied and posted. Any new activities should be added to the log. In a few weeks the log is handed out again. The goal is to exceed the total number of active minutes and decrease the total number of inactive minutes from the first trial.

Physical Activity Rainbow

Choose a wall that can be easily viewed. Create a large rainbow using the colours green, blue and yellow. Each colour on the rainbow represents a different component of physical activity:

- Endurance: green (outer segment)
- Flexibility: blue (middle)
- Strength: yellow (inner segment)

The rainbow arches can be made by attaching a pencil to a piece of string; the other end of the string should be stretched out and tacked or taped down. Trace out one arch of the rainbow by keeping the string taut while moving the pencil along the paper. Shorten the string to create smaller arches. Take pictures of the students performing the above activities or have the students draw themselves doing the activities. Post the pictures on each appropriate section of the rainbow.

Activity Tree

All students are given the image of a sneaker (see Appendix 5: My Fitness Shoe Activity Log) separated into approximately 10 sections. Students are to take home the shoes and colour in one section for every accumulated 30 minutes they are active outside of the school day (younger students may need help from their parents/guardians).

When a sneaker is filled in the student brings it back to school, where it will be posted on the Activity Tree. Challenge the students to change the colour of the Activity Tree every month by colouring their sneakers with the current month's colour. When a completed sneaker is brought back, a sneaker from the previous month can be taken down and replaced by the shoe from the current month.

Linking to Seasonal Topics and Events

If possible, link the physical activities you are planning to seasonal topics and events from the school and community. This can provide a meaningful context by connecting the activity to experiences the students may have outside of class.

Fall



Labour Day

Terry Fox Day – September

AIDS Walk Canada – September

International Walk to School Day – first week in October

Visibility Awareness Campaign – mid to late October

Thanksgiving

Halloween

Oktoberfest

Winter



Remembrance Day – November 11

National Home Fire Safety – November

Christmas, Hanukkah, Ramadan and New Year

National Non-smoking Week – January

Weedless Wednesday – January

Heart Smart Month – February

School Traffic Safety Week – first week of March

Family Day – February

Winter Olympics

WinterActive – January/February

Spring/Summer



Easter

Earth Week – Third Saturday of April and following week

World Health Day – April

Canada Health Day – May

World Red Cross Day – May

World No Tobacco Day – May

National Sneaker Day – Second Friday of May

Bike Month – June

Canadian Environment Week – first full week of June

Clean Air Day – Wednesday of Environment Week

Bike to School Day – Thursday of Environment Week

World Environment Day – June

SummerActive Initiative – May/June

Resources



For more information regarding activities, opportunities to share resources and lesson plans, and monthly themes, see <http://www.yearofsportandpe.ca>.

Physical Activity Tracker

Have students track their participation by using an electronic tracker, such as the one available on Physical Education Online. Have students choose “Download Tracker” to load a database on their home computers so that they can keep track of their activities. <http://www.education.gov.ab.ca/PhysicalEducationOnline/HomeEducation/student/index.htm>

Lesson Planning

For information on lesson planning, see the *Physical Education K–Grade 12 Guide to Implementation*, 2000.

http://www.education.gov.ab.ca/k_12/curriculum/bysubject/phised/phisedgi.asp

DPA and Recess

Activity at recess is a possible strategy to meet the DPA requirement of 30 minutes daily. Having teachers, playground supervisors and peer leaders promote physical activity during recess is a viable solution to reducing the sedentary behaviour of young children (McKenzie et al. 1997).

An organized approach to an active recess will vary from school to school, depending on existing programs, staffing resources and the actual playground itself.

Benefits of an Active Recess

An active recess will assist in achieving the following:

- increased physical activity
- development of movement and manipulative skills
- promotion of fair play
- reduction in bullying
- improved creativity and problem-solving skills
- development of cooperation and respect for others
- equal opportunity and inclusion for all students
- promotion of multiculturalism and respect of diversity
- fun and participation.

Tips for Promoting an Active Recess

- Use senior students as Recess Ambassadors or Play Leaders to encourage students to be more active. Student mediators on the playground drastically reduce playground conflicts (Cunningham 1998).
- Use the tarmac areas and paint them to provide another active area.
- Provide “kits” or equipment in containers for each class or for each division.
- Use assemblies to introduce and promote more active recesses.
- Extend an afternoon recess and organize a whole group activity and then break into smaller group Playday stations. Use seasonal themes throughout the year.
- Modify equipment, skills and distances/space/location to include all students.
- Post and enforce your Playground Rules.
- Do a safety check on equipment and playground structures regularly.

Resources



Adapted from *Recess Revival: An Implementation Guide to an Active Recess*, downloadable from Canadian Intramural and Recreation Association (CIRA) Ontario. This resource is an implementation guide for the promotion of physical activity and cooperative play for elementary-aged students.

<http://www.ciraontario.com>

Linking Cross-curricular Outcomes

The potential benefits of cross-curricular linking include:

- enhancing and enriching students' learning and literacy skills
- giving more meaning to what students learn
- helping to make concepts more relevant and stimulating
- helping to meet the different learning styles of children
- increasing information retention
- enhancing the possibility of success for students
- facilitating the connections between information, experiences and skills in a child's daily life
- adding an element of fun to your programs.

Cross-curricular Approaches to DPA Delivery

Below are two approaches to how DPA can be delivered in conjunction with various subject areas.

Approach One: Cross-curricular Linking

Start with specific subject area outcomes and identify a theme, skill or concept that can be linked to a physical activity. For example, Story Starters (Classroom or Small Space Activities, page 56) can be used to address story writing outcomes in English language arts:

Story Starters

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

This activity can also be linked with other subjects, for example:

Mathematics

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

Science

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

Social Studies

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

Specific cross-curricular linking ideas are included under Physical Activities with Cross-curricular Ideas in Section 3. General ideas for cross-curricular linking include:

Language Arts

- **Write and perform** poetry, songs, rhymes and role-plays as part of the physical activity.
- **Review and practise** punctuation, spelling, writing, verb conjugation, idioms, analogies, metaphors and similes, parts of speech and other skills and knowledge as parts of clues, trivia questions and challenges within the physical activity.

Mathematics

- Use equipment from physical activities as **manipulatives** to enhance the formation of sound, transferable mathematical concepts.
- **Review and practise** mathematics content, such as estimation and mental mathematics, counting, arithmetic operations, constructing/extending patterns and summarizing patterns as parts of clues, trivia questions and challenges within the physical activity.

Science

- **Explore and observe** the environment during outdoor activities.
- **Review and practise** science content, such as buoyancy, magnetism, plant growth, ecosystems, chemistry and electricity as parts of clues, trivia questions and challenges within the physical activity.

Social Studies

- Use **mapping skills** in orienteering and obstacle course activities.
- **Review and practise** social studies content, such as historic dates and people, geography, cultural beliefs and values, and rights and responsibilities as parts of clues, trivia questions and challenges within the physical activity.

Health

- Draw awareness to the **physical affects** of activity before, during and after the activity, such as increased heart rate.
- **Review and practise** health content, such as nutrition as parts of clues, trivia questions and challenges within the physical activity.

Approach Two: General Linking to Learning Activities

Start by thinking of how subject area curricular outcomes can be linked in general ways to physical activities. For example, links can be made to cross-curricular outcomes in the following ways:

Language Arts

- **Respond** to physical activity experiences in journal writing, connecting to prior knowledge and personal experiences.

Mathematics

- Develop and implement a plan for the **collection, organization, display and analysis of data** based on student participation and accomplishments.
- Solve problems involving **perimeter, area, surface area, volume and angle measurement** related to the space, playing area and equipment used.
- Explore and classify **3-D objects and 2-D shapes**, such as equipment and playing areas used, according to their properties.

Science

- Use equipment from physical activities to **illustrate and explore scientific concepts**, such as simple machines, aerodynamics, building objects, and structures and forces.

Social Studies

- Encourage students **working in groups** to value the diversity, respect the dignity and support the equality of fellow students.
- Encourage students **participating in community-based physical activities** to gain an evolving sense of identity and a sense of belonging to their communities.

Health

- Describe the **health benefits** of physical activity and explore the connections among physical activity, emotional wellness and social wellness.
- Use knowledge of a healthy, active lifestyle to promote and encourage family, peer and **community involvement**.
- Develop personal **relationships** and encourage inclusion of all students.
- Identify the steps of the **goal-setting** process, and apply these components to short-term and long-term personal goals.

Involving Parents/Guardians and the Community

Informing Parents/Guardians and Community Members

It is important to keep parents/guardians and others in the community informed about class DPA events and to encourage them to participate. Sixty minutes of the student's recommended 90 minutes of daily physical activity is encouraged to be done at home and in the community, with the remaining 30 minutes at school. Some ideas for informing parents and the community include:

- Create a newsletter that defines and explains DPA. Have parents/guardians/community members submit articles about how they are getting active to the school newsletter. Inform parents/guardians/community members monthly of new physical activities they can try at home.
- Invite parents/guardians/community members to an information evening with local experts to explain what DPA is, what the school will be doing and how they can help their children at home. Encourage parents/guardians to model daily physical activity for their children and reinforce why it is important for everyone.

This Handbook contains a variety of summaries and samples that could be used to create parent/guardian information packages or included in the school newsletter, for example:

- Quick Physical Activity Facts about Canadians (page 3)
- Ideas for Daily Physical Activity at Home (page 23)
- Ideas for Community Participation in Daily Physical Activity (page 24) and
- the appendices listed below.

Appendix

See **Appendix 22: Sample DPA Letter to Parents/Guardians** and **Appendix 23: Sample DPA Parent/Guardian Survey**.

Inviting Parents/Guardians to Take an Active Role

Volunteers

- Ask for volunteers to host walk to school events, bike clubs and noon hour fitness activities.
- Invite parents/guardians to host a winter carnival with activities, such as skating, snowshoeing and cross-country skiing.
- Have parents/guardians organize a kite-flying event in which families come to school, make kites and then fly them.
- Ask parents/guardians to volunteer for track and field, triathlon or play day circuit events.
- Host a parent–student or guardian–student activity night with beanbag games, beach volleyball or other low-organization activities.

Guest Speakers/Leaders

- Ask parents/guardians to host an activity day in which families can come and try out activities such as yoga, tai chi and karate.
- Ask parents/guardians to share their expertise with students during class time, an evening event or a Saturday activity.
- Host a school assembly event in which parents/guardians can lead students in activities of interest, such as bowling, biking or walking.

Resources



Encourage parents/guardians to get involved in challenges, such as:

Live Outside the Box
<http://www.liveoutsidethebox.ca>

SummerActive Challenge
<http://www.summeractive.org>

WinterActive
<http://www.winteractive.org>

Ideas for Daily Physical Activity at Home

Set the Tone!



- Provide opportunities for your child to try new activities and have fun doing them.
- Reinforce the importance of physical activity through discussions and activities at home.
- Balance structured sports and activities with unstructured play opportunities.
- Praise your child when they participate in physical activities.

Active Chores and Household Help



- Ask your child to help with household activities that require physical activity, such as mowing, raking, sweeping, vacuuming, gardening, washing the car, walking the dog or washing windows.
- Limit the time your child spends in front of the television or computer screen. Encourage your child to go outside and play instead.
- Encourage your child to help a neighbour with his or her chores.
- Give your child their own garden space to prepare, plant and tend.

Organized Activities



- Participate with your child in physical activities, such as skiing, snow boarding, biking, walking, running and badminton.
- Encourage your child to take public lessons to teach them the basics of new activities, such as golf, badminton, rock climbing or dance.
- Encourage your child to participate in active after school sporting events or clubs.
- Plan family outings that involve activities like hiking, cycling, skating or skiing.
- Make vacation plans that include physical activities, such as swimming, biking, hiking, golf or white-water rafting.

Daily Fun



- Take time to play catch, jump rope or hopscotch with your child.
- Take your child on a bike ride.
- Go tobogganing, skating, swimming or inline skating with your child.
- Plan routes for your child to walk or bike to the neighbourhood store, library, school or a friend's house and then encourage them to walk rather than you driving them.
- Make sure your child has access to equipment, such as bikes, balls, trampolines and swimming pools.
- Encourage caregivers (e.g., grandparents, baby-sitters) to include physical activities in their daily routines.

Activity Events and Challenges



- Include physical activities during birthday parties, such as skating, swimming, rock climbing or golfing.
- Include opportunities for physical activities, such as bocce, croquet or baseball at family gatherings.
- Participate in local charity fun walks/runs with the whole family.
- Participate in a *Live Outside the Box* challenge (<http://www.liveoutsidethebox.ca>). Turn off the television and do activities with your family, such as walking, biking or gardening.
- Participate in the *SummerActive Challenge* (<http://www.summeractive.org>).
- Record all physical activity done by your family and encourage them to increase their activity levels every week or month.
- Participate in WinterActive (<http://www.winteractive.org>).

Ideas for Community Participation in Daily Physical Activity

Volunteers



- Organize a walking school bus (walk to school program).
- Build or maintain an outdoor ice rink.
- Advocate for increased child safety in neighbourhoods, playgrounds, parks and on the roads.
- Work on a “Communities in Bloom” campaign.
- Help students prepare a “Fitness Tip of the Day” for the school public announcement system, local radio stations and newspapers.
- Volunteer to lead hikes in nearby nature areas and parks.
- Volunteer to supervise activities at the local playground.

Participants



- Join school-organized activities, such as fitness, learn-to-run, bird watching and walk-to-school clubs.
- Participate in events at school, such as bike rodeos and play days.
- Participate in community physical activity challenges and encourage others in the community to get involved; e.g., Commuter Challenge, SummerActive Challenge or Earth Day.
- Host charity walks or runs and advertise in school newsletters.

Sponsors



- Sponsor a particular event, for example by providing pedometers for a walking challenge or prizes for a bike rodeo.
- Build additional trails and bike paths to provide more opportunities for physical activity. Mark and maintain bike and walking paths in the community that schools can use.
- Provide bike racks for students to lock up their bikes.
- Donate items to be used as prizes for students who successfully meet a physical activity challenge.

Guest Speakers/Leaders



- Be a sports coach or leader of physical activities at the school or community level.
- Provide expertise in a particular activity to students and staff; e.g., gardening, bird watching or lawn bowling.
- Present your efforts to stay physically active at the school’s activity fair.
- Demonstrate games from your culture at the school in International Language and Culture classes or at a multicultural fair.

Community Guest Speakers for Your School

Guest speakers are an engaging and inspiring way to get students and others in the school community interested in physical activity. Invite guest speakers to the classroom, an assembly or an open house and prepare a display of physical activity organizations and resources in the local community.

Group or Association	What they can talk about ...
Regional Health Authority	Talk to parents/guardians about how they can support DPA and/or talk to students about importance of physical activity, healthy nutrition, bike safety and trampoline safety.
Be Fit for Life Centres	Talk about fitness and the importance of physical activity and encourage students to participate in events they are hosting at the school.
Safe Healthy Active People Everywhere (SHAPE)	Talk to parents/guardians and/or students about walking or biking to school. They could also host bike clubs, bike rodeos, walk to school event days and walking school buses.
various clubs	Talk to students about their programs, provide free trials or advertise in school newsletter; e.g., rowing, rock climbing, synchronized swimming, diving, marching bands and bird watching.
local health community members	Talk to students and or parents/guardians about health issues related to a lack of physical activity; e.g., Canadian Diabetes Association and In Motion Network.
local sports participants	Talk about daily physical activity and why it is important.
local physical activity experts and recreation organizations	Talk about their sports facilities and the after school clubs or courses offered; e.g., swimming and basketball.
	Encourage students and their families to participate in events at school, demonstrations and free trials; e.g., karate, tai chi, yoga, fencing, pilates, aerobics, kickboxing, weight training and learn to run. Talk about after school activities offered by local recreation departments, such as swimming, gymnastics and soccer.
provincial or local sports associations	Talk to students about joining a sport-specific club at school hosted by their organization; e.g., learn to run clinics, non-contact rugby, lacrosse, baseball, yoga and fencing.
local media personalities and celebrities	Participate in a school's physical activity challenge and then talk about the experience; e.g., challenges and benefits. Local newspapers can attend events, demonstrations and clubs and interview active students to discuss why they are involved.

Community Activity Map

It is important for students to see and recognize opportunities for physical activity that exist in their school communities. One way to clearly illustrate these opportunities is by creating a community activity map.

Photocopy, draw or print a map of your community and mark various community facilities that offer physical activities for school and student access. Also determine the best routes for pedestrians and cyclists to take to school from the nearby neighbourhoods and mark them on the map.

Include places on your map, such as:

curling rinks	ball diamonds
tennis courts (indoor and outdoor)	golf courses (for golf, disc golf)
bowling/lawn bowling	golf driving ranges
rock climbing	gymnastic facilities
walking/running tracks	community centres, such as YMCA
swimming pools	skateboard parks
weight rooms	ski hills (snow boarding, skiing, tobogganing)
ice rinks (indoor and outdoor)	volleyball (outdoor or indoor)
soccer fields (indoor and outdoor)	badminton clubs
racquetball and squash courts	yoga studios
bike courses	martial arts studios
dance studios	aerobics facilities
parks (hiking trails, playground equipment, fields)	sports facilities

When mapping the best routes for students to take on their way to school, consider:

- where most students live who are walking or riding their bikes to school
- volume and speed of traffic on surrounding streets
- whether or not there are sidewalks and their condition
- pedestrian-crossing devices
- number and position of safety patrollers, if any
- types of buildings around the school
- location of public spaces near the school; e.g., parks, community centres
- Block Parent™ or Neighbourhood Watch™ communities
- lighting on the streets, parking lots and other spaces near the school
- maintenance of walkways; e.g., snow or ice removal, muddy areas.

Resources



Alberta's Active and Safe Routes to School: Resource Manual, Safe Healthy Active People Everywhere (SHAPE)

Way to Go! School Program Manual, Action Schools! BC, pp. 10–16.

Appendix

See **Appendix 11: Sample School Community Activity Map.**

Active Living for Staff

Active living is a key determinant of health and well-being and an important component of Health Canada's health and disease prevention strategies. Active living is more than just physical fitness or exercise; it means making physical activity a part of daily living.

Why Live Actively?

Quick Physical Activity Facts about Canadians



Recent data on physical activity in Canada tell us that over half of Canadians are not active enough to attain optimal health benefits (Canadian Fitness and Lifestyle Research Institute 2002).



Lack of time, energy and motivation are most frequently given as barriers to being active by Canadian adults, followed by long-term illness or disability, cost, feeling uncomfortable or ill at ease, lack of skill and fear of injury (Canadian Fitness and Lifestyle Research Institute 2002).



Almost half of Canadians aged 20 to 64 are classified as overweight (33%) having a body mass index of 25.0 to 29.9, or as obese (15%), having a body mass index of 30.0 or higher (Canadian Fitness and Lifestyle Research Institute 2002).



The proportion of Canadians classified as overweight or obese increases with age, ranging from 21% overweight and 8% obese among those aged 20 to 24, to 40% overweight and 19% obese among those aged 55 to 64 (Canadian Fitness and Lifestyle Research Institute 2002).



Men are more likely than women to be classified as being overweight or obese and the greatest difference between men and women occurs in those classified as overweight in the 35 to 44 age group (Canadian Fitness and Lifestyle Research Institute 2002).



Each year in Canada, more than three-quarters of deaths result from four groups of non-communicable diseases: cardiovascular, cancer, diabetes and respiratory. Risk factors that lead to these diseases, such as physical inactivity and unhealthy eating, are growing, particularly among some vulnerable groups.

Increasing physical activity levels in Canada will not only improve the health and well-being of Canadians, but also has the potential to produce substantial health care savings.

Physical activity has been found to contribute to:

- better health and improved fitness
- better posture and balance
- better self-esteem
- weight control
- stronger muscles and bones
- feeling more energetic
- relaxation and reduced stress
- continued independent living in later life.

Resources



The Canadian Fitness and Lifestyle Research Institute *2002 Physical Activity Monitor*.
<http://www.cflri.ca/cflri/pa/surveys/2002survey/2002survey.html>

Active Living at Work, at Home and in the Community

There are 1440 minutes in every day ... schedule 30 minutes at work for physical activity.

Consider being active for one hour of the 15–19 hours a day you are awake, for example, 20 minutes at work and 40 minutes outside of work. Add up your activities 10 minutes at a time to achieve a daily total of 60 minutes.

If you are just beginning to become active, start slowly and build your activity. If you are already doing some light activities, attempt more moderate ones.

Active Transport

You can incorporate physical activity into your day with moderate physical activities, such as walking to the bus and cycling. Research has shown that achieving the equivalent to walking for an hour throughout the day can reduce the risk of premature death, heart disease, obesity, high blood pressure and many other diseases and disorders.

Here are a few suggestions for incorporating physical activity into your day:

- **Participate** with the students during daily physical activities.
- **Become a fitness role model!** Lead and support student athletes involved in school sport teams and clubs. Start or join a student and staff club based on your own fitness interests.
- **Devise a simple routine** that includes bending and stretching exercises for spare moments during the day.
- **Put “gusto” into your chores** in and around the house.
- **Choose active hobbies** during your leisure time and include family members.
- **Leave the car at home** whenever you can. Walk or wheel for short trips to the corner store, the mailbox or the park. If distance and safety permit, consider cycle commuting. For variety, try combining modes such as walking and cycling with public transit.

Appendix

See **Appendix 15: Healthy Workplace Week Personal Planner** for more ideas on how to plan for active, healthy living.

Resources



For more ideas, go to:

<http://www.phac-aspc.gc.ca/pau-uap/fitness/work/index.html>

http://www.goforgreen.ca/home_e.html

Walking Ideas and Information

One of the easiest ways to get physically active is walking. Daily walking can make a significant contribution to the 30 minutes of exercise needed as part of a healthy lifestyle.

The benefits of walking include:

- improved health and well-being
- strengthened bones and muscles
- the promotion of good posture
- the reduction in stress and tension
- strengthened heart and lungs
- increased energy levels and reduction in fatigue
- an opportunity to meet friends and socialize
- maintaining and achieving a healthy body weight
- improving your outlook on life
- improving your fitness level.

Walking is an easy way to add physical activity to a daily schedule, as it:

- does not require special clothes
- does not need supervision or training
- does not require a gym membership
- can be done alone or with friends
- is inexpensive
- is convenient
- can be done at almost any age.

To incorporate walking into your daily routine:

- take a walk once a day at lunch or after supper
- reduce time in front of the television or computer
- walk short distances to the store, coffee shop or a friend's house
- find out about walking trails in your neighbourhood and use them.

Walking Safety⁴

Point, Pause and Proceed Method of Crossing the Street

Traffic safety must be taught to students at a very young age to provide them with the knowledge and attitude for making responsible decisions. It is important that students know the basic crossing procedures that will allow them to cross the street safely when no adults or crossing guards are present. Once the students have found a safe place to cross, such as an intersection or marked crosswalk, they should follow the point, pause and proceed method of crossing.

POINT to indicate to drivers that they want to cross the street.

PAUSE to check if the road is clear and to make eye contact with any drivers that are stopped.

PROCEED when it is safe to do so, while continuing to look both ways for other approaching vehicles.

4. Adapted with permission from Safe Healthy Active People Everywhere (SHAPE), *Alberta's Active and Safe Routes to School Resource Manual* (Edmonton, AB: SHAPE, n.d.), p. 40. Point, Pause and Proceed method is not owned by SHAPE.

Pedestrian-activated Signal Indicators

Students should also be taught how overhead pedestrian-activated amber flashers or pedestrian-activated signals operate. This includes an awareness of how and when to activate pedestrian traffic control signals and what indicators such as flashing amber lights, walk signals, hand signals and flashing hand signals mean.

Appendix

See **Appendix 7: Walking Safety** for a student handout on safe walking practices.

Tips for Walking

Planning a Walk

- 1. Determine the safest route to walk.**
 - Are there sidewalks or walking paths?
 - Are there traffic signals or crosswalks to cross busy streets?
 - Is there any difficult terrain?
 - Are there any places with uneven ground?
 - Are there any safety hazards?
 - Are there any perceived or actual dangerous areas?
 - Has someone been told your route and estimated time of return in case of emergency?
- 2. Dress appropriately.**
 - Is reflective clothing appropriate?
 - Is dressing in layers appropriate?
 - Is it colder than -25°C ?
 - Is sun screen necessary?
 - Is a hat necessary?
 - What type of footwear is appropriate?
- 3. Consider whether or not water should be brought.**
 - Is it hot out?
 - Are there places to stop for water along the way?
 - How long will the walk take?
- 4. Invite a friend or family member!**

Drinking Water

Staying hydrated is vital to keeping body temperature and electrolyte levels balanced. When dehydrated, fatigue, headaches, nausea and dizziness may be experienced. Heat illness and heat stroke may also result.

How much water should a person drink?

Divide a person's weight in half and that is how many ounces of water to drink per day to be adequately hydrated. An athlete with a high level of muscle mass should drink even more, about two-thirds of their body weight in ounces per day.

Drink about 8 ounces every 15 minutes while exercising. Drink smaller amounts (4 ounces) at a time to keep from getting that uncomfortable sloshing feeling.

Tips for Faster Walking

- 1. Stand tall** and do not slouch the shoulders or lean forward from the waist or have an exaggerated arch in your back.
CUE: Keep eyes on the horizon.
- 2. Focus on quicker, not longer steps.** Strides naturally become longer as the walk gets faster, so concentrate on taking faster steps.
CUE: Count how many steps are taken in a minute, trying to take over 135 steps/minute.
- 3. Bend at the elbow.** Bend the elbows at a right angle, making quick, compact arm swings.
CUE: Hands should trace an arc from waistband on the back swing, to chest height on the up swing.
- 4. Push off the toes.** Consciously push off the toes and generate as much boost as possible at the end of each step.
CUE: Walk as if showing the bottom of the shoe on every step.



Section 3: Physical Activities

Introduction

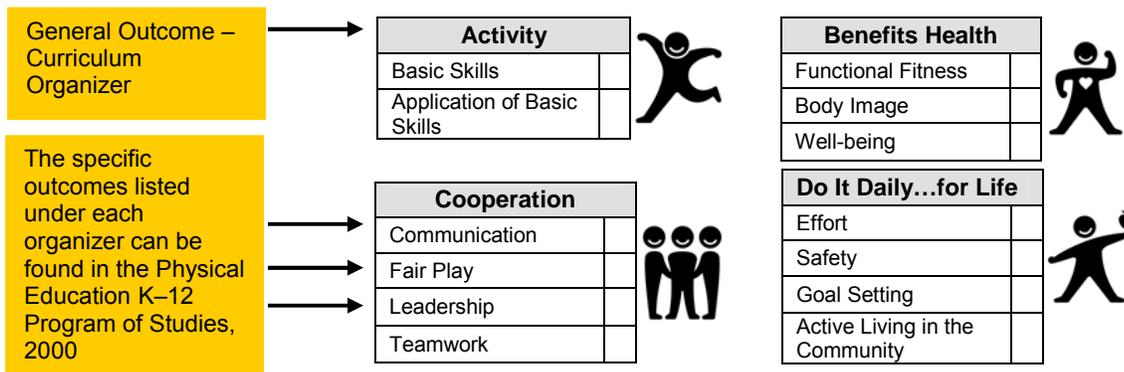
The Daily Physical Activities in this section are divided into the following categories:

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

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

Physical Education Icons

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



Cross-curricular Linking

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

Safety Considerations

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

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

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

Strategies to Increase Cardiovascular Benefits

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

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

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

Why Stretching Is Important

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

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

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

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

How to Stretch

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

Appendix

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

How Often Should I Stretch?

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

Caution!

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

Resources



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

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

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

Using the Resource List

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

Appendix

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

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

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

Preparatory Checklist

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

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

Monitoring

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

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

Teacher Reflection

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

Appendix	See Appendix 2: Teacher Activity Reflection.
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Index of Physical Activities

Activity Name	Classroom or Small Space	Gym or Open Space	Outdoors	Whole School or Large Group	Includes Cross-curricular Ideas	Division I	Division II	Division III	Equipment Required	Page Number
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Action Stories										77
Aerobics (Low Impact)										85
Alaskan High Kick										86
All in a Day's Work										87
Alphabet Popcorn										43
Alphabet Search										44
Alphabet Walk/Run/Wheel										122
Amazing Asphalt Activities										127
Baseball/Softball Games										128
Battleships										88
Beach Ball Bop										89
Beat Challenge										60
Birds of a Feather Flock Together										61
Bizerk Ball										89
Body Spelling										45
Broomball Games										129
Capture the Flag										123
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Cat and Mouse										61
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Combatives										91
Core Stability Activities										93
Crazed Creative Dance										62
Creative Dance – Movement Stories										95
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Danger Zone										96
Desk Wake Up										63
Down, Down, Down										130
Double Ball (<i>We Pitisowewepahikan</i>)										131
Exercise Balls										97
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Family Dance										156
Feather Fun										64
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Flash Up, Flash Down										46
Follow the Leader										65
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Activity Name	Classroom or Small Space	Gym or Open Space	Outdoors	Whole School or Large Group	Includes Cross-curricular Ideas	Division I	Division II	Division III	Equipment Required	Page Number
Four Square Jumping Pattern										78
Funky Furniture										101
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Jolly Jumping										134
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Jurassic Park Tag										103
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Loose Caboose										104
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Merry-go-round										137
Moon Ball										104
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Moving Body Parts										66
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Rope Fun										108
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Scarf Juggling										52
Scarf Juggling Circle										69
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Scrabble Fitness										53

Activity Name	Classroom or Small Space	Gym or Open Space	Outdoors	Whole School or Large Group	Includes Cross-curricular Ideas	Division I	Division II	Division III	Equipment Required	Page Number
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Skipping										110
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Spelling Relay										54
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Classroom or Small Space

Physical Activities

Classroom or Small Space

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

Tips for the Classroom or Small Space

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

Classroom or Small Space

Physical Activities with Cross-curricular Ideas

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44	Alphabet Search	52	Scarf Juggling
45	Body Spelling	53	Scrabble Fitness
46	Flash Up, Flash Down	54	Spelling Relay
47	Indoor Circuit	55	Stepping Around the World Game
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49	Memory Match	57	Travel the Globe
50	Musical Hoops	58	Trivia Relay
		59	True or False Simon Says

More Physical Activities

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61	Birds of a Feather Flock Together	68	Paper Skate
61	Cat and Mouse	69	Rock, Paper, Scissors Dance
62	Chair Aerobics	69	Scarf Juggling Circle
62	Crazed Creative Dance	70	Sketch Relay
63	Desk Wake Up	71	Speed Cup Stacking
64	Feather Fun	73	Sponge Games
65	Follow the Leader	73	Stretch A: Stretch Wave
65	Lego Moves	74	Stretch B: Tight Body Stretch
66	Moving Body Parts	74	Textbook Aerobics
66	My Body Song		

Classroom or Small Space

Physical Activities with Cross-curricular Ideas

Alphabet Popcorn

Language Arts Focus (Divisions I, II)

Classroom or Small Space

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

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

Mathematics

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

Alphabet Search

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

Activity	
Basic Skills	✓
Application of Basic Skills	



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



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

Cross-curricular Linking

Science

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

Social Studies

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

Body Spelling

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

Mathematics

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

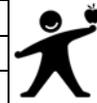
Flash Up, Flash Down

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

Activity	
Basic Skills	✓
Application of Basic Skills	



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



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

Cross-curricular Linking

Language Arts

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

Social Studies

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

Science

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

Indoor Circuit

Divisions I, II, III
Classroom or Small Space

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

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



Around the Room

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

Mission Possible Circuit

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

Cross-curricular Linking

Social Studies

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

Mathematics

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

Science

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

Language Arts

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

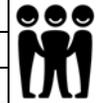
Language Lights

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	



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

Cross-curricular Linking

Mathematics

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

Science

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

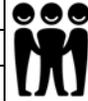
Memory Match

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

Mathematics

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

Social Studies

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

Musical Hoops

Language Arts Focus (Divisions I, II, III)

Classroom or Small Space

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

Activity	
Basic Skills	✓
Application of Basic Skills	



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

Cross-curricular Linking

Mathematics

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

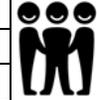
Over Under

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

Mathematics

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

Health

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

Scarf Juggling

Divisions I, II, III

Classroom or Small Space

Equipment: scarves or plastic grocery bags

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



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

Cross-curricular Linking

Language Arts

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

Health

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

Mathematics

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

Scrabble Fitness

Divisions I, II, III

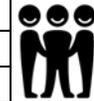
Classroom or Small Space

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

**Languages
Arts**

Use the activity to reinforce vocabulary and spelling skills.

**Social
Studies**

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

Science

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

Health

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

Spelling Relay

Language Arts Focus (Divisions I, II, III)
Classroom or Small Space
Equipment: ice cream sticks

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



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

Cross-curricular Linking

Mathematics

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

Science

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

Social Studies

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

Stepping Around the World Game

Divisions I, II, III
Classroom or Small Space

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



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

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

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

Appendix

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

Cross-curricular Linking

Mathematics

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

Health

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

Science

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

Social Studies

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

Story Starters

Language Arts Focus (Divisions I, II, III)

Classroom or Small Space

Equipment: paper, pencils

Activity	
Basic Skills	✓
Application of Basic Skills	



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



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

Cross-curricular Linking

Mathematics

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

Science

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

Social Studies

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

Travel the Globe

Social Studies Focus (Divisions I, II, III)

Classroom or Small Space

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

Social Studies

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

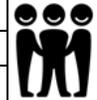
Trivia Relay

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Cross-curricular Linking

Mathematics

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

Social Studies

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

True or False Simon Says

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

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



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



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

Cross-curricular Linking

Language Arts

Use the activities to reinforce vocabulary and grammatical elements.

Social Studies

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

Science

Ask true and false questions related to the science curriculum.

Classroom or Small Space

More Physical Activities

Beat Challenge

Divisions I, II, III
Classroom or Small Space

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

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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



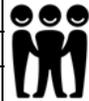
1. Choose music suited to the grade level and interests of students. Have students sit cross-legged on the floor facing a partner a metre away. Place a beanbag or other object on the floor between them.
2. Start the music and encourage students to move to the beat of the music during the following activities: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

Birds of a Feather Flock Together

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

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

Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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



Cat and Mouse

Divisions I, II
Classroom or Small Space
Equipment: two fairly small objects to pass, such as a beanbag and a ball

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

Activity	
Basic Skills	✓
Application of Basic Skills	



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



Chair Aerobics

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

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



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

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

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

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

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

Crazed Creative Dance

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

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



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

Desk Wake Up

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

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



Feather Fun

Divisions I, II, III

Classroom or Small Space

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

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



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

Follow the Leader

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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

Lego Moves

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

Activity	
Basic Skills	
Application of Basic Skills	✓



Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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

Moving Body Parts

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

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

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



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



My Body Song

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

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

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

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

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

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



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



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

Paper Play

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

Equipment: two pieces of paper or beanbags for every student

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



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

Paper Skate

Divisions I, II, III

Small Space

Equipment: sheets of recycled paper or tin plates

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



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

Twist: Twist back and forth on the paper.

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

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

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

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

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

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

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

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

Rock, Paper, Scissors Dance

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

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



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

Appendix

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

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

Scarf Juggling Circle

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

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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



1. Students form a large circle facing inwards while holding a scarf.
2. Say "to the right – throw and go" and everyone throws their scarves straight up in the air and takes one step to their right and catches the other person's scarf. This is repeated until the students get a rhythm going.
3. Then say "to the left – throw and go" and everyone throws their scarves straight up in the air and takes one step to the left.
4. Vary the level of difficulty by having the students face clockwise in the circle and toss their scarves straight up over their heads, taking a step forward to catch the scarf of the person in front of them.

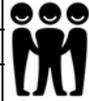
Sketch Relay

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

Equipment: cards, whiteboards or chart paper, markers

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

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

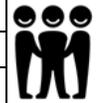


Speed Cup Stacking

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

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

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



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



3-Stack

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

6-Stack (3–2–1 method)

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

Relay Race

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

Leader of the Stack

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

Demolition at Stack City

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



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

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

Sponge Games

Divisions I, II, III
Classroom or Small Space

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

Activity	
Basic Skills	
Application of Basic Skills	✓



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



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

Stretch A: Stretch Wave

Divisions I, II, III
Classroom or Small Space

Equipment: none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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

Appendix

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

Stretch B: Tight Body Stretch

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

Note: Perform while lying down or sitting down.

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



Appendix

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

Textbook Aerobics

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

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

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

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

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

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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





Gym or Open Space

Physical Activities

Gym or Open Space

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

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

Tips for the Gym or Open Space

- Consider joining up with another class.
- Have students keep a log of their progress and improvement over time.
- Take turns with other teachers setting up the room for a weekly activity.
- Consider moving these activities outside if the weather is nice.
- Set a goal to organize one or more gym or open space activity every week, several weeks or month.
- After students participate in a physical activity, ask them to modify the activity or re-invent a game to help encourage student engagement and interest.
- Encourage students to recognize fair play and sportsmanship as essential components of physical activity. Students should learn to play by the rules and show respect for themselves and others.
- Have students volunteer to teach the rest of the class a game from their own cultural backgrounds. Make a class collection and share it with the rest of the school.

Gym or Open Space

Physical Activities with Cross-curricular Ideas

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More Physical Activities

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Gym or Open Space

Physical Activities with Cross-curricular Ideas

Action Stories

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

Activity	
Basic Skills	
Application of Basic Skills	✓



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

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

Themes to use for story lines include:

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

Cross-curricular Linking

Science

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

Mathematics

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

Four Square Jumping Pattern

Divisions I, II, III

Gym or Open Space

Equipment: masking tape or skipping ropes to mark the area

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



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

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

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

Cross-curricular Linking

Language Arts

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

Mathematics

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

Science

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

Social Studies

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

Kicking Craziiness

**Divisions II, III
Gym or Open Space**

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

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

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



Cross-curricular Linking

Languages

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

Mathematics

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

Science

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

Social Studies

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

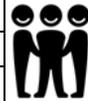
Sizzling Scooter Boards

Divisions I, II

Gym or Open Space

Equipment: scooter boards, pylons (optional)

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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



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

Cross-curricular Linking

Language Arts

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

Mathematics

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

Social Studies

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

Snap, Crackle, Pop

Language Arts Focus (Divisions I, II, III)

Gym or Open Space

Equipment: lettered beanbags or letter cards

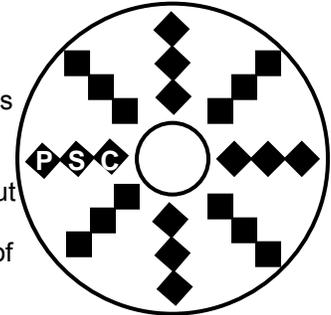
Activity	
Basic Skills	✓
Application of Basic Skills	



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



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



Cross-curricular Linking

Mathematics

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

Science

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

Social Studies

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

Travel Your Name

Language Arts Focus (Divisions I, II, III)
Gym or Open Space
Equipment: alphabet cards, music (optional), pylon

Activity	
Basic Skills	
Application of Basic Skills	✓



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

Cross-curricular Linking

Mathematics

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

Science

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

Social Studies

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

Vowel Catcher

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

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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

Appendix

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

Cross-curricular Linking

Mathematics

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

Health

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

Gym or Open Space

More Physical Activities

Aboriginal Friendship Dance

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

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

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



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



Appendix

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

Aerobics (Low Impact)

Divisions I, II, III

Gym or Open Space

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



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

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

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

Alaskan High Kick

Division III
Gym or Open Space
Equipment: floor mats

Benefits Health	
Functional Fitness	
Body Image	✓
Well-being	



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



Alaskan High Kick or One-armed High Kick

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



Appendix

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

Resources



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

For a photo demonstrating this Arctic Game, visit:
http://www.awg.ca/Photo_images/Arctic-Dene_Sports/as4.gif

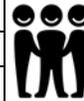
All in a Day's Work

Divisions II, III

Gym or Open Space

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

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	



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



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

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

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

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

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

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

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

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

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

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

Battleships

Divisions II, III

Gym or Open Space

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

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Beach Ball Bop⁶

Divisions I, II, III

Gym or Open Space

Equipment: a large beach ball for each group

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

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



Bizerk Ball

Divisions I, II, III

Gym or Open Space

Equipment: more small balls than students

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Capture the Gold

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

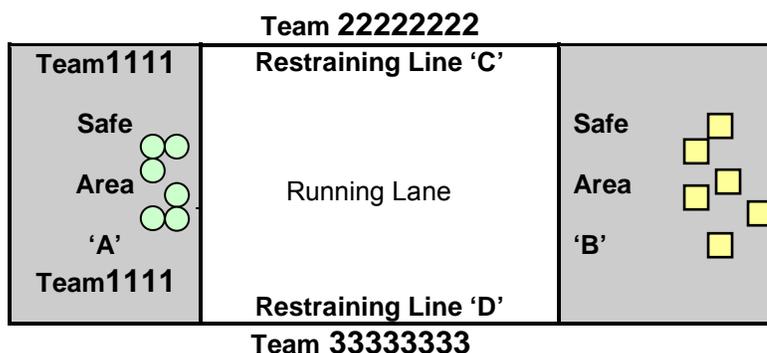
Activity	
Basic Skills	
Application of Basic Skills	✓



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



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



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

Combatives

Divisions II, III

Gym or Open Space

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



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

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

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

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

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

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

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

Variation: Have partners start on their knees.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Core Stability Activities

Divisions I, II, III

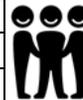
Gym or Open Space

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Crunches:

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

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

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

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

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

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

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

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

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

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

Supermans:

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

Appendix

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

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

Creative Dance – Movement Stories

Divisions I, II

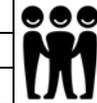
Gym or Open Space

Equipment: pathway signs, music, audio equipment

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Appendix

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

Danger Zone

Divisions I, II, III

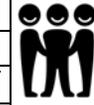
Gym or Open Space

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

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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

Exercise Balls

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

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

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

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

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

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

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

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

Exercise Bands

Divisions I, II, III

Gym or Open Space

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

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

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

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

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

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

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

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

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

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

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

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

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

Fitness Frenzy

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



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

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

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

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

3. Demonstrate muscular strength activities, such as:

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

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

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

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

Appendix

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

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

Four-team Pinball

Divisions II, III

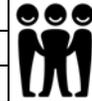
Gym or Open Space

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

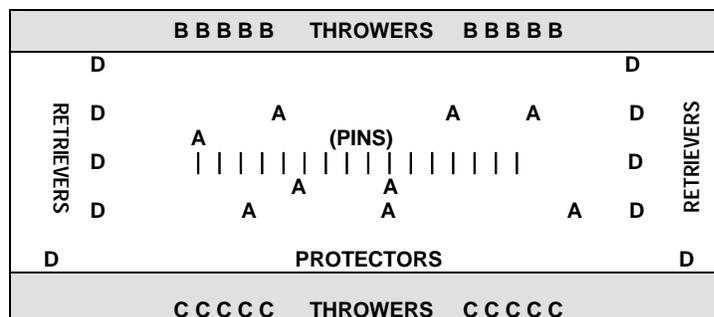
Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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



Funky Furniture

Divisions I, II, III

Gym or Open Space

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

Cooperation	
Communication	
Fair Play	
Leadership	✓
Teamwork	



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



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

Head to Toe Stretch

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

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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

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

Shoulders: Interlace fingers behind back and pull.

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

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

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

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

Appendix

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

Hoop Pass⁸

Divisions I, II, III

Gym or Open Space

Equipment: two hoops for each group

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

Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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



Jurassic Park Tag

Divisions I, II, III

Gym or Open Space

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

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

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

Activity	
Basic Skills	
Application of Basic Skills	✓



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



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

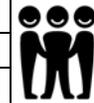
Loose Caboose

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Moon Ball

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

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	

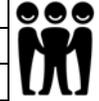


1. Divide students into four groups of five to eight. Place four large hoops on the floor in the corners of the room. Number the hoops one to four and assign one hoop to each group.
2. Have the students position themselves around their hoops with one or both feet in the hoops. The challenge is for a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

Move to the Music

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

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

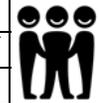


1. Have students scatter throughout the gym and move to music with a strong four-beat rhythm, such as “Rockin Robin” or “Fishing in the Dark.”
2. Have the students use different locomotor movements and move to the beat of the music: walk, shuffle, gallop, skip, double gallop, twist and use arm movements.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

Numbers Run

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

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



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

Pilates

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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

The following are examples of Pilates exercises.⁹

Leg Circles

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

Rolling Like a Ball

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

Double Leg Stretch

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

Resources



For pilates instructors, contact local community resources. For a partial list, visit http://www.education.gov.ab.ca/k_12/curriculum/bySubject/phsyed/res_guide.pdf.

Appendix

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

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

Rhythmic Gymnastics Hoops

Divisions I, II, III

Gym or Open Space

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

Activity	
Basic Skills	✓
Application of Basic Skills	✓



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

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

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

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

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

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

Resources



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

Rope Fun

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

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	✓



Ashley Hop

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

Shapes in the Dark

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

Knots

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

Simple Dances

Divisions I, II

Gym or Open Space

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

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



Hands Up Dance

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

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

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

2. Have students create variations with partners or groups.

Count 8

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

Appendix

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

Skipping

Divisions I, II, III
Gym or Open Space
Equipment: skipping ropes, music/audio equipment (optional)

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	✓



Short Rope

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

Long Rope

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

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

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

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

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

Soccer Speed Ball

Division III

Gym or Open Space

Equipment: floor hockey nets, basketball hoops, one utility ball or indoor soccer ball

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	
Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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

Space Angels

Divisions I, II

Gym or Open Space

Equipment: none required

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓
Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



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

Sport 'n Hip Hop

Divisions I, II

Gym or Open Space

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

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



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



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

Resources



For hip-hop instructors, contact local community resources. For a partial list, visit http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/res_guide.pdf.

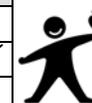
Stick It Leg Landings

Divisions I, II, III
Gym or Open Space
Equipment: three different colours of pinnies, benches and gym mats

Activity	
Basic Skills	✓
Application of Basic Skills	



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



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

Resources



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

Swamp Ball

Divisions I, II, III
Gym or Open Space
Equipment: a variety of balls, pinnies, scooters, baskets

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



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

Tag Games

Divisions I, II, III

Gym or Open Space

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

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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

Link Tag

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

Chase the Horse

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

Clothespin Tag

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

Donkey Tag

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

Heads or Tails

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

Heel-toe Tag

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

Follow the Leader Tag

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

Appendix

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

Tai Chi

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

Activity	
Basic Skills	✓
Application of Basic Skills	



Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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

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

Opening the Chest

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

Flying Like an Eagle

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

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

Yoga

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

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



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

Mountain Pose

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

Chair Pose

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

Tree Pose

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

Resources



For yoga instructors, contact the Yoga Association of Alberta.

Appendix

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

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



Outdoors

Physical Activities

Playground Supervision and Safety

The principal is responsible for ensuring playground supervision is adequate during school hours. Those responsible should:

- develop and discuss rules and regulations with students and post them in a suitable place
- recognize and report potential hazards; e.g., broken glass, other litter
- check equipment regularly to make sure it is in good repair
- instruct children in the safe use of all playground equipment and structures
- select and limit use of structures and equipment according to weather conditions
- ensure that all structures are firmly anchored or secured
- ensure that the surfaces under all playground structures are constructed of impact-absorbing material
- ensure that new equipment and surfaces follow CSA standards and that existing installations are reviewed in light of CSA standards.

Winter Outdoors Tips

Frostbite and hypothermia are the most serious threats from exposure to cold. Frostbite occurs when so much heat is lost that water in tissue close to the skin freezes. The ears, face, fingers and toes are most susceptible. Early signs include tissue that is waxy, white, numb, tingly and cold.

Hypothermia is a potentially fatal condition in which core body temperature falls dangerously below the normal 37° C. The earliest signs include numbness in the hands and feet and slight shivering. Continued exposure to the cold can lead to more intense shivering, slurred speech, drowsiness and feeling of exhaustion.

When any of the above symptoms appear, it is crucial to seek shelter, get into dry clothing and have a snack (preferably a hot drink). Serious cases require immediate medical attention.

- **Dress for the weather.** Layers of loose-fitting clothing trap air and provide good insulation. The inner layer should be absorbent wear: the middle layer(s) warm and the outer layer water repellent and wind resistant.
 - **hat** (warm, close-fitting and covering ear lobes; not a “fashion” hat or baseball cap)
 - **mittens** (gloves do not keep hands warm as effectively as mittens)
 - **loose layers** (an absorbent synthetic fabric next to skin, a warmer middle layer and a water resistant/repellent outer layer)
 - **socks** (a single pair of socks, either wool or a wool blend with silk or polypropylene is better than cotton, which offers no insulation when wet; avoid extra thick socks, as they can cause cold feet by restricting blood flow and air circulation around the toes)
 - **boots** (be sure boots are dry and not too tight).

Children should get out of wet clothes and shoes as quickly as possible as they are the biggest factors in frostbite. Jackets should be zipped up. To avoid strangulation during play, use tube-shaped neck warmers instead of scarves. If scarves must be used, tuck them into jackets. Remove drawstrings on hoods and jackets, as they are also a safety hazard.

- **Get set.** Warm up and stretch indoors before going out in the cold.
- **Beware of the wind.** Take the wind chill factor into account, and plan routes so that the wind is at your back near the end of the session.
- **Watch for fatigue.** Do not push yourself in extremely cold weather.
- **Use the buddy system.** Try to be active with a companion, and keep your eye on one another.
- **Do not dally.** When activity is finished, come in from the cold and change into dry clothing as soon as possible.

When is it too cold to walk or play outside?

- If the temperature falls below -25°C (-13°F), regardless of the wind chill factor.
- When the wind chill factor is reported as -28°C (-15°F) or greater (this is the temperature at which exposed skin freezes in a few minutes).

Being Sun Safe

Even in winter, you can still get a sunburn. Reduce sun exposure when the sun is highest in the sky.

- Find shade or create your own shade.
- Wear a wide-brimmed hat or toque and sunglasses with UVA and UVB protection.
- Wear sunscreen with minimum SPF 15 or higher with UVA and UVB protection (higher for individuals spending extended periods of time out of doors).

Tips for the Outdoors

- Have students log their progress and improvement over time.
- Use equipment that is part of your existing playground in your activities.
- Consider moving these activities indoors during inclement weather.
- Have the students bring water bottles out with them or provide refreshments so that they do not become dehydrated.
- Review safety issues and rules specific to playing outdoors before the activity. Students should also be positioned so they do not have the sun in their eyes, backs to the wind or a distraction within their range of vision while directions are being provided.
- Students should be instructed on the use of sun screen and hats to reduce sun danger.
- After students participate in a physical activity, ask them to modify the activity or reinvent a game to help encourage student engagement and interest.
- Encourage students to recognize fair play and sportsmanship as essential components of physical activity. Students should learn to play by the rules and show respect for themselves and others.
- Have students volunteer to teach the rest of the class a game from their own cultural backgrounds. Make a class collection and share it with the rest of the school.

Outdoors

Physical Activities with Cross-curricular Ideas

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More Physical Activities

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Outdoors

Physical Activities with Cross-curricular Ideas

Alphabet Walk/Run/Wheel

Divisions I, II, III

Outdoors

Equipment: paper and pencil/pen for every pair of students

1. Divide students into pairs and give them each a sheet with the letters of the alphabet or ask them to write the letters down the side of the page. You may want to exclude the letters Q, X and Z.
2. Have the pairs work together to find objects during their walk, run or wheel that begin with each letter of the alphabet, or each partner may complete half the alphabet. Some students may be asked to cover the area closest to the school. Some students may require the assistance of a buddy who can scan the area for debris or safety hazards. Set ground rules to increase the challenge for students.
3. Have the students check their heart rates and record them on sheets of paper every two to three minutes while participating. Speed should be adapted to ensure appropriate working heart rates are maintained.
4. While students stretch their ankles, calf muscles, hips and low back, discuss their ability to maintain their working heart rates during the walk, run or wheel.

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Resources



For a template on which to record findings during the Alphabet Walk, visit Teacher Resources—Teaching Tools—PDF Resources at <http://www.education.gov.ab.ca/physicaleducationonline>.

Appendix

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

Cross-curricular Linking

Language Arts

Challenge students to complete the alphabet walk/run in another language.

Science

Have students search for evidence of learned concepts in the environment, e.g., mechanical change, simple machines, or look for and classify living and nonliving things.

Capture the Flag

Divisions II, III
Outdoors

Equipment: flags, rubber chickens or coloured snowballs, snowshoes (optional), two sets of different coloured pinnies, pylons

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide students into teams and review the rules for the game:
 - Two teams spread 10 flags out around the field (a different coloured flag is used for each team). Rubber chickens or coloured snowballs could be used for flags.
 - Each team is on their side of the field wearing different coloured pinnies.
 - Each team makes a small area with pylons called a “snow hut” somewhere on their side. Increase the challenge for older students by having one player guard the snow hut.
 - Students must try to locate and obtain their opponent’s flags; however, if you are touched on the other team’s half of the field, you must go to their snow hut as a prisoner. Students could also play the game wearing snowshoes or with a partner tied to their legs.
 - To be set free, a teammate will need to enter the opponent’s snow hut and tag the teammate that is being held prisoner.
 - The game is over once a team captures all 10 flags from the opponents. Use fewer than 10 flags if time is limited or if the participants are young.
2. Organize a challenge to other classes. The students could also challenge the staff of the school during outdoor lunch intramurals.

Cross-curricular Linking

Mathematics

Write equations or other number problems on the flags and have the teams find the correct solutions to each flag they capture (all answers must be correct to win).

Science

Write science trivia on the flags and have the teams answer the questions on each flag they capture (all answers must be correct to win).

Social Studies

Write social studies trivia on the flags and have the teams answer the questions on each flag they capture (all answers must be correct to win).

Memory Orienteering

Divisions II, III
Outdoors

Equipment: master map of the school, controls (pieces of tape with letters), student score cards, coloured pinnies

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Place several markers (controls) with letters or symbols on them throughout the field and school yard. Each control is given a point value depending on its distance away from the starting point and its accessibility.
2. On a map of the school grounds, accurately mark where the symbols are located to create a master map called the control map. Provide each pair of students with a scorecard. During the game, upon arriving at a control, students record a description and the clue letter or symbol of each control on their scorecard before moving on to find the next control. Make sure there are many more controls than students could possibly locate in the given time period.
3. On the signal to start, students study the control map and memorize as many different locations as possible before setting out to find the controls. Students can choose to start with any of the controls so they do not need to be located in a specific order. Staying together, pairs locate as many controls as possible and return to the start before the predetermined time limit is up (20 minutes). Pairs can return to the start to review the control map at any time.

Appendix

For a sample orienteering scorecard, see **Appendix 12: Memory Orienteering Scorecards**.

Cross-curricular Linking

Language Arts

Use a word or phrases at each control with the goal of finding as many words and phrases as possible. The more controls the students get to, the better their chances are at completing the story. Partners could then act out the “story line” to the rest of the group, or create their own story line from the clues they have located.

Mathematics

Post a mathematics problem on each control for students to solve and record.

Science

Post a science trivia question on each control for the students to answer and record.

Social Studies

Post social studies trivia questions on each control for the students to answer and record.

Orienteering

**Divisions I, II, III
Outdoors**

Equipment: small red flag, whistle, clue sheet, treasure (pencils, snacks, stickers), snowshoes (optional)

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



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



Note: This activity can be completed on foot or on snowshoes.

1. Hide a small red flag somewhere on school grounds.
2. Give verbal or written clues that lead students throughout the school grounds. Every three to four minutes, blow a whistle to provide a clue. Encourage students to move quickly when following clues. Each clue directs students closer to the flag.
3. After each clue, have students place their hands over their chests to feel their hearts and take note of their heart rates. Emphasize that their hearts should be beating faster than when they started (be sensitive to students' differing fitness levels). A modified course on the tarmac may be offered or an additional flag may be hidden in a more accessible location for some students.
4. The student who finds the flag brings it to the teacher and wins a treasure for the entire class.
5. As an extension, challenge students to create or follow a map of the walking trails in the community.

Appendix

For sample orienteering scorecards, see **Appendix 12: Memory Orienteering Scorecards**.

Cross-curricular Linking

Language Arts

Address language arts skills and content in the clues; e.g., solving riddles, comprehension or editing.

Mathematics

Address mathematics skills and content in the clues; e.g., cracking a code using patterns or number operations.

Science

Address science skills and content in the clues; e.g., solving riddles using content such as flight and aerodynamics, chemistry, hearing and sound, or mechanical systems.

Social Studies

Address social studies skills and content in the clues; e.g., solving riddles using content such as communities around the world, physical geography of Canada, Renaissance Europe or economic systems.

Rockin' Rally

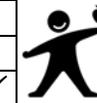
Divisions I, II, III
Outdoors

Equipment: one paddle and ball for every student, a variety of balls suitable for rallying, 40 hoops

Activity	
Basic Skills	✓
Application of Basic Skills	



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



1. Have students hold paddles with a handshake grip, where the thumb and forefinger form a 'V' as they grip the paddles. Challenge students to complete the following skills using the paddles and balls:
 - walk with a ball or beanbag balanced on the paddles
 - strike the ball in the air and catch the ball between the paddle and hand
 - strike the ball in the air and let the ball bounce before catching it
 - rally the ball in the air using a forehand and backhand grip.
2. Have students try to set personal goals for the number of times they can rally the balls continuously. Provide appropriate feedback, demonstrate proper technique and use student demonstrators when appropriate. Some students may benefit from using a beanbag instead of a ball or by tethering a whiffle ball to a paddle bat. Some students may benefit from sitting so they can better concentrate on the task at hand.

Cross-curricular Linking

Science

Ask multiple choice questions and for each response have students bounce balls against targets marked A, B, C and D to identify the correct answer.

Social Studies

Ask multiple choice questions and for each response have students bounce balls against targets marked A, B, C and D to identify the correct answer.

Health

Ask multiple choice questions and for each response have students bounce balls against targets marked A, B, C and D to identify the correct answer.

Outdoors

More Physical Activities

Amazing Asphalt Activities

**Divisions I, II, III
Outdoors**

Equipment: paint, chalk, skipping ropes, utility balls, rocks, sticks or small objects to use as markers, marbles

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Encourage students to play activities on the school’s blacktop play areas and sidewalks. Permanently paint lines on the tarmac so that students can enjoy the various games anytime. Chalk can also be used to allow a group to create, play and teach their game to another group. Some hopscotch activity ideas include:

Basic Hopscotch: The first player throws the marker to square number one. They hop on one foot over square number one, continue through the hopscotch, picking up their marker on the way back. The marker is then thrown to square two. They hop on one foot to square one, hop over square two and hop through the hopscotch, picking up their marker on the way back. Players lose a turn by stepping on a line, hopping into a square occupied by another marker, touching the ground with any part of their body other than their feet, touching another player’s marker, tossing their marker into the wrong square or having it fall on a line or outside the hopscotch markings.



Create a Hopscotch or Share a Hopscotch: Students work together in groups to create a hopscotch game following the rules of basic hopscotch. The group determines the layout of the hopscotch pattern, how to move through the pattern (hop, jump, straddle left foot, right foot), in what direction to move (forward, backward, sideways) and any special rules. A group member remains at their own game to explain their hopscotch to the other teams as they rotate through all the games.

Hopscotch Tag: Define the play area by using pylons in close proximity to the hopscotch patterns. Choose several students to be “it.” The “its” move around the play area trying to tag the rest of the students. When students are tagged, they go to the hopscotch patterns and hop and jump through the pattern. Players cannot be tagged while they are completing the hopscotch. Once a student finishes jumping the patterns, he or she is back in the game. Change the students who are “it” often so that all get a chance to tag others.

Baseball/Softball Games

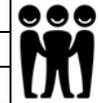
Divisions I, II, III
Outdoors

Equipment: softballs, baseballs, gloves, bases, bats and pylons

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



Baseball and softball games can take place on traditional baseball diamonds or diamonds created with pylons and can be played with any number of participants at any skill level. Baseball and softball can also be played indoors using a padded or plastic bat and a soft ball. Schools can make bats and balls available for students at recess or after school. Teachers can also highlight the opportunities to participate in local community baseball or softball leagues.



When playing baseball or softball with younger students, their participation and interest can be limited due to long waiting times between play (waiting to get up to bat, fielding) and difficulty hitting a moving ball and catching a hard ball. Consider using a soft sponge ball, padded bat, stationary ball stand, fewer players and only three bases or modifying games like those listed below.

Sample Modified Baseball/Softball Games

Modified Pitching

Have teachers or other adults pitch to all the students on each team to increase the pitch consistency or play the game with no strikes to increase success for students. This translates to students receiving as many pitches as necessary to hit the ball. Students who struggle to hit the ball could hit the ball from a stationary object; e.g., ball on top of a tall pylon. All team members could get to bat each inning and then switch the team up to bat.

Duck on a Rock¹²

Divide the students into groups of five, give each a beanbag (ducks) and have them line up on a home line. This can be a home plate that is extended on both sides. Place a tall pylon in front of them (the rock). Have the students all throw their beanbags at the rock and the player who throws farthest from the rock is the guardian. The guardian's duck is placed on top of the rock. The students then line up on the home line and throw their beanbags, trying to knock off the guardian's duck. The goal is to retrieve your duck and return to the home line. When they retrieve their ducks, they can be tagged by the guardian and then they must switch roles. Players are safe when standing with their feet on their ducks for a count of three and then must pick up their duck and attempt to make their way back to the home line. When a player knocks off the guardian's duck, all the other players can run back to the safety of the home line.

Goof Ball¹²

Divide the students into two teams and assign one team to the field and the other team to bat. The batters are numbered and each takes a turn at bat. To bat, a player may choose to throw, kick or drop-kick a ball. They only have one chance to hit the ball and, when they do, they run around all of the bases and back to home. To put a runner out, a fielder gets the ball and the rest of the fielders line up behind him or her. The fielders stand with their legs apart and pass the ball back to the last fielder, who then yells "Stop!" The runner scores one point for each base touched before the play is stopped.

12. These activities adapted with permission from Jo Brewer, *A Mitt Full of Baseball and Softball Type Games* (Box 10, Aldersyde, AB: The Creative Network, 2002), pp. 89, 101.

Broomball Games

**Divisions II, III
Outdoors**

Equipment: household broom, straw curling broom or broomball broom, skates/snowshoes (optional), balls, pylons or nets, pinnies

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓

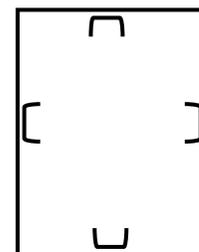


1. Have students use the broom to advance the ball, dribble around an obstacle course or create relays to practise and improve skills before beginning a broomball game. If students are playing the games on ice, they should wear helmets.
2. Introduce the concept of “give and go” with the students (one student passes to a teammate, then moves ahead to receive a pass back again). Review the rules and have the students participate in one of the games below:

Truck and Trailer: One student stands in front of his or her partner with a small playground ball and broomball stick. The other student stands behind him or her with a broomball stick. The student in front is called the “truck” and he or she stick handles the ball around the open area. The student behind the “trailer” follows, trying to stay close and mirror the student in front. Give the instruction “drop pass” and the front student passes to the student that is behind and then moves to be positioned behind the partner with the ball. Now have the students reverse roles. Add pylons and hoops around the area to serve as obstacles in the course.

Broomball Pirates of Alberta: The students each have a broomball stick and about $\frac{3}{4}$ of the players are given a small playground ball. The students that do not have a ball are the “Pirates of Alberta.” The object of the game is to keep the ball away from the pirates. If a pirate is successful in stealing the ball away from a student, he or she becomes a player and tries to keep his or her ball away from the other pirates. The person who lost the ball becomes a pirate.

Broomball Craze: Set up four goals that are across from each other spread out in a large area in the shape of a square or rectangle. A number of balls (one ball per student) are placed in the middle of the playing surface. The class is divided into four teams identified by different colours of pinnies. Each student will have his or her own stick. Each team will select one goalie and two defenders. All other students are on offence. Signal the start of the game and all of the offensive players will run to get a ball with their sticks and try to score on any of the opponents’ nets except their own. The defensive players try to prevent anyone from scoring on their net. The object of the game is to have the least number of goals scored upon your net. After all the balls have gone into the nets, play stops and the goalies will count the number of balls in their net. Rotate the goalie, defenders and offence and play once again.



Down, Down, Down¹³

**Divisions II, III
Outdoors**

Equipment: tennis balls for half the class

Activity	
Basic Skills	
Application of Basic Skills	✓



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



1. In partners, students throw a tennis ball continuously back and forth until somebody drops the ball.
2. When someone drops the ball, the partner says “Down on one knee.”
3. If the same person drops it a second time, the partner says “Down on two knees.”
4. If the same person drops the ball again, the partner says “Down on one elbow.”
5. The progression continues with the next direction being “Down on two elbows” and then “Down on your chin.” If the ball is dropped after this, you are out and the game is over.
6. To add more of a challenge, increase the distance apart for the throws or use two tennis balls.

13. Adapted from Games Kids Play, “Down Down Down,” *Games Kids Play*, 1995–2006, http://www.gameskidsplay.net/games/ball_games/down_down_down.htm (Accessed November 2005).

Double Ball (*We Pitisowewepahikan*)¹⁴

Divisions II, III
Outdoors

Equipment: curved sticks about a metre long, a dumbbell-shaped beanbag or any two small balls fastened together

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



This is a Cree game, played primarily by women, that demands very good physical conditioning. Originally, the goals were placed up to a mile apart and the double ball was made from two bags of deerskin stuffed with buffalo hair.

1. The game can be played on a football or soccer field or on any area where the goals are at least 100 yards apart. There can be between 4–8 players on a team.
2. The game is similar to shinny, except the ball is moved only by throwing it with the curved stick. It cannot be touched with the hands or feet.
3. The game begins with one player throwing the ball toward centre field.
4. The ball, once caught by a player, cannot be carried on the stick. It must be passed from one player to another. Players can try to hook the ball by knocking it off their opponents' stick.
5. The team that throws the ball across the goal line wins the game.

14. Adapted from Pat Atimoyoo, *Nehiyaw Ma Tow We Na: Games of the Plains Cree* (Saskatoon, SK: Saskatchewan Indian Cultural College, Curriculum Studies and Research Department, 1980), p.23.

Field Circuit

Divisions I, II, III

Outdoors

Equipment: skipping ropes, hoops, pylons

Activity	
Basic Skills	✓
Application of Basic Skills	



Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Have the students complete a circuit that includes the following five stations:

Station One: Lay two lanes of three hoops each on the grass an even distance apart. Students are to hop from one hoop to the next. Complete twice.

Station Two: Space two, three-foot pylons four feet apart and lay a plastic golf tube across the top. Students are to crawl underneath the tube once.

Station Three: Set out a course using six pylons. Students are to run zigzag through the pylons once.

Station Four: Lay skipping ropes in pairs across the grass. Students are to jump over the lines of skipping ropes. Graduate the distance the lines are apart and encourage students to challenge themselves to jump the widest section possible. Complete 10 times.

Station Five: Lay down three skipping ropes on the grass or mark with pylons (a start line, a change line and a finish line). They should be 10 metres apart. Students start hopping on their left foot at the start line. They switch to their right foot at the change line and continue hopping to the finish line. Complete three times.

Hoops Games

Divisions I, II

Outdoors

Equipment: hoops, balls, beanbags and paddles

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Paddle Hoops

1. With a group of 45 students, scatter approximately 35 hoops on the ground throughout the activity area. All students should have a paddle and a ball.
2. Allow one student to sit in each hoop holding a paddle and ball. Students without hoops stand alongside waiting for the game to start.
3. On the start signal, challenge the students in hoops to rally balls with their paddles by hitting them straight up in the air. If they lose control, the students run out of their hoops to retrieve the balls. Variations of this activity include using no-bounce balls or tossing and catching a ball (no paddle).
4. Students who are not in hoops may steal hoops and start to rally. Students must be rallying a ball to stay in a hoop.
5. After three minutes, stop the game and assign a special task to students not in hoops; e.g., demonstrate a paddle skill or sing a verse of the school song.

Hoop It

1. Divide the students into partners and give each student a hoop and a beanbag.
2. Have the students stand inside their hoops about two to four metres from their partners.
3. The students take turns trying to throw their beanbags into their partners' hoops without bouncing or sliding out. Their opponents can block their shots to defend their hoops.

Hoop Rally

1. Divide the students into partners and give each set a hoop and a ball. Have them place the hoop on the ground or tarmac between the partners.
2. Have one partner drop and bat the ball (with hand or arm) so that it bounces inside the hoop toward his or her partner. The ball must bounce only one time inside the hoop during the pass. The receiving partner returns the pass by batting it back to his or her partner.
3. Points are scored if the ball cannot be returned by the receiver, if it bounces more than once or if it is caught.

Jolly Jumping

**Divisions II, III
Outdoors**

Equipment: skipping ropes and elastic jump ropes

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Provide groups of three to four students with one elastic jump rope (a loop of ½ inch elastic two to three metres long with the two ends tied together to form a large circle). Students unable to skip may hold one end of the elastic while another student jumps. Some students may find it easier to use large hoops and demonstrate a more traditional jumping action. Other students may participate in alternate challenges; e.g., throwing beanbags over or in between ropes hung at different heights. Some students may be challenged by simply stepping over or on a rope placed on the floor.
2. Have two students hold the ends while the others jump the rope. Each holder slips the rope around his or her ankles. The holders stand five to six feet apart so the rope is fairly taut and forms the shape of a rectangle. The jumpers complete a predetermined jumping routine.
3. When successful, the rope is moved to the mid-shin height, then up to the knees or hips. When jumpers make an error in their routines, they trade places with the holders.
4. Have students take note of their increased heart rates and breathing rates while jumping.
5. Have each group member create a jumping routine that includes 10 jumps. Elements include jumping with each foot on one rope, jumping with both feet on the same rope, jumping with both feet straddling one rope then the other, jumping between both ropes or outside both ropes.
6. Have students share their jumping patterns with other groups to music of their choice.
7. Increase the level of difficulty by introducing the use of props or a ball. For example, students could do their jump routines while trying to dribble a basketball.

Appendix

For other skipping activities and ideas, see Jump Rope Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

Jumping Jack Rabbits

Divisions II, III
Outdoors

Equipment: pylons or skipping ropes to create the jumping arena

Activity	
Basic Skills	✓
Application of Basic Skills	



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



1. In a level area, measure off a length of 10–20 metres, depending on the age and abilities of the students. Have a start line and an end line.
2. With toes touching the start line, students jump to the end line and count how many jumps it takes them to cross the space. Students should bend their knees and keep their weight on the balls of their feet. Arms are bent at the elbows and brought back in a pumping action. Begin each jump from a standing position and from the exact spot where they landed from the previous jump.
3. Have students jump without using their arms or bending their legs. Ask them how it affected the distance achieved.
4. Have students do a brief running start to the jump and then jump using only one leg. Have them compare the results.
5. Have students team up in partners and take alternate jumps in a forward motion or have jumping relays in which each partner jumps only in one direction and tags his or her partner to jump back home.

Meet in the Middle

Divisions I, II
Outdoors

Equipment: none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Help students choose partners; e.g., find someone with the same number of family members, same height or same coloured socks.
2. Have the partners stand on opposite sides of the activity area facing each other.
3. On the signal to begin, partners run forward toward each other to meet in the middle of the activity area, where they give each other a “high five” and return to their original positions. Consider the abilities of the students and adjust the distance to be travelled accordingly.
4. Have the students try other variations, such as meeting in the middle and return to their original positions running backward; meeting in the middle, circling each other and returning; meeting in the middle, do-si-do-ing (square dance move) and returning moving backward.
5. Have the students complete an exercise when they meet in the middle, for example:
 - 10 jumping jacks
 - hold a plank position (prone push-up) for 15 seconds
 - 10 crunches or curl-ups
 - 360-degree jump turn in each direction.

Merry-go-round

Divisions I, II, III

Outdoors

Equipment: whistle

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Players position themselves around a track.
2. Blow a whistle and tell the students how they must move around the track; e.g., skip, gallop or hop. Everyone moves in the same direction.
3. Select exercises to suit group requirements and balance strenuous and less strenuous activities. Ideas for “laps” may include:
 - Jog slowly for one minute.
 - Walk with high knees for 30 seconds.
 - Walk normally for 30 seconds.
 - Run fast for 15 seconds.
 - Walk slowly for 30 seconds.
 - Walk with hands on knees, right on right, left on left, for 30 seconds.
 - Walk with hands holding lower shins for 30 seconds.
 - Walk backward for 30 seconds.
 - Walk backward with long strides for 30 seconds.
 - Run backward for 30 seconds.
 - Walk forward with giant strides for 30 seconds.
 - Touch the floor with one hand at each step for 30 seconds.
 - Crab walk for 30 seconds.

Playground Challenges

**Divisions I, II
Outdoors**

Equipment: none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Consider the abilities and challenges of the students and create personalized playground challenges. Consider a supervised visit to the playground when fewer students are present, allowing the students to explore the apparatus more safely.
2. Have students line up side by side along the edge of the playground equipment. On a signal, students move onto the playground equipment to complete a challenge and then return. Challenges may include:
 - run around two objects or pieces of equipment
 - go under three objects or pieces of equipment
 - step or jump over four objects or pieces of equipment
 - complete an up and down on four things (mount or dismount)
 - hang from four things in the playground holding body weight for a count of four
 - make two bridges on the playground—one tummy up and the other tummy down.

Modify challenges for some students and allow the assistance from a buddy or aide.

3. Have the students develop a sequence using the challenges; e.g., run to the equipment and go around one thing, jump over one thing and mount and dismount from something else.

Resources



For playground safety information, visit Teacher Resources—Teaching Tools—PDF Resources at <http://www.education.gov.ab.ca/physicaleducationonline/>.

Playground Circuit

**Divisions I, II
Outdoors**

Equipment: hoops, pylons, benches, flags, playground equipment

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Organize a walk or run through the schoolyard. On a signal, have the students walk or run through the schoolyard, encountering obstacle challenges that they complete before continuing on their way. Mark the course and set up obstacle challenges, such as:

Hanging Out—involves hanging from a part of the playground equipment to a count of four.

Bench Pull—involves lying on your stomach using your arms to pull your body from one end of a wooden bench to the other end.

Slalom Run—involves running around pylons in a zigzag pattern.

Slide Run—involves running through the creative playground and climbing up the slide and sliding down.

Through a Hoop—involves picking up a hoop, placing it over the head and pulling it down to the feet and stepping out of the hoop.

Balance Beam—involves balancing on three body parts on a piece of playground equipment to a count of four.

Older students or parent volunteers may be used at obstacle challenges to ensure that the obstacles are reset or assistance provided if needed. For larger groups, double the sets of obstacles to decrease overcrowding and move students quickly and safely through the obstacles. Flag the course with survey flags (metal wire with a small plastic flag attached to the top) to guide students. A course is easier to follow if the students always keep the flags on the right.

2. As a variation, identify a route in your community that students could follow, such as a trail, local park, wooded area or garden. Have students check in at stations manned by volunteers as they cover the route. Additional obstacles can be included at any check point to increase the challenge and to add variety.

Appendix

For an example of how to set up a playground circuit, see **Appendix 10: Sample Playground Circuit**.

Playground Golf

Divisions I, II, III

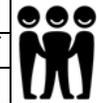
Outdoors

Equipment: beanbags, hoops, balls/flying discs/balls with tails attached, pylons

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Have the students warm up with target practice. Divide them into partners and have them practise the underhand throw standing at varying distances away from each other. The object is to try to throw the ball as close to the feet of your partner as possible.
2. Set up the field or schoolyard like a golf course. Equipment can be varied by using balls with tails, flying discs, foam balls and tennis balls. Pylons with a number on them will represent the tee-off areas. Hoops with a flag placed in the middle will serve as the holes. You can also set up the course to include any equipment that is permanently on the playground; e.g., create a hole with a dog leg around a swing set.
3. Explain the rules of playground golf to the students, for example:
 - The object of the game is to get the throwing implement into the hoop with the least number of throws.
 - The students could work with a partner to alternate throws or challenge each other to see who can finish the hole with the least number of throws.
 - For older students, use a wooden paddle or track-and-field baton for the golf club and hit a tennis ball to the hoop.
4. Have the students play the game for a set amount of time or until they have completed the course.

Rounders

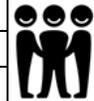
Divisions II, III
Outdoors

Equipment: plastic tube, softballs, gloves, bases, bats and pylons

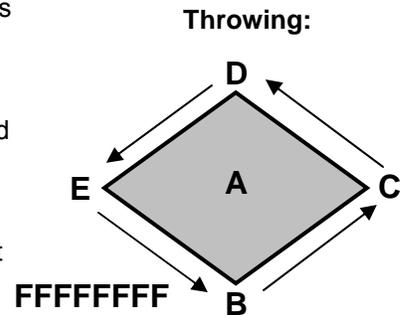
Activity	
Basic Skills	✓
Application of Basic Skills	



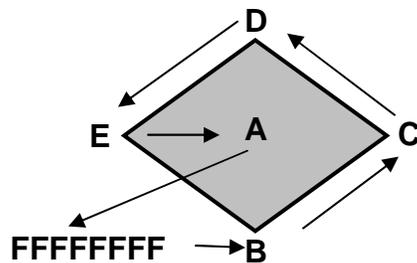
Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide the class into two groups of 8–10 members. One group is arranged around the bases of a softball diamond and given a letter for each position. For example, the pitcher's mound is A, the home plate is B, first base is C, second base is D and third base is E. The other group forms a line near the home plate and they are called F (up to bat).
2. When the whistle blows, A throws to B, B throws to C, C throws to D, D throws to E, and E throws to B who is on home plate. At the same time that A throws the ball to B, F (the first student in line at the home plate) takes off for first base and tries to touch all 4 bases, including home plate, before the ball is thrown back to B. If they are successful in doing so, they score a run and the next batter at F takes a turn.
3. Players at F position advance forward in the line to take a turn and eventually rotate through to take a turn on the bases as well.
4. The players at the bases rotate after each run. The player in the A position goes to F (the last student in line at the home plate), B to C, C to D, D to E and E to A. Everyone shifts one position in a counter clockwise rotation. The students not running bases in the F position could be doing jumping jacks, lunges or stretching while waiting in line.



Rotation:



Running Fun

Divisions II, III
Outdoors
Equipment: none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



Buffalo Run

1. Divide the students into groups of four to six and have them move through the activity space in single file, following a leader's walking, jogging or running pace.
2. On a signal, have the students at the back of each line run to the front and become the leader. Encourage varied footwork; e.g., a crossover step, shuffle, skip, moving forward and backward.

Rectangle Rush

1. Have students seat themselves in a large rectangle. The students number off, one through four. Students are to remember their numbers.
2. Call out a number and, when students hear their number, have them stand and run around the rectangle. Challenge students to use different locomotor movements; e.g., gallop, skip or hop on one foot. Allow students 30 seconds of running time.
3. On another signal, students stop running and walk back to their starting places. Continue to call out different numbers until each group has had at least four turns.
4. To encourage maximum movement, create several triangles in the play space and have the students run around the triangles.

Running Games (*Peseputuwenu*)¹⁵

Divisions I, II, III

Outdoors

Equipment: sticks, blanket

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Long ago, the survival of many Aboriginal peoples depended on their skills as hunters. Games filled an important role in educating young people by teaching life skills and physical and social development.

Hopping Race: This competition determines who can hop the farthest on one foot. Racers are allowed to change feet, but they can stand on only one foot at a time.

Holding the Pail Game: Students lock hands in a circle, chanting “*ne-chi-min-an-askikos*.” Whoever is “it” starts in the centre and tries to force his or her way out of the circle by breaking through (without going over or under arms). When it breaks through, everyone chases him or her and whoever touches “it” first becomes the new “it.”

Choom-choom Game: Two teams of equal numbers each form a single file, each person grasping the waist of the person in front of them. They squat down, chanting “choom-choom” and seeing which team can squat down the farthest without falling over.

Snatching Places: All the players except one stand in a ring; each marks his or her place with a blanket or other object. One player stands in the centre of the ring. The others change places constantly and the person in the middle tries to take a place when it is vacant. If they succeed, the person whose place was taken goes to the middle of the circle.

How They Are Brought Up: A leader is chosen. Everyone else takes a place behind him or her. The followers must do whatever the leader does, without stumbling. Anyone who stumbles or falls is out. The course can go over fallen trees, through gullies and up hills.

Hide and Seek: Hiders whistle when they are ready. Everyone who is found is a servant of the seeker and must follow the master in a single file, in the order they were caught, while the other players are found.

15. Adapted from Pat Atimoyoo, *Nehiyaw Ma Tow We Na: Games of the Plains Cree* (Saskatoon, SK: Saskatchewan Indian Cultural College, Curriculum Studies and Research Department, 1980), pp. 28–29.

Snow Relays

Divisions II, III
Outdoors

Equipment: beanbags, snowshoes, buckets, tennis balls, hoops

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



Snowshoe Relay

1. As a warm-up, have the students form a line of five students. Have them place their snowshoes on top of the person's in front of them. In unison, the students will lift their right foot up and place it down. They will repeat this motion with their left foot working together to move forward. You can join two groups together to have a group of 10 students working together.
2. Divide the class into teams of four students. Each team will wear snowshoes and has a bucket of 20 tennis balls or beanbags.
3. The first student on the team snowshoes a predetermined distance to the bucket and throws five balls to the hoop hanging or laying a set distance away.
4. Upon completion of the task, the student snowshoes back to the start and the next student takes a turn. They continue the task until the last person returns to the start line.
5. At the end of the relay, the team counts the number of balls or beanbags in the hoop and the activity is repeated to try to improve the score.
6. Try this activity using two hoops as targets. Also try these events wearing skis. Throwers could use various objects, such as beanbags, tennis balls or rings.

Snowball Relay

1. Divide the students into groups of three.
2. Give one upside down pylon to each group of three students.
3. Line up each group at a starting line to begin the snowball relay.
4. Each team of three students will need to make a snowball large enough to fit on the opening of the pylon (like a snow cone).
5. On the signal, the first student places the snowball onto the pylon. He or she runs with the pylon and snowball to a designated line, touches the line with a hand, and turns around and runs back to the start line. The first student then passes the pylon and snowball to the next student in line. Then the second student runs to the line and back and so on. If the snowball falls off the pylon or inside the pylon, the student must stop, pick it up, repair it and place it back on the pylon to continue.

SPUD¹⁶

**Divisions I, II, III
Outdoors**

Equipment: 5–6 soft, pliable playground balls

Activity	
Basic Skills	
Application of Basic Skills	✓



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



1. Create groups of five with one ball per group and spread the groups out around a field.
2. Determine who “it” will be first. The person who is “it” counts to 10 out loud as the rest of the players scatter.
3. When they reach 10, players freeze in their spots.
4. The student who is it takes four giant steps toward the closest person and throws the ball, trying to hit them below the waist. If they hit the person, the person gets the letter S. If they miss, then “it” gets a letter.
5. The game continues until one person gets hit four times or misses four times and gets the letters S, P, U and D.
6. To increase the challenge, use a bigger ball that is difficult to throw or have “it” count to 15.

16. Adapted from Games Kids Play, “Spud,” *Games Kids Play*, 1995–2006.
http://www.gameskidsplay.net/games/ball_games/spud.htm (Accessed November 2005).

Tantalizing Cooperative Tasks

Divisions I, II, III
Outdoors

Equipment: juggling balls, blindfolds and beanbags

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	



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



Cooperative games during free time help to build positive student relationships and help to cut down on behaviour problems. Examples of cooperative games include:

Co-op Tag

The player who is “it” tries to tag other players while they run (skip, hop, walk) to avoid being tagged. A player is safe when involved in a designated cooperative behaviour, such as:

- **Back-to-back**—students are back-to-back with another player, separating after five seconds.
- **Elbow**—students link elbows with a player.
- **Ball balance**—students balance a ball between each other with a designated body part, such as heads, sides or backs.

Beat the Clock

Students form a circle facing inwards, touching shoulder to shoulder and holding hands. Everyone takes two steps back. On a signal, the whole group moves clockwise all the way around the circle until students are back at their original positions. The goal is to record the same number of seconds to do this group turn as there are students. For example, if there are 20 students, see if the group can do this turn in 20 seconds. If you break the circle by letting go of hands, you must join hands and start again. For more of a challenge, try to move around the clock twice or move around the clock in a counterclockwise direction.

Merry-go-round Ride

Divide students into groups of eight. Four players lie on the floor with their feet in the middle of a circle. The students on the floor cross their right foot over the left ankle of the person next to them. The remaining four students grasp the wrists of the students on the floor and at the count of three move in a clockwise direction. The goal is to turn the merry-go-round a complete turn without letting go of hands. After attempting each rotation, switch the students so that the standing players get a turn to be the merry-go-round.

Human Chair

All the students stand facing in one direction, one behind the other with their hands on the waists of the people in front of them. The objective of the activity is to sit at the same time on the knees of the people behind them. The last person tries to hold this position on his or her own. Upon the direction “1-2-3 sit,” everyone sits down at the exact same time to create a stable human chair. To add to the challenge, have the students remove their hands from the waists of the people in front of them. Students can do this activity with their hands on the shoulders of the people in front of them as well.

Tennis Can Be Fun

Divisions II, III
Outdoors

Equipment: one tennis ball per student, one empty tennis can per student

Activity	
Basic Skills	
Application of Basic Skills	✓



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



1. Have the students scatter throughout the activity area, each with an empty tennis ball can and tennis ball. Some students may benefit from having balls tethered to the cans. Others may wish to use a large roaster pan as a target or as a catcher.
2. Demonstrate and have the students practise various tricks with the ball, for example:
 - Balance the balls on the end of the cans and walk, jog, gallop or skip while balancing the balls.
 - Toss the balls up with one hand, let them bounce once and catch them in the cans held in the other hand. Repeat several times and switch hands.
 - Catch the balls in the cans without letting them bounce off the floor. Switch hands and repeat.
 - Throw the balls against a wall, let them bounce once and try to catch them in the cans. Practise and switch hands.
 - Toss the balls up, spin around once and catch them in the cans on the first bounce. Try again, turning in the opposite direction. Switch hands and try again.
 - Toss the balls up, kneel down and catch the balls on the first bounce.
 - Throw and catch the balls while sitting.
 - Balance the balls on the closed ends of the cans, send the balls upward, quickly flip the cans over and catch them on the first bounce. Then try again, catching them before they bounce.
 - Toss the balls under one leg and catch them in the cans.
3. Divide the students into pairs and have them toss underhand and try to catch the balls in their cans on the first bounce or with no bounce; repeat with overhand tosses.
4. Have students invent a move of their own and teach their moves to the class.

Ultimate Flying Disc

**Divisions II, III
Outdoors**

Equipment: flying discs, snowshoes (optional), two sets of pinnies

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Note: This game can be played without snow or snowshoes.

1. Divide the students into two teams and review the rules for Ultimate Flying Disc. Ultimate Flying Disc is a game in which players must monitor their own scoring and following of the rules, so fair play should be emphasized.
 - Each player wears snowshoes (optional) and the game is played on a soccer pitch or a football field. The size of the playing field can be adjusted to involve four teams playing two games.
 - Determine which team will receive the initial toss; e.g., by a coin toss.
 - Start the game by throwing the flying disc from the centre of the field to the other team.
 - The object of the game is to advance the flying disc down the field so that it can be caught in the end zone.
 - The team with the flying disc cannot run with it and must advance it by passing it down the field.
 - The team loses possession of the flying disc when it falls on the ground or an opponent intercepts the pass.
 - Once a team scores, they return the flying disc from their end of the field by throwing it to the other team.
 - Players may hold the flying disc for no more than three seconds and are only allowed to take three steps before releasing the flying disc. Once a player has caught the disc, they are allowed three seconds before they can be tagged. Once tagged, they lose possession of the flying disc.
2. Have the students play the game up to a predetermined score or for a set period of time.

Walk/Run/Wheel Challenge

**Divisions II, III
Outdoors**

Equipment: four cones, audio equipment, music with a fast beat, tally sheets and pencils, stopwatch

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



1. Have the students set individual goals and try to improve their cardiorespiratory fitness. They can choose to run, walk or wheel laps for 10 minutes, or vary these activities.
2. Have the students chose partners to tally the laps. This number is recorded and used to set personal goals in the next challenge.
3. Students who are participating scatter themselves throughout the course and those who will tally first set themselves up inside the course. Remind recorders of the tally mark system: $\text{N}|| = 5$.
4. Provide feedback and encouragement and let participants know how much time remains. Check that recorders are focused and counting accurately.
5. Upon completion, students walk one lap and get a quick drink while recorders total the laps and write positive comments for their partners on the sheets. Lead the entire group through another warm-up.
6. Repeat the activity with the second group. Students hand in the tally sheets or keep them to be placed in an activity log.
7. Challenge students to complete a partner run in which the partners attempt to walk, run or wheel for 10 minutes straight and complete as many laps as possible. One partner must be walking, running or wheeling at all times, but they can switch off to take a break when they choose.
8. Encourage students and staff to participate in a walk, run or wheel club and have them fill in activity logs. Post the logs in a colourful monthly display; e.g., use a different coloured paper for each month or season and post the logs as leaves on a tree display—watch the leaves change colour as the year progresses.

Have students and staff compete against other classes for a “Golden Shoe Award,” which is given to the class with the most participants or who has completed the most distance or steps travelled in a specific period.

Appendix

For sample activity logs, see **Appendix 3: My Daily Physical Activity Log**, **Appendix 5: My Fitness Shoe Activity Log** and **Appendix 6: My Pedometer Log**.

Walking Programs

**Divisions I, II, III
Outdoors**

Equipment: pedometers, walking logs, flags, hoops, playground equipment

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



Pedometer Challenge

Have students participate individually or collectively in a “pedometer challenge” in which individuals or groups set goals and challenge their personal bests. Have the students use pedometers to record the number of steps taken in a day, week or month.

Have students log the minutes or distance they walk. Display the logs along the hallways to promote physical activity. Have parents join the activity by colouring in their own shoes and display them along side their childrens’.

Have students log their steps, distance or minutes walked to and from school every day for a week. Calculate the total for the classroom. Try and improve the total achieved for next week or challenge another classroom.

Have the students adapt their walking by taking backward steps, sidesteps, walk three-legged with a partner, carry a backpack, wear snowshoes or wear inline skates. Also vary the number of participants, the length of the walk, the intensity (run, walk) and the objective (flat for speed, hilly terrain or staircase for training).

Walking Tour of Canada

Have students go to the “Walking Tour of Canada” Web page (<http://www.goforgreen.ca>) and record the distances walked. As the students “walk” through each province or territory, they will find information that relates to history and social studies. They will also be able to use the Travel Mode Calculator to compare how various modes of transportation impact climate change and the health of our environment.

Trek Across Alberta

Explore the province of Alberta through 30 sites linked to the Alberta Community Development Web pages that challenge students with grade-specific activities linked to various curriculum outcomes. Go to http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/default.asp#trek.

25-km Club

Create a line drawing of a caterpillar, snake or other suitable character with 25 body sections. Every time a student completes a kilometre of walking, they colour in one section. When the picture is coloured in, the student becomes a member of the 25-km Club.

Lap the World

Choose a province or country that the students can “travel” across. Before beginning, have the class walk one lap and count the number of steps, average the whole class’ results and arrive at an average number of steps per lap. Have the students walk, jog, run or wheel around the track or course and record the number of steps completed. Each week, tally up the number of kilometres travelled by the class and mark their progress on a map of the province or country.

Alberta:	900 000 steps
Canada:	9 600 000 steps
World:	80 150 000 steps

Partner Walk

Have students choose partners and walk side by side in a line around the playground area. After several minutes of walking, the partners at the front step to the side and join the end of the line as it goes by. The second pair now becomes leaders. Continue until all pairs have had a turn being leaders.

Change the activity by having the two walkers at the end of the line walk up the side of the line to become leaders. The whole group continues to walk as students at the back walk to the front to become leaders.

Wall of Walking

Pick a wall in the school that can be easily viewed by everyone and label this the “Wall of Walking.” Make cutouts of shoe prints or footprints and distribute to all students involved in the walking program. Allow students to decorate and colour the cutouts. Make sure the name of the participant is included on the footprint. Post the footprints on the “Wall of Walking.”

Over time you can watch the “Wall of Walking” grow as more students get involved with the walking program.

Greening of the Trees

Conduct this activity before and after a walking program. Each morning for one week students are handed a leaf to be posted on the classroom tree. Classroom trees can be photocopies of a simple drawing, or students can design a tree for the class.

The colour of the leaf indicates how the student travelled to school.

- Students who biked or walked to school colour their leaves green.
- Students who travelled by car part-way, but walked at least a block colour the leaf half green and half yellow.
- Students who car pool or take transit colour the leaf yellow.
- Students who are driven to school colour the leaf red.

Classes attempt to make the tree greener as more students walk or bike to school.

Appendix

For more student logs, see **Appendix 5: My Fitness Shoe Activity Log**, **Appendix 6: My Pedometer Log** and **Appendix 8: Travel to School Chart**.

Winter Tag

**Divisions I, II
Outdoors**

Equipment: snowshoes (optional), hoops

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	

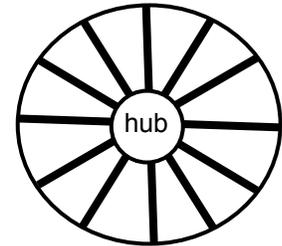


Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Warm up with the students and review the rules of the tag game before starting one of the games below. The following tag games can be played with or without snowshoes. To create homemade snowshoes, use plastic containers that are cut into a snowshoe shape and tied to the students' boots.

Fox and Geese: Make the shape of a big wheel with your feet in the fresh snow using paths to represent the spokes and a flattened down area of snow for the hub. Designate one student to be the fox and the rest of the class become geese. The fox tries to catch the geese, who once caught becomes the fox. If a goose steps out of the snow path, they will also become the fox. The only safe area for a goose is the centre hub, but only two geese are allowed in the hub at one time.



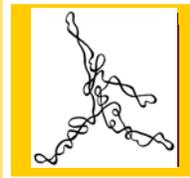
Snow Angel Tag: One or more students are "it" and they try to tag other students. Once tagged, the student must create a snow angel and then wait for someone to free them by touching them. Students could remain safe if they perform a certain move and hold the position for three seconds, such as a squat or a one-foot balance.

Hoop Safety Tag: Four hoops are placed around the playing area in a large circle. Choose four students to be "it." The students that are it chase the other students. If they tag someone, the tagged person squats down in the place that they were tagged. Students tagged can be rescued by another player by bringing them to an empty hoop. Only one player can remain in the hoop at a time, and once freed they must leave the hoop and resume the game. When you call out "hoop," the players that are in the hoops become "it."

Resources



For more ideas on winter activities, visit <http://www.winteractive.org>.



Whole School or Large Group

Physical Activities

Whole School or Large Group

The activities included in this section require the most in terms of teacher organization and equipment; however, they also offer a variety of benefits. For example, they:

- allow students to complete physical activity over a sustained period of time
- encourage the development of school identity and cooperation skills in students of different social groups, skill levels, cultural backgrounds and classes
- get the community and parents/guardians involved and interested in the school
- expose students to activities they might not otherwise experience and potentially foster new hobbies and interests.

Tips for Whole School or Large Group

- Include parents and other community members in these events.
- Use these events as an opportunity to build school spirit and to improve/enhance student and teacher relationships.
- When organizing whole school or large group events, use resources such as *Western Play Days* for ideas on how to organize and motivate the entire school community.
- Consider existing school and community equipment, resources and space when planning events and activities.
- Increase intramural opportunities as a positive way to increase physical activity in the school setting. For innovative intramural ideas, visit <http://www.ciraontario.com> or <http://www.cahperd.ca>.
- Encourage students and staff to use active modes of transportation to get to school, such as walking, cycling, wheeling or inline skating. Encourage community groups and parents to sponsor safe, active transportation by providing bike paths and lanes, well-lit walking trails, pedestrian-friendly neighbourhoods and secure bike parking.
- Organize a school sports equipment swap in which families and the community bring in unwanted or unused sports equipment and trade it with other families.
- Have students complete an inventory of the recreational opportunities (including walking, wheeling or cycling routes) available to them in their community. Complete the Community Map Activity in Section 2: Teachers.
- Have the entire school participate in morning energizers led by teacher-trained students. Student-lead activities are most effective when teachers participate as well, so don't forget your running shoes.
- Start a Student Leadership Initiative in which older students volunteer to organize and promote school spirit days, special events and dances.

Whole School or Large Group

Physical Activities

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Appendix

For resources related to planning whole school or large group events, see Whole School Activity Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

Whole School or Large Group

Physical Activities

Curling Mini-bonspiel

Division III
Whole School or Large Group
Equipment: brooms and sliders, curling rink

Divide students into teams with at least one student from each grade per team. Assign the Grade 9 students as the skips, filling the other positions equally with grade 7s and 8s. To make the most efficient use of your time at the curling rink, review curling terms before the day of the bonspiel. Review the hack, hog line, use of broom, rocks and hammer, the four positions played and scoring.

Invite community members to assist in the supervision of students for a full or half-day mini-bonspiel. Invite parents/guardians to attend and support the students. The Alberta Home and School Councils' Association could provide healthy nourishment throughout the day with the proceeds going to their association or to a charity.

1. Each game could consist of playing four ends. Assign one community member for every two sheets of ice or one per 16 students to offer advice and assist with scoring.
2. After the four ends, the teams who won could score two points and those who tied could score one point.
3. Teams could then change opponents and begin a new game according to the schedule. This schedule would be created prior to the event with a designated sheet of ice assigned for each draw.
4. Continue this rotation until all teams have played each other (as in a round robin) or until your time limit has been met.
5. At the end of the bonspiel, add up the total points and provide a reward donated from the community, such as a discount at a local store or a trophy donated by the Alberta Home and School Councils' Association. Make this an annual event and award the trophy yearly as part of the school's yearly events.

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



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



Family Dance

Divisions I, II, III
Whole School or Large Group
Equipment: DVD, audio/video equipment and appropriate music

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



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



There are many different kinds of dance that promote fitness and fun, such as line, square, folk, hip-hop, creative, country and western. Each dance style is as unique as the people who express themselves through their participation. Community resources such as local dance schools can often provide instruction if needed.

Attempt to provide instruction on a variety of dance styles. Encourage dancing independently, with a partner, in a group of four or more (square dance) or with an entire group (line dance). Dances can be adapted based on music preferences, mobility and creativity.



A family dance is the perfect opportunity for students to demonstrate the variety of dances learned in class. The dance could be held in conjunction with a special time of year, such as Halloween, Valentine’s Day or Easter. Some themes also lend themselves well to “dressing up” in costumes, such as a 50s sock hop.

If you are hosting a family dance, encourage students to attend with a parent/guardian or another family. Identify a parent/guardian and student dance committee to determine details, such as the date, time, themes, decorations, publicity, music, sound system, healthy refreshments, staff supervision and clean-up.

Consider including a “Dance Around the World” event as part of a school multicultural festival and have students from various language and culture classes demonstrate cultural dances. Have students lead classes in traditional dances and play traditional music.

Resources



For an example of how to organize a school-wide dance extravaganza (including parent/guardian invitations, judging criteria and organizational tips), see the “Dance” curriculum organizer under General Outcome A at <http://www.education.gov.ab.ca/physicaleducationonline>.

Appendix

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

Ice Castles/Snow Sculptures Festival

Divisions I, II, III

Whole School or Large Group

Equipment: plastic containers, food colouring, various decorations

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



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



Create a Castle

Students make coloured ice blocks prior to the day of the activity. Use paper milk cartons to freeze water that is coloured with food colouring. Divide students into small groups of five to make their own ice castles. Students can vary the sizes of the ice blocks by using different sized containers. It may take a while to build the castle and, therefore, is a good project to schedule over a number of days.



Students will be given directions to find the answer to two or three questions. The questions should be based upon information in the area. The following examples are questions that could be asked:

- How many blocks of ice were used in building your entire ice castle?
- How many blocks of ice are found on the bottom layer of your castle?
- How many different colours of ice were used in the construction of your castle?
- How many different shapes of blocks were used for the ice blocks you used?

Note: For safety reasons, ensure that the castle does not have a roof.

Snow Sculpture

Students can work in groups of four to build their snow sculptures based on a theme, such as animals. The students could give their animal a name upon completion. Students may want to bring various items that they could fill up with snow to help them build their sculptures.

Frosty the Snowman

The students could work in groups of four to build a snowman. They could bring items from home to decorate their snowmen. Encourage the students to go home and build snowmen with their families.

Scavenger Hunt

Divisions I, II, III

Whole School or Large Group

Equipment: a list of items, pencils for each person or group leader, a stopwatch if a timed event, pedometers and compasses

Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



A scavenger hunt involves the students searching individually or as a group for a list of items and can take place both indoors and out. Scavenger hunts can be as straightforward as a list of 10 things to gather (four-leaf clover, a white rock, antlers, fallen branches that resemble antlers, wild roses). Each item can be given a point value based on its degree of difficulty. After a predetermined amount of time, points can be calculated.



Note: Review the proper safety precautions regarding boundaries, staying with the group.

Students could record the locations of various items versus collecting the items to avoid ecological damage. Pedometers could be used to record distances travelled. Alternatively, the scavenger hunt may include the use of compasses to help students navigate a course and find specific landmarks or clues. To increase the level of difficulty, students may walk backwards, sideways or three-legged with a partner. They could carry a backpack, wear snowshoes or wear inline skates while searching.

Outdoor Activity Hunt

Prepare a list of ten activities using the suggestions below. Put the activities on ten cards and place the cards outside around the schoolyard. Students are to locate the cards and complete the exercises in any order as long as they finish all ten. Before anyone can move to the next card location, each member of the group must complete the activity. As groups finish the Activity Hunt, have them stretch in the middle of the play area.

Sample activity tasks for the activity cards:

1. Touch a tree, then a fence and lastly a swing.
2. Have your group squat in single file. The last student leapfrogs over the other students and then squats at the front of the line. Leapfrog until the group has completed a total of twenty leapfrog jumps.
3. Give “high tens” with ten different students who are not members of their group.
4. Go through or under five different playground objects.
5. Run around one garbage can located in the playground.
6. Hang for fifteen seconds from a reachable horizontal bar on the playground.
7. Have your group form a circle, link elbows and sing one verse of a song while moving in a clockwise direction.
8. Have the group lie down side by side, one foot apart. The person at the end of the row runs over (without stepping on) all of their teammates and lies down at the end of the row. The group continues until all have run through.
9. Do a wall stretch for your hamstrings at a tree, pole or fence.
10. Decide on a team name and make up a cheer to go with it.

Incorporate cooperative activities, for example, form the letters of your school’s name using body parts, carry one person through an obstacle course by having all group members linking arms and forming a platform.

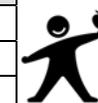
Skating

Divisions I, II, III

Whole School or Large Group

Equipment: skates, helmets, stopwatches, hockey sticks, soft pucks, pylons, nets and chairs

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



Skating is a lifetime activity for all ages and ice rinks are readily available in most communities. Any number of participants, partnerships and teams can take part in timed events, team relays, tag games and modified hockey games.

For Division I classes, parent/guardian volunteers or older students could assist in a variety of ways; e.g., teaching nonskaters to skate, tying laces and organizing games. Some skaters could push chairs around to help them to balance. Dividing the ice to accommodate the needs of all students provides for a more enjoyable experience; e.g., blueline to end zone for beginners and between bluelines for free skating.

Skating Warm-up

As students get on the ice, allow for a few minutes of free skating around the rink counterclockwise. Remind beginning skaters to stay close to the boards for assistance. Have students take a few steps, then glide, reminding students to bend their knees for more power.

Pylons can be placed at the corners of the rink to create an oval pathway around which to skate. Remind the faster skating students to pass with caution. Ask students to march on the spot, or in a circle, balance on one skate and then the other, jump on the spot, stretch their arms up and then touch their toes, squat and stand up. Have students skate lollipop style (skates together and apart) to one end of the ice rink and back.

Skating Trains

Have students pair up to make a train. The student in front glides while the partner pushes from behind. At the end of the ice rink have skaters switch positions and skate back. Modify the distance for beginning skaters.

Stopping

Describe and demonstrate two methods of stopping. The pizza stop involves both skates turned inwards pressed into the ice. The side stop turns both skates parallel to one side, pressing into the ice. Pair up more advanced skaters with beginners and have them work as “Student Coaches” to practise both ways of stopping.

Lightening Drill

Starting at the end of the ice rink, skate to the blueline or a line designated by a pylon, back to the starting line, skate forward to the next blueline and back to the start, continuing until students have skated the entire length of the rink and have returned back.

Frozen Tag

One student is chosen to be “it.” On a signal, all students skate around the ice rink. If a student is tagged, they are then “frozen” and must stand with their arms outstretched to the side and march on the spot. To become unfrozen, another skater must glide under the frozen student’s arm. Keep changing the student who is “it.”

Other Activities

Many traditional games and activities can be modified for skating, such as partner tag, red rover, shark and a variety of other games.

Skiing

Divisions II, III
Whole School or Large Group

Equipment: ski equipment (rented or from home), buckets of balls, planks, rope

Activity	
Basic Skills	✓
Application of Basic Skills	



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



Alpine Skiing

Alpine or downhill skiing is a wonderful way to be active and experience the outdoors at the same time. Book lessons at your local ski hill for students. Include a lesson on ski safety for all students.

Nordic Skiing

See the great outdoors and transverse its beauty while receiving a workout at the same time. Experience cross-country skiing at local groomed trails, schoolyards and golf courses. Students can demonstrate an understanding of being able to move in straight, curved line and zigzag pathways.



Relay Biathlon

Divide the students into equal teams. An individual from each team skis without poles to a bucket that is filled with balls. They must throw a certain number of balls at a target. Upon completion, each team member skis back to the start and the next member takes his or her turn.

Plank Walk

Use two long wooden planks and pairs of short ropes. Attach the pairs of rope to a plank at equal intervals, creating boot straps for two to five people. Alternatively, have the small group of students stand one behind the other on the plank and tie their boots to both planks. The students then have to work together to walk by lifting and moving the wooden planks forward one at a time.

Resources



For more information, visit <http://www.albertaalpine.ca>.

For more information, visit <http://xcountryab.net>.

Appendix

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

Swimming

Divisions I, II, III

Whole School or Large Group

Equipment: appropriate swimwear, rings, rope, balls, nets, floatation devices and life jackets

Activity	
Basic Skills	✓
Application of Basic Skills	

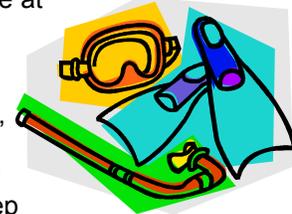


Do It Daily...for Life	
Effort	
Safety	
Goal Setting	
Active Living in the Community	✓



Due to the individual nature of this activity, students should be able to participate at their own comfort level and ability.

Swimming could be as structured as lessons provided by trained lifeguards, swimming lengths for fitness (forward crawl, sidestroke, butterfly), games of tag, modified water polo, underwater hockey or cooperative activities. Adaptations will vary depending on the ability of each student. Challenges may include diving for rings, racing across the pool or jumping off the rope in the deep end (if available).



Water Polo

This is best played in the shallow end of the pool, unless the students have strong swimming skills. Play occurs across the width of the pool with two targets, such as floatation boards, set on end and balanced against each other to form goals (or proper goals if available). Students are divided into two teams and one student on each team is designated to be goal keeper. Rules include:

- Once a player holds the ball, they cannot move and must try to score a goal or throw the ball to another player. All other players are free to move, but must remain in the water (including goal keepers).
- Play is continuous, except if the ball goes outside the pool, in which case it is handed to the nearest goalkeeper as a goal throw.
- Once a goal is scored, the ball is given to the referee to be thrown into the middle as a “toss up” between teams, or it can be given to the scored-upon goalkeeper to throw to a teammate to resume play.

Colours

One person is chosen to be “it” (the catcher) and faces away from the pool. All the remaining players in the pool choose a colour. The catcher continues to face away from the pool and asks “Do you have your colours?” and when the players answer they do, the catcher starts calling out various colours. When a player’s colour is called, they try and swim across the pool quietly without being heard. If the catcher hears a player moving, he or she can then turn around and try to tag the player before he or she reaches the safety of the other side of the pool. The catcher can use different categories; e.g., animals, cars or flowers.

Life Saving Skills

Arrange for the lifeguard or other qualified staff to show a few simple lifesaving skills, such as throwing a rope from the side of the pool and the proper way to tow someone through the water.

Appendix

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

Themed Play Day

Divisions I, II, III

Whole School or Large Group

Equipment: varies depending on your activities; e.g., stopwatches, pylons, flying discs, utility balls, skipping ropes

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Themed play days can take place over any time period and include games and activities that promote physical activity. Create your own activities to complement a chosen theme, such as winter festival, dinosaurs, pioneer days, travel the world, protecting the environment and summer slide.

Play days provide opportunities to create multigrade groupings. The oldest students can be given the responsibility of a leadership role and operate as captain.

Events can be adapted to appeal to the grades 1–9 students in the group. For example, decrease the distance, increase the intensity or add more difficult locomotor movements to personalize the events based upon student abilities.

To increase the fun and participation, equip your leaders with a variety of short games and energizers for when they find themselves waiting at a station. For example, a quick game of Rock, Paper, Scissors will help the group to stay on task.

Sample Play Day: Ecology Play Day

From *Playday! The Manual and An Ecology Playday*, by Mo Antoniuk, Gerri Blake, Linda Richards and Brenda Vickers, 2001.

Set up activity stations related to ecology and the environment, such as:

Dash for the Trash – Students pull a wagon around a set course, collecting items of trash at designated points along the way.

Toxic Round Up – Students identify various toxic symbols on different objects and sort them into bins.

Car Pool – Students move around a set course in a “car” (hoop), collecting passengers and transporting them to work.

Recycle – Students sort various recyclable objects.

It’s in Your Hands – Students plant and water grass seeds using a watering gun or can.

Beach Clean-up – Students sift sand and remove garbage (ice cream sticks, wrappers).

Ecology Can-can – Students complete an obstacle course that involves doing the can-can, grabbing a can, crushing it and putting it in the recycling bin.

Animal Adaptations – Students choose an animal they would like to be and adopt their characteristics while moving through an obstacle course.

Appendix

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

Track and Field Activity Day

Divisions II, III

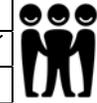
Whole School or Large Group

Equipment: could include cones, flags, hoops, stopwatches, batons, skipping ropes, high jump standards and mats

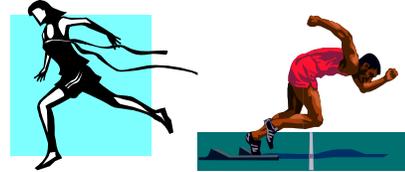
Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Once students have been taught the basic skills of running, jumping and throwing, a culminating event could be a track and field activity day. For maximum participation, have at least as many stations set up as you have teams. The events can be run to accommodate any number of participants or teams. Teams should be equal in numbers and ability.



Record individual results of data reflecting personal best accomplishments or provide team passports for marking participation. Award points in each event to create a friendly challenge based on skill and or have awards for the team that exhibits the most enthusiasm, cooperation or respect.

Create a self-directed play day that operates on the premise that students will strive to meet the objectives of the day. They are given the freedom to choose when and which stations they will visit. A record book or passport is given to each student. Once all stations are completed, the students are invited to revisit their favourite stations.

Adaptations could include having different levels at the same station. For example in a throwing event, students could aim at different sized targets or choose to stand at one of three boundary lines.

Running events could include: short 50–200 m sprint, distance runs of 1000 m to 2000 m (dependent on age), slalom, hurdles

Jumping events could include: high jump, standing long jump, running long jump, modified activities such as “jumping the river” in which students jump across two skipping ropes that are laid out parallel to one another 0.5 m to 1 m apart

Throwing events could include: ball throw, modified javelin throw using pool noodles, beanbag toss, discus or flying disc, shot put

Appendix

For a sample of how to set up track and field stations, see **Appendix 13: Track and Field Sample Set Up**.

For more track and field ideas, see Whole School Activity Resources in **Appendix 30: Resources to Support the Implementation of DPA**.

Triathlon

Division III

Whole School or Large Group

Equipment: stopwatches, pylons (50), neon vests for marshals, blow horn for pool, signs for transition areas

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



This is an event of three activities involving swimming, biking and running. Any number of students, staff and parents/guardians can participate. All individuals or teams participating should attend an information meeting beforehand explaining the course, transition areas and other details. On event day, a brief review should be given at each event site prior to the start of the triathlon. All participants require a race number to be written on their arms and legs prior to the start. Participants may enter as an individual, completing in all events on their own, or they may enter a team of three people (one swimmer, one biker, one runner). Members of teams will all have the same number. Allow at least four hours for all students to complete in this event.

Swim—Choose a 100 m or 200 m swim (dependent upon age). Assistance is needed for each lane as well as transition area staff. If a swimming pool is not easily accessible, try having your first event as rollerblading or an obstacle race or have students perform a “swim” motion while lying on their stomach on a scooter board.

Bike—Choose a distance of 3–8 km for the cycling portion. All riders should have a previously checked bike and helmet in the transition area. Individual participants leave the pool and enter the transition area, dry off, put on their biking gear and *walk* their bikes to the appropriate clearly marked starting area. Bikers can then mount their bikes and begin the race. Team participants tag each other in the transition area and only then can the biker begin the bike race. When competitors finish the bike race, they dismount their bikes at the marked area and *walk* the bikes into the transition area, parking their bikes in the area provided before moving on to the running portion of the race. Station marshals along the course and the transition area are required to make sure riders are headed in the right direction.

Run—Choose a 1–2 km course based on the fitness levels and ages of participants. Individual competitors can leave the transition area as soon as their bikes are parked and they are ready to run. Team runners “tag” their teammates before they leave the transition area. Participants run the course clearly marked with pylons and marshals along the way. If possible, position the finish line where many students and staff can see and cheer on the finishers!

Invite the nonparticipating classes in the school to come out and cheer on the finishers. Ask your local running store to set up the finish line with an official timing apparatus. Many students have never been in any sort of formal athletic event and a great experience can spark a desire to become involved in many more events! One way to reduce the pressure for participants is to start a timing clock when the first heat of students begins their swim. Award all participants with an identical ribbon or medal to reinforce the participatory nature of the event.

Safety precautions include clearly marked routes, bicycle helmets, neon vests for marshals and first aid readily available if needed.

Resources



For more information, visit <http://www.triathlon.ab.ca> or <http://www.xcountryab.net>.

Walk to School Day

Divisions I, II, III
Whole School or Large Group
Equipment: none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



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



Host a weekly or monthly walk to school day, such as Trekking Tuesdays, Walking Wednesdays or Footloose or Fuel-free Fridays.

1. Choose a day when everyone is encouraged to walk (even part way) to school.
2. Notify parents/guardians, students, teachers and neighbours of the event in advance.
3. Clearly outline your plans, how children can participate and the reasons for the event (health, fitness, environment, fewer vehicles).
4. Create a festive atmosphere and encourage participation.
5. Set up a drop-off zone for children who are driven to school a block or two away from school and have senior students or adults greet these children and join with the other children in walking to school.
6. Give a token (a hand stamp or sticker) to each child who participates and or perhaps a chance to win a door prize for senior students.

Consider establishing a walk to school day on a weekly or monthly basis.

Related Walking Activity Ideas¹⁷

Walking Festival

Organize a launch day to kick off the start of a walking program or a one-time event to promote physical activity. Send notices home with children announcing the date and reasons for the event and encourage everyone to participate by walking or biking to school.

Students and parents/guardians can carry signs celebrating all the good reasons to walk: walking for safety (traffic and personal safety), walking for health, walking for the environment, and walking for the community. Invite organizations to set up booths at the school and hand out information related to alternative transportation choices. Students each receive a passport, which is stamped at each booth.

Treasure Hunt

This event can take place in combination with an already existing walking program or can be a one-time event to promote physical activity. If the treasure hunt is scheduled during an already existing walking program, more time should be allotted for students to walk to school on that particular day.

17. These ideas adapted with permission from Safe Healthy Active People Everywhere (SHAPE), *Alberta's Active and Safe Routes to School Resource Manual* (Edmonton, AB: SHAPE, n.d.), pp. 33–34, 35.

Create a list of items and objects, based on the route the students will walk, that children need to find. For example, find a house with a blue door, fire hydrants, a black dog, a tire swing or a lilac tree. Make sure to include Block Parent houses, neighbourhood watch signs, and street and traffic signs.

Distribute a list of the items to be found and specify where to hand in the completed lists. Provide or help students to make a tracking sheet listing what item was found and where it was found.

When all entries are handed in, draw for a prize (the pirate's treasure) donated by a local sponsor or parent. Give all participants a keepsake.

Walking School Bus

A walking school bus is a school bus that operates with “kid power” instead of gasoline. Parents/guardians are the bus drivers and each parent/guardian is responsible for a shift or two per week. The bus driver walks a prescribed route, at a designated time, to and from school, picking up children along the way. Bus drivers are responsible for the children's safety and supervision, and can help children practise safe traffic behaviours as they walk to and from school. Remember to tell children that they should ONLY walk with the bus driver and not follow anyone else.

When organizing a walking school bus, choose the best route based on safety and location of children wanting to participate. Determine if there are any traffic dangers that you will have to address.

Make a schedule for volunteer bus drivers. If there is a specific after-school event, then a later bus can be scheduled or alternative arrangements can be made. Make a list of substitute drivers for days when the regular bus driver is unable to walk the route. Bus drivers may wear specific clothing such as a yellow scarf, an identity badge, a baseball cap or a brightly coloured article of clothing for identification.

Students could sign pledges to agree that they are willing to follow the bus rules, be on time and obey safety rules. Walking buses for younger children may have a bright yellow rope for children to hold on to and coloured caps or clothing that identifies them as walking school buses.

Appendix

For more walking tips, information and ideas see Section 2: Teachers, **Walking Ideas and Information**.

For a chart to track student and staff transportation to school, see **Appendix 8: Travel to School Chart**.

Also see the **Walking Programs** activity under Outdoors in Section 3: Physical Activities.

Winter Festival

Divisions I, II, III

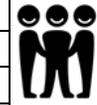
Whole School and Large Group

Equipment: determined by the events chosen; e.g., soccer ball, softball, football, basketball, pylons, rope, toboggans

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



The event consists of various activity stations. The order of stations and groupings will be dependent upon the total number of participants involved. Be sure students are dressed appropriately.

Snow Angel Line Race

Divide students into teams of four. On a signal to start, the first in line races to a designated spot, lies down and makes a snow angel, and then races back to the start and touches the next team member in line. The students create the angels, one after another, connected in a straight line. The objective of this event is for the team to cover a predetermined distance (e.g., length of a football field). The first team to complete a snow angel line to the marked finish line wins. The number of teams participating will depend on the number of teachers available to monitor.

Chariot Races

Students create teams of five; four members are “horses” and one is the “rider.” Teams will race a predetermined course with their chariots and the first team to complete the course with its rider on the chariot wins. Create the chariots by providing precut squares of cardboard. Or, allow students to be creative and design their own chariots. This can be integrated with the Grade 3 (Building with a Variety of Materials), Grade 4 (Building Devices and Vehicles that Move), Grade 7 (Structures and Forces) and Grade 8 (Mechanical Systems) science curriculums. Students may stay on the chariot using ropes, handles or just by hanging onto the sides as they pull the chariot through the snow.

The Ultimate Snow Relay

Teams of four will participate in this four-legged relay. Each member does one leg of the race. Distances are approximate and can easily be altered.

Log Roll involves one team member laying out straight and rolling for 20 m in the snow.

Seal Walk involves one team member seal walking (lying on his or her stomach, lifting upper body off the ground with arms and walking forward, dragging legs) 10 m in the snow.

Winter Hare Hop involves one team member hopping with his or her feet tied together for 20 m in the snow.

Polar Bear Crawl involves one team member who speed crawls (sit in the snow, lift buttocks off the ground with legs and hands and walk forward) for 20 m in the snow.

Winter Mini-Olympics

Divisions II, III

Whole School or Large Group

Equipment: determined by the events chosen; e.g., toboggans, beanbags, milk cartons, balls, hockey sticks

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



A number of activity stations can be set up around the school that provide team winter activities for an afternoon of fun and exercise. Treat students to hot chocolate during a break in the activity. Each class could represent a country competing in the Olympics. Students could put their country's flag on their jackets.

Opening ceremonies could be held to introduce all the countries that are participating. Have students perform a group stretch with the members of their country before going outside. Incorporate several classes or the whole school in the half-day event. Examples of events for the Olympics could include:

Broomball/Hockey/Ringette

Different countries could play against each other in a game. Use the rules of the regular game.

Nordic Skiing

One team of students could cross-country ski around a designed route.

2-Person Bobsled

Two students could sit on a toboggan and the other two students could pull them around a designated area.

Biathlon

Each team of students throw a certain number of beanbags into a hoop that is placed about 20 metres away, and then run to the finish line. This activity can be set up in a relay format.

Speed Running/Skating

The students can run around an oval track or, if a skating rink is accessible, they could skate 10 laps around the rink.

Curling

On the tarmac, set up "curling sheets" with circles drawn or spray painted at each end of the sheet. Teams try to throw frozen plastic milk cartons down the sheet to land in the circle.

Other station ideas could include toboggan pull, bowling on snow, snowshoe races, scavenger hunt, ring toss on pylons and hockey net shoot out.

Teams could gather together to have a closing ceremony. A point system could be organized to encourage friendly competition among the students. Parents/guardians could be invited out for the day to assist with the various events or participate as an honorary member of the team. Schools could invite a Winter Olympics athlete to visit and share their experiences and to discuss active living.



Section 4: Administrators

Organization

This section includes DPA information for administrators and is organized into the following topics:

- **Suggested Roles for Supporting Daily Physical Activity**
- **Promising Practices**
- **Developing a School DPA Implementation Plan**
- **Scheduling Daily Physical Activity**
- **Support for Daily Physical Activity**
- **Monitoring the DPA Plan**
- **Tips for Encouraging Staff Physical Activity**

Suggested Roles for Supporting Daily Physical Activity

Many different stakeholders from the school community can assist in the implementation of Daily Physical Activity, for example:

- **School:** e.g., school authorities, administration, teachers and support staff
- **Home:** e.g., parents, guardians and other family members
- **Community:** e.g., health professionals, senior citizen groups, recreation and fitness practitioners, local businesses and recreation facility staff.

The following are examples of how the various stakeholders can assist in the implementation of DPA.

School DPA Stakeholders

School Authorities (e.g., school boards)

Can assist the implementation of DPA by:

- ensuring that the mandated initiative is implemented for grades 1–9
- allocating resources to support DPA
- developing a school jurisdiction policy that provides direction and support for the implementation of DPA in each school
- monitoring and reporting on DPA implementation.

School Administration (e.g., principals)

Can assist the implementation of DPA by:

- developing and implementing a DPA plan for the school
- using effective strategies to provide physical activity opportunities organized by the school
- developing and implementing a marketing and promotional plan for the school's physical activities

**School
Administration**
(continued)

Can assist the implementation of DPA by:

- monitoring and adjusting the implementation plan on an ongoing basis and integrating DPA into the school's planning and reporting processes
- taking an active role in the planning, delivery and supervision of daily physical activity
- making appropriate decisions regarding students with special needs
- promoting an active, healthy lifestyle
- ensuring that teachers possess the necessary knowledge, skills and attitudes to implement DPA
- seeking participation and input from parents/guardians
- forming teams and partnerships to enhance existing expertise in the school
- learning how the introduction of DPA is impacting the students, staff, parents/guardians and community
- celebrating the successes and accomplishments of the students and staff with parents/guardians, colleagues, superintendents and the community
- providing an objective set of eyes that confirms and celebrates the growth or provides support and encouragement to facilitate a change.

**Teachers and
Support Staff**

Can assist the implementation of DPA by:

- working with as many stakeholders as possible in the planning and delivery of physical activities
- being supportive of the school-wide DPA implementation plan
- promoting an active, healthy lifestyle in the classroom
- understanding the individual needs and strengths of students so activities and equipment can be adapted to meet their needs
- following provincial, jurisdiction and school policies, regulations and guidelines regarding physical activity
- developing opportunities to integrate and link DPA to various subject areas
- developing and supervising a variety of physical activities for students.

Home DPA Stakeholders

**Parents, guardians
and other family
members**

Can assist the implementation of DPA by:

- working with teachers and administrators in the planning and delivery of DPA opportunities for students
- being supportive of school and community physical activity opportunities
- being physically active role models
- encouraging and monitoring the physical activity efforts of children in the home and community
- making opportunities for daily physical activity readily available
- encouraging children to increase physical activity levels and decrease sedentary activities on a daily basis.

Community DPA Stakeholders

Health professionals, senior citizen groups, recreation and fitness practitioners, local businesses, recreation facility staff and others

Can assist the implementation of DPA by:

- working with teachers and administrators in the planning and delivery of DPA opportunities for students
- being supportive of the school's DPA implementation plan
- being role models for children and others in the community by participating in physical activities
- supporting the physical activity efforts of children and others in the community
- creating opportunities for physical activity through public events
- working with the school community to maximize the use of existing facilities and removing barriers to participation.

Appendix

For a complete list of organizations that can help support your DPA plan, see Key Community Organization Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

Promising Practices

Getting Started

Researching DPA and Educating the School Community

Develop an understanding of the importance behind this initiative by researching the statistics related to childhood obesity as well as the long-term benefits related to leading an active, healthy lifestyle. Communicate this information to staff, students and parents/guardians through newsletters, the school Web site, displays and open houses.

Resources



For statistics on childhood obesity, visit:

<http://www.befitforlife.ca>
<http://www.centre4activeliving.ca>
<http://www.cflri.ca>

Address the safety of all participants through the use of current safety guidelines. Include as a school resource for your staff *Safety Guidelines for Physical Activity in Alberta Schools*.

Resources



Safety Guidelines for Physical Activity in Alberta Schools is available for purchase from the Learning Resources Centre at <http://www.lrc.education.gov.ab.ca> (LRC #517063 in English and LRC #543919 in French) or for downloading at <http://www.med.ualberta.ca/acicr/>.

Include topics related to DPA on each staff meeting agenda. Provide professional development opportunities for staff, including workshops, conferences and seminars to improve the quality of learning experiences for all students. Schedule professional development days to increase staff awareness of DPA, the physical education curriculum and instruction.

Resources



For more information on professional development, visit:
<http://www.arpdc.ab.ca>
<http://www.schoolscomealive.org>.

Creating Your Team

Form a school team responsible for the implementation of DPA, preferably led by the administration, which includes physical education specialists, interested staff and parents/guardians. The goal of this team is to establish a school philosophy that builds a strong foundation of support for the development and implementation of DPA.

Assessing your Existing Resources

Complete an inventory of school facilities and community facilities.

Appendix

For school inventory blackline masters, see **Appendix 27: Equipment Inventory Checklists** and **Appendix 29: Inventory of DPA/Physical Education Facilities**.

Assess staffing needs. Identify staff with a physical education background or staff with a personal commitment to an active lifestyle who could provide leadership and mentoring.

Complete an inventory of recreation opportunities in your school's community. Provide this information to parents/guardians through the school newsletter, Web site and onsite displays. Provide brochures for programs and advertise events and facilities. The information could be gathered by the students as part of an active living project.

Planning

Create a DPA year plan to reflect a variety of physical activity opportunities that include all dimensions of the program of studies and that are inclusive of and adapted for students with special needs.

Establish goals and objectives related to promoting an active lifestyle that includes daily activity.

Scheduling

Schedule physical education first when making the timetable. Consider doubling up classes and using a physical education specialist along with one of the classroom teachers to teach the classes.

Double periods of physical education allow for the use of outside facilities. Scheduling these periods before noon and during the last blocks of the day allows more time for travel.

Gathering Necessary Resources

Establish a resource centre for staff composed of print and video resources, music resources, posters and other materials suitable for DPA displays. Provide a variety of quality printed resources along with informational and instructional videos relevant to DPA.

What's Next?

Involving the Community

Work with the parent council and staff to provide monthly family activities, such as skating parties, dances and nature walks. Plan school-wide fun theme days or special event days that emphasize the health benefits associated with physical activity.

Celebrate DPA by inviting the media to report on successes and to participate in a special event with students.

Establish partnerships with community agencies and clubs and incorporate them in your physical education and DPA programs.

Integrating DPA

Integrate DPA into the core subject areas to meet learning objectives as outlined in the curriculum. For example, organize a run across Canada or China, while learning the geography (social studies outcomes). Identify the physiological changes associated with exercise (science or health outcomes). Chart and calculate data on activities associated with walking or running. This could involve applying operations, averages, plotting graphs and computer work (mathematics or ICT outcomes).

Getting Support

Join the Ever Active Schools Program to receive ongoing support for your DPA program.

Resources



For more promising practices and information on the Ever Active Schools Program, visit <http://www.everactive.org>.

Creating Opportunities

Provide opportunities for students to sign out equipment at recess and during the noon hour, and use gym facilities during the recess and noon hour.

Create opportunities for students to develop leadership skills through mentoring and leadership programs that coordinate intramural programs, playground activities and special events.

Resources



For more information on student leadership programs, visit <http://www.cahperd.ca>.

Use an “artist in residence” initiative that brings in a specialist to help develop a specific program, such as dance. Contact community sports and recreation associations and clubs to introduce new activities to your school.

Resources



For more information on community sports and recreation associations, visit:
<http://www.arpaonline.ca>.

Develop an outside activity circuit and an indoor walking circuit. Encourage staff, students and parents/guardians to use the circuits before school, during the noon hour and after school.

Resources



For more information on circuit programs, visit <http://www.goforgreen.ca> and <http://www.shapeab.com>.

Ideas for walking programs are included in the Walking Programs activity under Outdoors, Section 3: Physical Activities.

Expand on current intramural programs by offering clubs that are fun and accessible for all students, such as running clubs, skipping clubs or dance clubs.

Resources



For more information on intramural programs, visit
http://cahperd.ca/eng/intramurals/about_qsir.cfm.

Promoting a Healthy School Culture

Develop a school culture that emphasizes participation, enjoyment and lifelong involvement in an active, healthy lifestyle. Connect an active lifestyle with a good nutrition program as part of a healthy school culture.

Continue to provide quality professional development on the fundamentals and importance of physical activity. Recognize excellence in teaching.

Sustaining the Program

Thinking Long Term

Develop long-term goals and objectives incorporated into multiyear plans. Use long-term monitoring and evaluation tools and indicators to measure student progress and learning.

Recognizing Accomplishments

Develop a recognition program that identifies staff, students, parents/guardians and community members who practise active living. Recognize former students who continue to lead an active lifestyle.

Continue to Develop

Continue to offer professional development opportunities for staff. Seek mentoring opportunities, team teaching and observational classes and update resources.

Assessing Your Progress

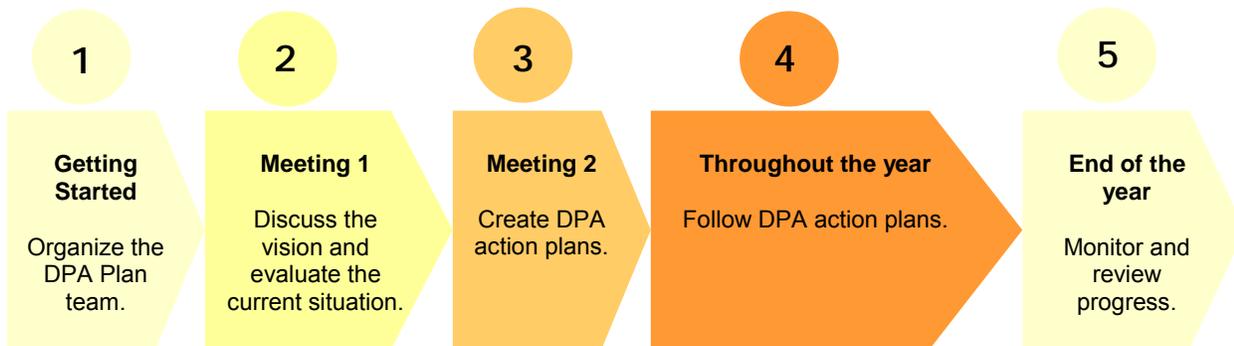
Continue to monitor and assess your DPA plans making adjustments in areas where goals and objectives are not being met. Increase the importance of self-monitoring of physical activities by developing more age-appropriate measures of physical activities. Use observations and objective measures with self-report measures. Implement strategies that students can use to record and monitor their daily activity and recognize student participation, leadership and other contributions.

Developing a School DPA Implementation Plan

Each school's DPA Implementation Plan will be different, depending on the school's unique circumstances and priorities. Consider using the following process when developing your school's Daily Physical Activity Implementation Plan.

→ Links to the **Ever Active Schools** Program have been noted throughout.

The Process



Steps	Description	Appendices
1. Organize the DPA Plan team.	<p>Invite people from various areas of the school community (teachers, administration, students, parents/guardians) to be part of your Daily Physical Activity Plan team.</p> <p>→ See Ever Active Schools—Application Process</p>	Appendix 16: DPA Implementation Plan Team Organizer
2. Discuss the vision and evaluate the current situation.	<p>Write a vision for your DPA plan, for example:</p> <p><i>To implement instruction practices and create a school culture that is supportive of Daily Physical Activity.</i></p> <p>Assess the equipment and other resources currently available to the school.</p> <p>Assess the strengths, weaknesses, opportunities and threats to the school's vision, for example, by doing a SWOT analysis. Consider basing this analysis on the four Es of Ever Active Schools (see Ever Active Schools under Support for Daily Physical Activity later in this chapter).</p> <p>→ See Ever Active Schools —Application Process (Provides assessment of current curriculum implementation and community involvement, and planning process for developing implementation strategies.)</p>	<p>Appendix 27: Equipment Inventory Checklists</p> <p>Appendix 30: Resources to Support the Implementation of DPA</p> <p>Appendix 17: SWOT Analysis Chart</p>

Steps	Description	Appendices
<p>3. Create DPA action plans.</p>	<p>Use the information from your analysis to write goals that will help your school achieve its vision, for example (using the EAS framework):</p> <p><i>We will implement instruction practices and create a school culture that is supportive of Daily Physical Activity by achieving the following goals:</i></p> <p>Education: <i>Integrate physical activity and quality learning opportunities in all subject areas.</i></p> <p>Everywhere: <i>Involve parent and community resources in school-organized physical activities.</i></p> <p>Everyone: <i>Involve all students in DPA, including those not currently active.</i></p> <p>Environment: <i>Develop a social and physical environment that is supportive of DPA.</i></p> <p>Write an action plan for each goal, including:</p> <ul style="list-style-type: none"> • actions/strategies for achieving the goal • resource needs • communication strategies • assessment strategies • schedule <p>Create a yearly schedule or time line for all actions involved in the DPA plan.</p> <p>➔ See Ever Active Schools—Application Process (Complete The Game Plan and submit it to Ever Active Schools.)</p>	<p>Appendix 18: DPA Goals Brainstorming</p> <p>Appendix 19: DPA Implementation Action Plan</p> <p>Appendix 20: DPA Implementation Plan Schedule</p>
<p>4. Follow DPA action plans.</p>	<p>Assign tasks to various members of the DPA team based on the actions identified in the action plan. Meet regularly to assess team progress, critically reflect and offer support. Supervise the rollout of the DPA plan (see Tips for DPA Plan Monitoring on page 182).</p> <p>Inform parents/guardians and other stakeholders in your school community about your school's DPA Implementation Plan.</p>	<p>Appendix 21: DPA Team Task Assignment</p> <p>Appendix 22: Sample DPA Letter to Parents/Guardians</p> <p>Appendix 23: Sample DPA Parent/Guardian Survey</p>
<p>5. Monitor and review progress.</p>	<p>Using the information gathered during DPA monitoring, reflect on successes, challenges and future improvements. On a yearly basis, create a new action plan to address this review.</p> <p>➔ See Ever Active Schools—Complete the Growth Report in the EAS application and submit it at the end of the reporting period.</p>	<p>Appendix 26: DPA Anecdotal Notes</p> <p>Appendix 24: DPA Plan Review and Reflection</p> <p>Appendix 25: Principal Self-reflection</p>

Tips for Developing Your DPA Implementation Plan

1

Organize the DPA Plan team.

- Create ways for participants to reflect on their personal vision before bringing them together to do shared vision work.
- Consider using a facilitator from outside the school to allow all participants to fully participate in discussion and activities.
- At the organizational meeting, discuss the concept of shared responsibility for school implementation and the need for everyone's involvement in making DPA a success.

2

Discuss the vision and evaluate the current situation.

- Provide a logical explanation and rationale, highlighting the need for, and benefits to be derived from, the plan.
- Create a forum for discussion in which individuals have the freedom to share their feelings and beliefs. This provides the opportunity to discuss existing challenges and to share vision and goals for the students.
- Divide the team into groups and have each group contribute thoughts and ideas on the topic. Rotate and have the groups add to the work of the group before them. At the end, have each individual mark the most important points. Count up the marks and focus on the points that were marked most often.

3

Create DPA action plans.

- Using a solution-focused approach is often the most successful strategy to develop action plans. A “how can we do this” perspective for providing Daily Physical Activity allows staff to provide positive input.
- Create mentoring relationships that allow more experienced teachers to provide leadership to teachers less familiar or comfortable with DPA.
- Create staff pairing or small groups to allow teachers with similar needs to collaborate, network and support each other.
- Provide sufficient time for stakeholders to consider the proposed actions and their effects.
- Encourage individuals to suggest new or alternative activities or organizational formats for annual events that would help DPA.
- Develop a leadership program for students and involve them throughout this process.

4

Follow DPA action plans.

- Develop and post class and school calendars that indicate dates for activities and events.
- Acknowledge the challenges that may be encountered and that adaptations to the original plan may be necessary.
- Align the change process related to DPA with professional development opportunities.
- Provide sufficient professional development opportunities to create an understanding of DPA and to allow individuals to build and strengthen their DPA practices.
- Include DPA information in all newsletters to parents/guardians.

5

Review and evaluate progress.

- Monitor and adjust the implementation time line and strategies when necessary.
- Evaluate the involvement of all students when determining the success of DPA implementation strategies.

Scheduling Daily Physical Activity

Physical education classes are an appropriate strategy for meeting the Daily Physical Activity requirement. On days when physical education classes are not scheduled, schools need to plan and provide students with physical activity opportunities for a minimum of 30 minutes daily.

Factors influencing the scheduling of Daily Physical Activity include:

- gymnasium size
- class size
- student enrollment/size of school
- timetable structure; e.g., the length of instructional periods
- availability of alternative facilities, such as ancillary rooms, empty classrooms, playing fields, creative playground structures, all-weather hard surface areas, lunch rooms, stage areas and community facilities
- shortened school days
- accessibility of community facilities.

Sample strategies for scheduling Daily Physical Activity include:

- Schedule each class in the gymnasium on a daily basis.
- Schedule two classes in each time period. One class uses the gymnasium while the other class uses alternative facilities, such as playground structures, playing fields, lunchrooms, stages, open areas and empty classrooms.
- Shorten all classes by a few minutes to create a new block of instructional time in the timetable.
- Schedule grades 1, 2 and 3 students in the gymnasium on a daily basis while older students use the gym 2–4 days per week and use alternative spaces for Daily Physical Activity or vice versa.
- Designate a time during the school day for whole school or multigrade activity on a weekly basis, for example tai chi, folk dance, square dance, creative dance, line dance, fitness circuits and yoga (see Whole School or Large Group Activities, Section 3: Physical Activities).
- Provide each class with an activity box filled with equipment to support physical activity in the classroom at recess or during lunch hour.
- Consider offering a variety of physical activities as an option, for example, dance, outdoor education, yoga, pilates, strength training, walking or rhythmic gymnastics.
- Schedule a school walking program. This can be done as an individual class activity, multiclass, multigrade or as a whole school activity.
- Set up a number of equipment bins outside for recess (one for each division, if sharing an outdoor area) and encourage students to participate in routine physical activity.
- Intramural activities or clubs can be organized before, during or after school hours to accommodate individual needs (see http://cahperd.ca/eng/intramurals/promoting_qsir.cfm).
- Scheduling two classes in the gymnasium at one time can provide opportunities for mass participation activities, such as yoga, tai chi, dance.

Appendix

For a sample planner, see **Appendix 28: DPA/Physical Education Yearly Planner.**

For a sample inventory template, see **Appendix 29: Inventory of DPA/Physical Education Facilities.**

Support for Daily Physical Activity

There are various organizations that can help schools develop and implement their Daily Physical Activity plans, for example: **Schools Come Alive, Alberta Regional Professional Development Consortia** and **Ever Active Schools.**

Schools Come Alive

Schools Come Alive provides leadership through workshops, resource development and collaborative partnerships to generate physical activity opportunities and promote healthy choices in Alberta school communities.

Schools Come Alive, a special project of the Health and Physical Education Council (HPEC) of the Alberta Teachers' Association (ATA) has been in existence since 1990 and is funded through a grant from the Alberta Sport Recreation Parks and Wildlife Foundation (ASRPWF).

The Schools Come Alive ACTIVE newsletter is sent to all schools and school boards through the ATA mailbag, to all HPEC members as well as to key stakeholders. Approximately 2600 copies are distributed three times a year and a PDF copy is posted on the Schools Come Alive Web site.

Alberta Regional Professional Development Consortia (ARPDC)

The ARPDC promotes student achievement and school improvement through professional development and creates and delivers programs that are based on needs identified by school and school authority personnel, parents and partner organizations.

Resources



For ideas and resources to motivate students to be physically active, contact Schools Come Alive at:

3rd Floor Percy Page Centre
11759 Groat Road
Edmonton AB T5M 3K6
Telephone: 780-454-4745
Fax: 780-453-1756
E-mail: admin@schoolscomealive.org
<http://www.schoolscomealive.org>.

For more information about DPA professional development opportunities for your staff, contact your local professional development consortium through the ARPDC at <http://www.arpdc.ab.ca>.

Ever Active Schools

The Ever Active Schools (EAS) Program, in partnership with Alberta school communities, contributes to the development of children and youth by fostering social and physical environments that support healthy, active lifestyles. This membership-based program is supported by the Health and Physical Education Council of the Alberta Teachers' Association. Ever Active Schools recognizes and rewards schools that focus on physical activity and well-being in their school communities. Ever Active Schools also provides resources to critically reflect on and measure current practices, policies and environments.

The EAS program is currently working with Alberta schools, many of which have submitted game plans for increasing healthy behaviours in their school communities. Schools that are members of the Ever Active Schools Program receive resources to support school programming as well as individualized consultations, as needed. They are provided with support and samples of promising practices from across the province and are also given the opportunity to access mentors from other Ever Active schools.

The Ever Active Schools Framework

The Ever Active Schools program provides a framework for school communities to identify strategies in four areas. The four “Es” of Ever Active Schools include:

Education

Providing innovative and supportive opportunities for students to make healthy choices and achieve the outcomes of the health and physical education programs, leading to an active, healthy lifestyle.

Everywhere

Encouraging and supporting active living initiatives in the community and opportunities for increased cooperation between school, home and community.

Everyone

Providing opportunities to increase activity and involvement for all students, including those identified as inactive and at-risk.

Environment

Developing physical and social environments that support active living and healthy eating.

Resources



Contact the Ever Active Schools program for more information:

Telephone: 780-454-4745

Fax: 780-453-1756

E-mail: info@everactive.org

<http://www.everactive.org>.

For a copy of the latest SummerActive resource guide, *Healthy Active School Communities*, which provides physical activity, nutrition and tobacco information and daily activities for grades K-12, go to Resources at <http://www.everactive.org>.

Staff Meetings and Professional Development

Staff meetings are ideal opportunities for the continued support, acknowledgement and sharing of promising practices in relation to your school's DPA plans. Consider using staff meetings to address DPA topics in the following ways:

- Arrange for a session on effective planning strategies to be presented to all staff at a staff meeting, department meeting or professional development day.

- Review and discuss the *Safety Guidelines for Physical Activities in Alberta Schools*.
- Provide time for peer coaching and collaborative planning in which groups of two or more teachers work together.
- Invite a colleague to demonstrate how physical activity can be linked to various subject areas.
- Have a knowledgeable staff member make a presentation on your school's DPA implementation and monitoring plan.
- Working in small groups, brainstorm ways to allow for variety and student choice in physical activities. Repeat the process at a later date to compare the changes and to celebrate the improvement.
- Contact DPA support organizations for information related to professional development.

Appendix

For a list of organizations that can help support your DPA plan, see Key Community Organization Resources in **Appendix 30: Resources to Support the Implementation of DPA**.

Monitoring the DPA Plan and Implementation

It is important to take the time to provide the necessary supervision and support for teachers and students to support the achievement of the school's DPA vision.

Tips for DPA Plan Monitoring

1. Make time for observing DPA first hand.

- Block specific times during the week to observe DPA opportunities.
- Keep a record of your observations and reflections. Review student participation with the purpose of gathering evidence of successful DPA implementation.
- Provide immediate positive and constructive feedback to stakeholders.

2. Dialogue with students and staff about their understanding of DPA expectations and how DPA implementation is proceeding. Listen to their stories of success and challenge.

- Ask questions about what you are observing, such as:

What are the strengths or positive areas?

What would make our DPA delivery even better?

What assistance do you need to support DPA implementation?

How can I assist you in providing DPA for all students?

3. Assess the tone and content of student and staff conversations about DPA.

4. Meet regularly with the implementation team to discuss the progress of the implementation of DPA.

- As part of the communication strategies, communicate and celebrate the success stories to stakeholders.
- Take appropriate supportive actions to address challenging areas.

As the DPA implementation plan is realized, there should be evidence that indicates its degree of success. After DPA has been initiated in the school and there have been opportunities for monitoring its implementation, it may be necessary to gather data or evidence in a systematic way so that key findings emerge. These findings will help the DPA team draw conclusions, make commendations, consider recommendations and make the required changes to ensure that the school's DPA implementation is continuously improving.

In assessing the implementation and ongoing success of the school's DPA plan, keep the school's DPA vision clearly in mind. Collect data from a variety of sources on an ongoing basis, for example, teacher/parent/guardian surveys, students' physical activity logs and teachers' reflections on their use of DPA activities. Use the data collected to assess the success of the school's DPA plan.

DPA Monitoring Checklist

When monitoring the implementation of DPA, consider asking the following questions.

<input checked="" type="checkbox"/>	Has there been an increase in student physical activity levels?
<input checked="" type="checkbox"/>	Did the DPA plan provide for activities that ensure all students have the opportunity to achieve a measure of success?
<input checked="" type="checkbox"/>	Was there an increase in student knowledge of the benefits of physical activity to a healthy, active lifestyle?
<input checked="" type="checkbox"/>	Was there an increase in understanding of the intended expectations of DPA by students, staff and parents/guardians?
<input checked="" type="checkbox"/>	Did DPA-related professional development increase staff confidence and comfort levels with the delivery of DPA?
<input checked="" type="checkbox"/>	Were there improvements made to the physical environment of the school; e.g., bulletin board displays, optimized use of activity space?
<input checked="" type="checkbox"/>	Were there opportunities for staff sharing of "craft knowledge" or best practices?
<input checked="" type="checkbox"/>	Did the DPA plan support staff responsibility?
<input checked="" type="checkbox"/>	Were there opportunities for staff to critically assess past practices, eliminate barriers and risk trying new strategies and activities?
<input checked="" type="checkbox"/>	Has there been ongoing and regularly scheduled DPA monitoring and assessment? (See Appendix 24: DPA Plan Review and Reflection.)

DPA Monitoring Checklist (continued)

- ✓ Has the DPA plan included delivery strategies to ensure students participate in a variety of activities?
- ✓ Were there opportunities for staff and or parent/guardian-initiated DPA projects and ideas to support and increase physical activity levels?
- ✓ Was an effort made to increase and maintain parent/guardian support for DPA?
- ✓ Was an effort made to support targeted professional development to address staff and school needs?
- ✓ Has there been an increase in the positive focus on DPA in discussions at meetings, in the staff room, in newsletters or at assemblies?
- ✓ Has there been support for the development of school-initiated processes for collecting input from staff, students, parents/guardians and community?
- ✓ Has an effort been made to provide frequent, open and clear communication among all stakeholders regarding DPA?
- ✓ Did the plan optimize the use of resources (materials, equipment, facilities and personnel) to support DPA?
- ✓ Was there evidence of the improvement and enhancement of staff and student attitudes toward physical activity?
- ✓ Has information been provided as needed to the school board to demonstrate the effectiveness of DPA?

Appendix

See the following for tools for collecting data regarding DPA:

Appendix 2: Teacher Activity Reflection
Appendix 3: My Daily Physical Activity Log
Appendix 4: My Physical Activity Goals
Appendix 5: My Fitness Shoe Activity Log
Appendix 23: Sample DPA Parent/Guardian Survey

See the following for DPA implementation assessment tools:

Appendix 24: DPA Plan Review and Reflection
Appendix 25: Principal Self-reflection
Appendix 26: DPA Anecdotal Notes

Tips for Encouraging Staff Physical Activity

- Encourage staff to take part in the students' Daily Physical Activity.
- Create 10 blank monthly work week calendars and encourage staff to plan physical activity for themselves while planning for students.
- Have staff (depending on school size) work in groups to plan monthly staff activities totalling 30 minutes for each school day.
- Post these physical activity calendars around the school for staff to view regularly and hand them out at the staff meeting the month before.
- Encourage variety in the location and the intensity of activities. Include both individual and group activities on the calendar.
- Purchase staff pedometers and encourage them to log their steps daily.
- Post tips on how to be active at work, motivational posters and incentives around the school to encourage staff participation.
- Celebrate staff progress in a school newsletter, in staff rooms and recognize staff at parent/guardian and teacher evenings and open houses.
- Encourage staff to have an “activity buddy” to make plans with daily or weekly to help encourage and support participation.
- Share ideas with other school staff at professional development or district days.
- Have a round table of sharing positive physical activity stories about staff or students at staff meetings.

Resources



For more ideas, go to:

http://www.phac-aspc.gc.ca/pau-uap/fitness/work/started_manage_e.html

<http://www.healthyworkplaceweek.ca/>

Also see Active Living for Staff in Section 2: Teachers.

Appendix

For an example of how staff could plan for activity at work, see **Appendix 15: Healthy Workplace Week Personal Planner**.



Appendices

Appendix 1	Stretching Exercises
Appendix 2	Teacher Activity Reflection
Appendix 3	My Daily Physical Activity Log
Appendix 4	My Physical Activity Goals
Appendix 5	My Fitness Shoe Activity Log
Appendix 6	My Pedometer Log
Appendix 7	Walking Safety
Appendix 8	Travel to School Chart
Appendix 9	Stepping Around the World Game Board
Appendix 10	Sample Playground Circuit
Appendix 11	Sample School Community Activity Map
Appendix 12	Memory Orienteering Scorecards
Appendix 13	Track and Field Sample Set Up
Appendix 14	Core Body Exercises
Appendix 15	Canada's Healthy Workplace Week Personal Planner
Appendix 16	DPA Implementation Plan Team Organizer
Appendix 17	SWOT Analysis Chart
Appendix 18	DPA Goals Brainstorming
Appendix 19	DPA Implementation Action Plan
Appendix 20	DPA Implementation Plan Schedule
Appendix 21	DPA Team Task Assignment
Appendix 22	Sample DPA Letter to Parents/Guardians
Appendix 23	Sample DPA Parent/Guardian Survey
Appendix 24	DPA Plan Review and Reflection
Appendix 25	Principal Self-reflection
Appendix 26	DPA Anecdotal Notes
Appendix 27	Equipment Inventory Checklists
Appendix 28	DPA/Physical Education Yearly Planner
Appendix 29	Inventory of DPA/Physical Education Facilities
Appendix 30	Resources to Support the Implementation of DPA



Appendix 1

Stretching Exercises

Stretching Exercises

Here are some examples of stretches for most of the major muscle groups. Remember, before you start any stretching routine you need to warm up your muscles. This warm-up can be as simple as a quick walk around the block or 15 minutes of marching in place. You risk injury if you try to stretch "cold" muscles.

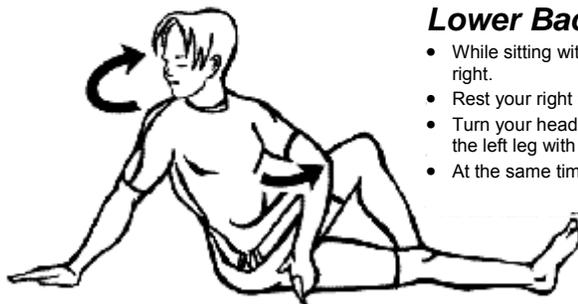


Hip Flexor Stretch

- Make sure your forward leg is directly over your ankle.
- The other knee should be resting against the floor.
- Without moving the forward leg, or shifting the position of the knee on the floor, lower the front of your hip toward the floor.
- Don't let your knee pass over the top of your foot.

Groin Stretch

- With the soles of your feet pressed together, gently hold your ankles.
- Now, pull yourself forward bending from the hip.
- Do not bend forward from the head and shoulders.

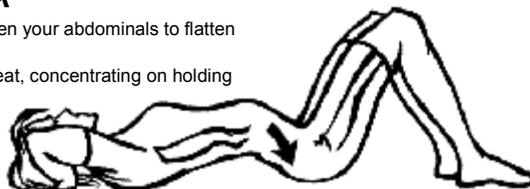


Lower Back Stretch

- While sitting with your right leg extended, bend the left leg to cross over the right.
- Rest your right elbow on the outside of the left leg just above the knee.
- Turn your head to look over your left shoulder while pressing gently against the left leg with your right elbow.
- At the same time, rotate your body toward your supporting left arm.

More Lower Back

- Tense buttocks as you tighten your abdominals to flatten your back against the floor.
- Hold for 5 seconds and repeat, concentrating on holding the muscle contraction.



Stretching Exercises (continued)

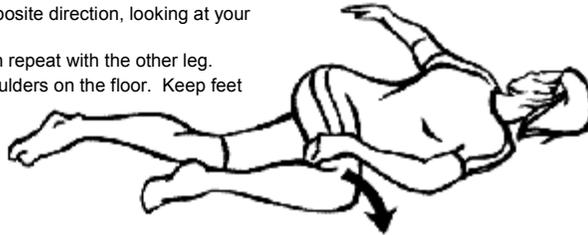
Hip Stretches

- Pull one leg toward your chest and hold for 20 seconds.
- Repeat for the other leg.



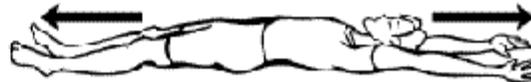
More Hip Stretches

- Bend your knee to 90 degrees and with the opposite hand pull that leg up and over the other leg.
- Turn your head in the opposite direction, looking at your outstretched arm.
- Hold for 20 seconds, then repeat with the other leg.
- Be sure to keep your shoulders on the floor. Keep feet and ankles relaxed.



Yet Another Hip Stretch

- Bend your left leg over your bent right leg.
- Use the left leg as resistance while you push against it with your right leg.
- Hold for 30 seconds then repeat on the other side.
- Make sure to keep your shoulders flat against the floor.



Full Body Stretch

- Stretch your arms over your head and straighten your legs.
- Reach out as far as you can with both arms and legs, lengthening your body.
- Do this twice; holding for 5 seconds each time.



Hamstring Stretch

- Stand with feet shoulder width apart.
- Bend forward from the hips.
- Keep knees slightly bent and let arms and neck relax. Dangle your hands at your feet.
- Do not bounce.

Stretching Exercises (continued)

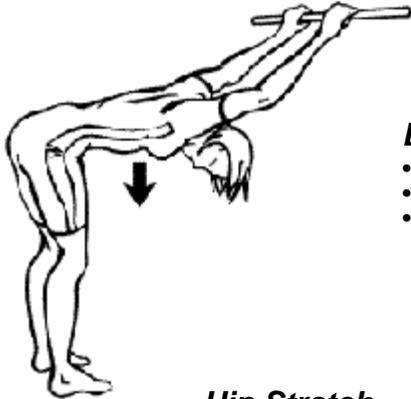
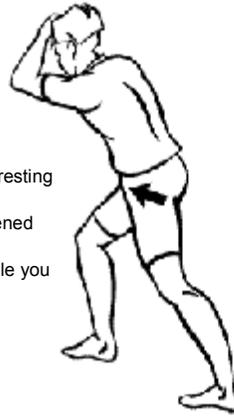


Quadriceps Stretch

- Use a wall for support if doing this stretch standing.
- Hold the top of your foot with the opposite hand and pull your heel toward your buttocks.
- Pull gently and not past the initial point of tension.

Calf Stretch

- Stand back from a wall.
- Lean forward on the wall with your forearms; head resting on your hands.
- Place one leg forward, bent, and the other straightened out behind.
- Move hips forward, keeping the lower back flat, while you push the heel of the outstretched leg into the floor.

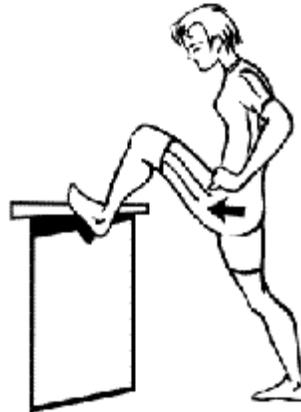


Back and Shoulder Stretch

- With feet placed shoulder width apart, place your hands on a ledge.
- Let your body drop down, keeping your knees slightly bent.
- Make sure your hips are directly above your feet.

Hip Stretch

- Put the ball of your foot on a table, chair or wall (any secure support).
- Gently bend that knee of the raised leg as you push your hips forward.
- Hold this position for 25 seconds, and then repeat with the other side.



Stretching Exercises (continued)

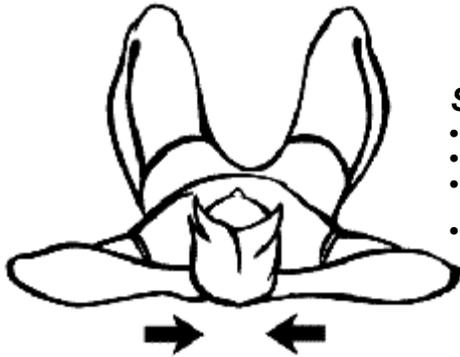
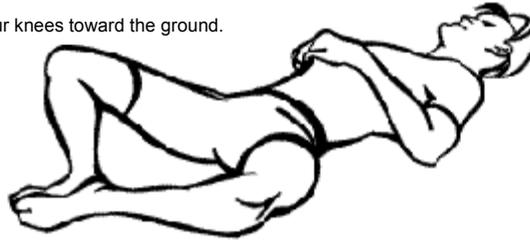


Another Hamstring Stretch

- Extend one leg forward, with the other bent and tucked in with the sole of your foot against the inside of the extended leg.
- Slowly bend and reach toward the ankle of your extended leg.
- Grasp your ankle and hold this stretch for 30 seconds.
- Don't worry if you can't reach your ankle. Only stretch as far as is comfortable.

Relaxed Chicken Stretch

- Now lay back and place the soles of your feet together, bending your knees.
- Let gravity take over and drop your knees toward the ground. You will feel a gentle stretch.
- Hold this position for 30 seconds.



Shoulder Scrunch

- Place the soles of your feet flat on the floor.
- Keep your knees bent and your lower back pressed into the floor.
- Lock your fingers behind your head, and pull your shoulder blades together.
- Hold this for 15 seconds then relax and repeat.

Upper Back Stretch

- Interlock your fingers behind your back.
- Gently straighten your arms while turning your elbows in.
- Now slowly raise your arms behind you until you feel a stretch.
- Hold this for 10 seconds.
- Make sure to keep your chest out and your chin down.



Stretching Exercises (continued)

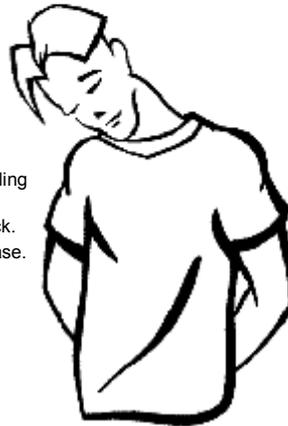


Tricep Stretch

- With your arms over (and slightly behind) your head, place one hand on the opposite elbow.
- Gently pull the elbow behind your head until you feel a stretch along the backside of your arm.
- Hold for 10 seconds and repeat with the other arm.

Neck Stretch

- Roll your head in a half circle, starting at one shoulder and circling forward to the other shoulder.
- Keep your back straight, and never rotate your head to the back.
- Repeat this a few times until you feel the tension begin to release.



Stretching Exercises (continued)



- 1) If you have a pre-existing medical condition or are recovering from an injury, consult with a physician to determine which stretches are safe and appropriate.
- 2) Perform each stretch slowly and smoothly. Hold for a period of 20–30 seconds and slowly relax. Do not bounce while performing the stretch!
- 3) Breathe in a relaxing, normal manner while performing the stretch. Do not hold your breath!
- 4) If you feel sharp pain while performing the stretch, stop and perform an alternative stretch for that body part.

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Stretching Exercises (continued)

STRETCH FOR YOUR HEALTH

- 1) If you have a pre-existing medical condition or are recovering from an injury, consult with a physician to determine which stretches are safe and appropriate.
- 2) Perform each stretch slowly and smoothly. Hold for a period of 20–30 seconds and slowly relax. Do not bounce while performing the stretch.
- 3) Breathe in a relaxing, normal manner while performing the stretch. Do not hold your breath!
- 4) If you feel sharp pain while performing the stretch, stop and perform an alternative stretch for that body part.

The grid contains the following stretches:

- Neck Rotation:** Two illustrations of a person in a blue tank top rotating their head to the left and right.
- Ear to Shoulder:** A person in an orange tank top and shorts standing with their back to the camera, pulling their right ear towards their right shoulder.
- Upper Back/Shoulder:** A person in a red tank top and shorts standing with their arms raised and hands clasped behind their head.
- Tricep:** A person in a green tank top and shorts standing with their arms raised and hands clasped behind their head, leaning slightly forward.
- Back/Shoulder:** Two illustrations of a person in an orange tank top and shorts performing a side bend to the left and right.
- Upper Back:** A person in a green tank top and shorts standing with their arms raised and hands clasped behind their head, leaning forward.
- Bicep/Shoulder:** A person in a blue tank top and shorts standing with their arms raised and hands clasped behind their back.
- Upper/Lower Back:** Two illustrations of a person in a red tank top and shorts performing a child's pose on the floor.
- Lower Back/Hip:** A person in a green tank top and shorts performing a standing hip flexor stretch.
- Hip/Lower Back:** A person in a red tank top and shorts lying on their back with their knees bent and feet flat on the floor.
- Quadriceps:** A person in an orange tank top and shorts standing with one leg raised and pulled towards their chest.
- Lower Back/Hamstrings:** Two illustrations of a person in a blue tank top and shorts performing a standing hamstring stretch.

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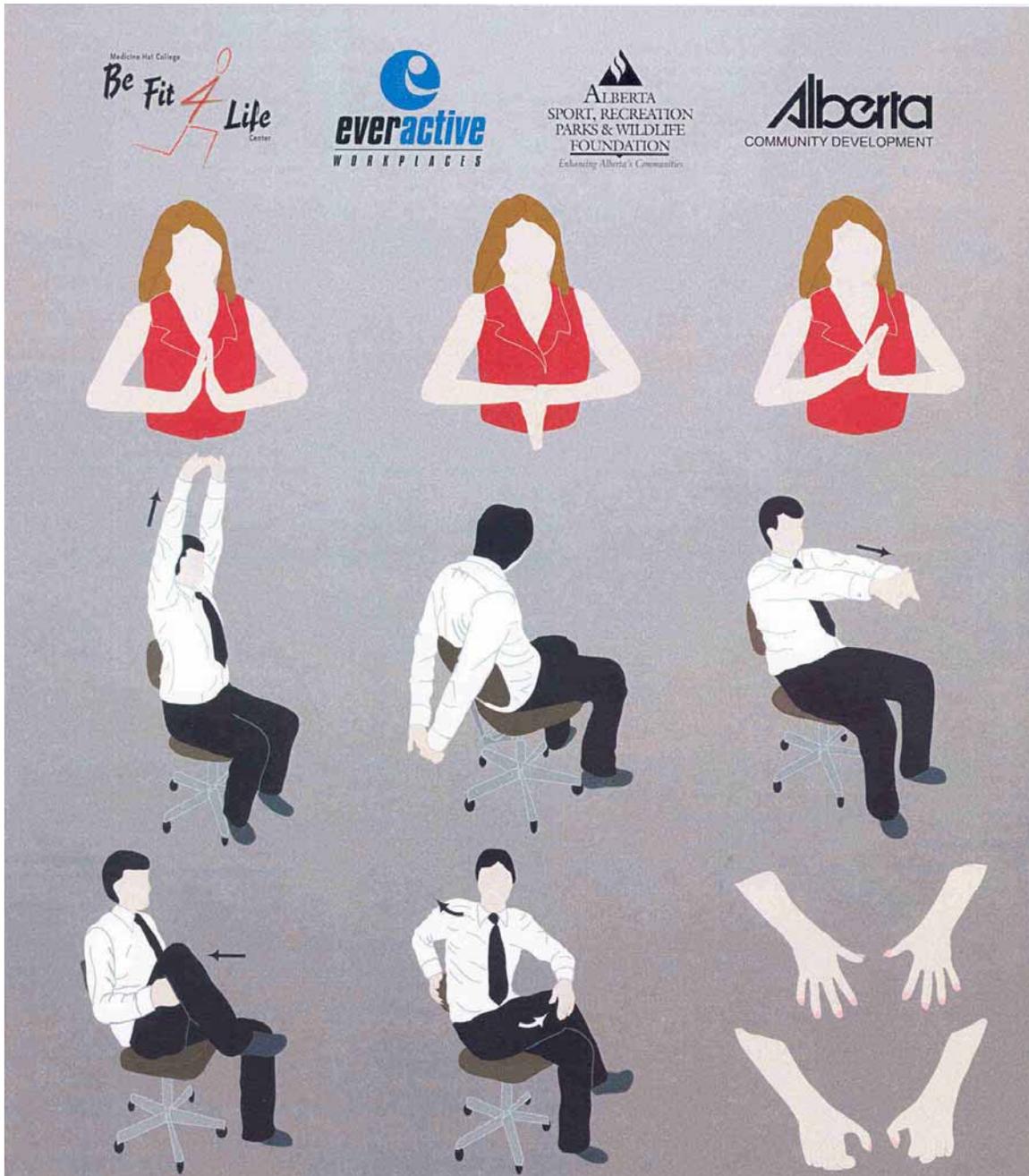
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Alberta
 COMMUNITY DEVELOPMENT

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Stretching Exercises (continued)



- 1) *If you have a pre-existing medical condition or are recovering from an injury, consult with a physician to determine which stretches are safe and appropriate.*
- 2) *Perform each stretch slowly and smoothly. Hold for a period of 20–30 seconds and slowly relax. Do not bounce while performing the stretch!*
- 3) *Breathe in a relaxing, normal manner while performing the stretch. Do not hold your breath!*
- 4) *If you feel sharp pain while performing the stretch, stop and perform an alternative stretch for that body part.*

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Appendix 2

Teacher Activity Reflection

Activity: Date:
If I adapted the activity, how effective were the adaptations? _____ _____
Did any unforeseen safety issues arise? _____ _____
What choices were the students provided during the activity; e.g., skill level, type of activity, equipment? _____ _____
What evidence is there that the activity improved/enhanced the students' attitudes toward physical activity? _____ _____ _____
What evidence is there that the activity improved/enhanced the students' skills and knowledge related to physical activity? _____ _____ _____
Were the students engaged in the activity? If not, why? _____ _____ _____
What would I do differently next time I use this activity? _____ _____ _____



Appendix 3

My Daily Physical Activity Log

Goal:
90
minutes
every
day

For the Week of: _____

Name: _____

What active things did I do each day?

	Home	School	Community	😊 😐 😞	Total Minutes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					



Appendix 4

My Physical Activity Goals

For the Week of: _____

Name: _____

When thinking about your goals, think about the different things you would like to be able to do. Use numbers in your goals, such as times, repetitions, distances and heights.

	My fitness goals are ...
Flexibility	
Cardiovascular Endurance	
Strength	
Other	

To achieve these goals, I will ... _____

	Improvements I have made are ...
Flexibility	
Cardiovascular Endurance	
Strength	
Other	

One thing I have learned about physical activity this week is ...

What active things would I like to try next week?



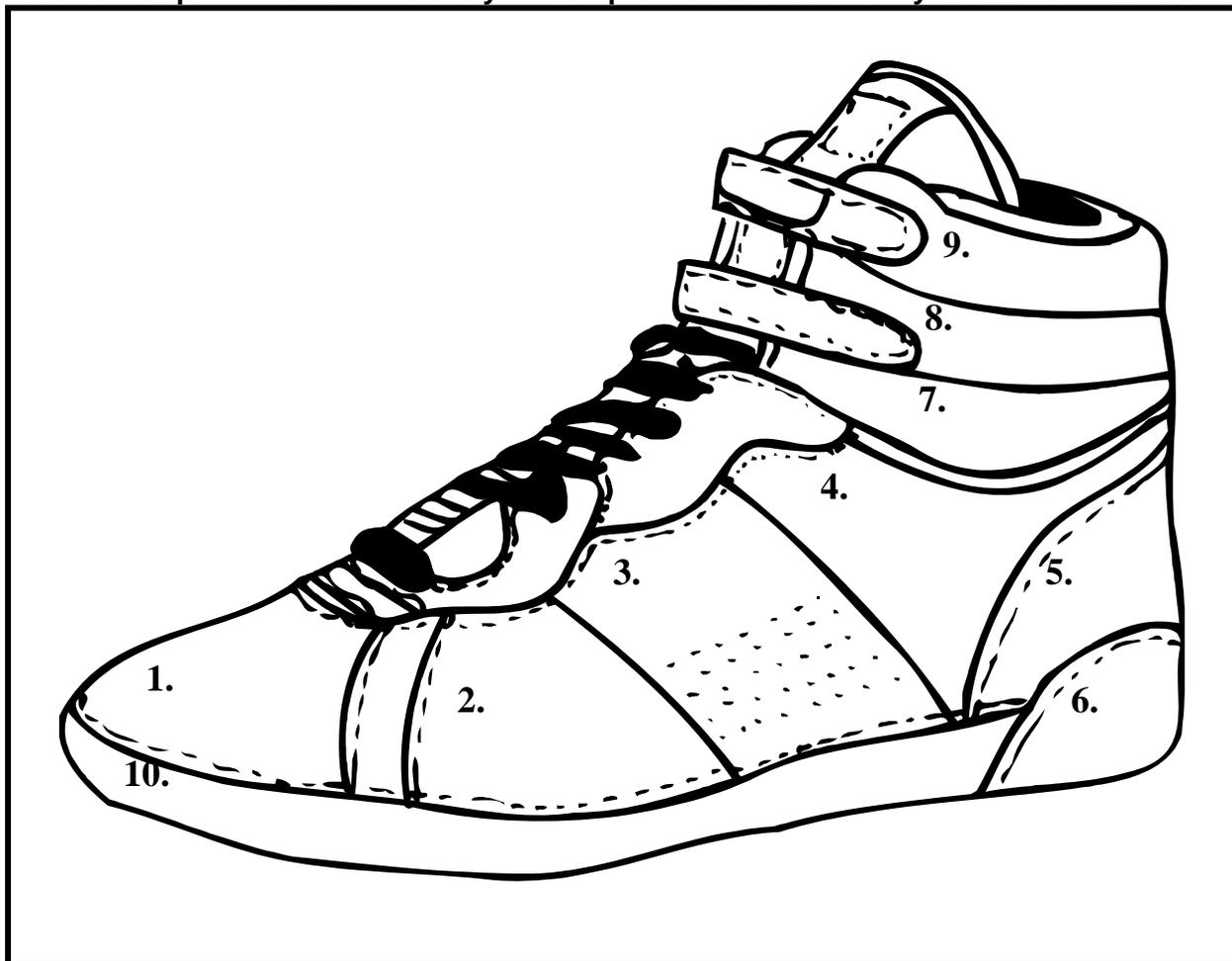
Appendix 5

My Fitness Shoe Activity Log

For the Week of: _____

Name: _____

Colour one part of the shoe when you take part in a fitness activity for 30 minutes or more!



My Fitness Activities

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____



Appendix 6

My Pedometer Log

What Is a Pedometer?

A pedometer is a simple device used to measure the number of steps you take in a day.

How Does a Pedometer Work?

When positioned correctly, a pedometer records a step each time the hip moves up and down. A pedometer also measures movement done throughout the day in addition to walking; e.g., bending to tie shoes.

How Do I Wear It?

Attach the pedometer to a belt or waistband near the front of the hipbone, in line with the kneecap. When wearing a dress or other clothing that doesn't have a waistband, clip the pedometer to the waistband of your undergarment.

The pedometer must stay upright to work correctly. If the shape of a person's body causes the pedometer to tip over, clip it instead to the side or back of the waistband. Women can clip the pedometer to the front of their bra.

How to Test a Pedometer

1. Clip the pedometer where you want it, as indicated above.
2. Set it to zero.
3. Without looking at the pedometer display, walk 20 steps.
4. Check the pedometer to see how many steps it recorded compared to the number of steps you actually took.

Wear a pedometer in the spot that gives the most reliable results; e.g., clipped to waistband, clipped to undergarment. As the body moves throughout the day, do the 20-step count test periodically to ensure accurate results.

Do Pedometers Work When Running?

Pedometers count steps taken when running, but do not measure the intensity of an activity.

How to Care for a Pedometer

- Avoid dropping or crushing, as this could break the crystal.
- Avoid excessive moisture.
- Do not force the pedometer clip onto the belt as this may break the clip.
- Change the battery when the digital display fades.

This appendix adapted from the Alberta Centre for Active Living, "Pedometer Information Sheet: Get Physically Active One Step at a Time!," *Alberta Centre for Active Living*, http://www.centre4activeliving.ca/publications/quickfacts/pedinfosheet_011706.htm (Accessed November 2005). Adapted with permission from the Alberta Centre for Active Living (<http://www.centre4activeliving.ca>).

My Pedometer Log (continued)

Wear your pedometer to record the steps you take each day, for example, when walking to school, walking the dog, playing tag with friends, during physical education class and during sports activities.

Name: _____

Date completed: _____

Grade: _____ Teacher: _____

Pedometer number: _____

Do not forget to reset your pedometer at the end of each day!

Day	Week 1 - Number of Steps	Day	Week 2 - Number of Steps
1		1	
2		2	
3		3	
4		4	
5		5	



Appendix 7

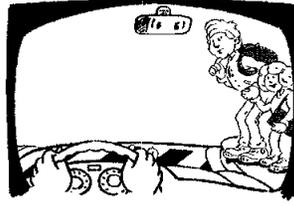
Walking Safety

When crossing the road, always:

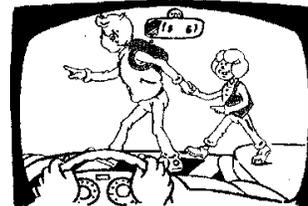
POINT...



PAUSE...



PROCEED.



The "WALK" signal means to begin crossing the road. If there is a push button on the pole, push it for a "WALK" signal. Sometimes pressing this button adds a beeping sound to the walk signal for people who have trouble seeing.



The "FLASHING DON'T WALK" signal means that if you are already in the crosswalk, there is time to finish crossing the road.

If you are at the curb, stay there as there is not enough time to cross the road. Wait for the next "WALK" signal.



The "SOLID DON'T WALK" signal means traffic is allowed to drive through the crosswalk and it is not safe to walk across.

This appendix adapted with permission from Safe Healthy Active People Everywhere (SHAPE), *Alberta's Active and Safe Routes to School Resource Manual* (Edmonton, AB: SHAPE, n.d.), p. 40. Point, Pause, Proceed method is not owned by SHAPE.



Appendix 8

Travel to School Chart

School: _____

Grade: _____

Class: _____

Teacher: _____

Date: _____

Day of the week	Weather	Walked	Walked Part Way*	Bus	By Car	Carpool	Bicycle	Other
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
TOTALS								
PERCENTAGES								

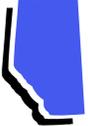
* Walked one block or more, but not all the way.

This appendix adapted with permission from Safe Healthy Active People Everywhere (SHAPE), *Alberta's Active and Safe Routes to School Resource Manual* (Edmonton, AB: n.d.), p.25.



Appendix 9

Stepping Around the World Game Board

<p>35.</p> <p>Welcome to Calgary!</p>  <p>Finish</p>	<p>34. The distance from Edmonton, Alberta, to Calgary, Alberta, is 276 km. How many steps would it take to walk this distance?</p> <p>Run on the spot for 20 sec.</p>	<p>33. Drumheller is a city located in south-central Alberta. People travel here to look at the large number of dinosaur fossils. Can you name 5 different dinosaurs?</p> <p>Stomp around like a big dinosaur for 20 sec.</p>	<p>32. The North Saskatchewan River is about 1300 km long and would take about 2 600 000 steps to walk along. It runs in an eastern direction across the prairies. Can you name what the river was commonly used for during the 1800s? Pretend to swim in the river for 20 sec.</p>
<p>28. Hawaii is an American state made up of 8 islands. These islands were formed by underwater volcanoes.</p> <p>USA</p> <p>Do 5 jumping jacks for every vowel in the word Hawaii.</p>	<p>29. Oh no! You got lost in Tornado Alley. This is an area in the central United States where tornados often occur. Go back 5 squares.</p> <p>Spin in a circle 5 times.</p>	<p>30. The Great Lakes are located on the border of two countries. Can you name these countries?</p> <p>Canada</p> <p>Take 5 steps on the spot for every Great Lake you can name.</p>	<p>31. The distance between Montreal, Quebec, and Calgary, Alberta, is 3750 km. Can you calculate how many steps you would take to walk this distance?</p> <p>Add up the numbers in 3750 (3+7+5+0) and get your feet moving for that many seconds.</p>
<p>27. Oh no! You got lost in the Bermuda Triangle (an area in between Florida, Bermuda and Puerto Rico where planes and ships have disappeared for no reason). Go back to Madagascar.</p> <p>Take 20 steps on the spot.</p>	<p>26. Central America has many tropical rainforests. Rainforests are hot and damp and usually 20° C – 35° C. Plants such as bamboo, fruit trees, vines and very tall trees grow in rainforests. What types of plants are common in Alberta? Do 5 skier jumps for every plant you can think of.</p>	<p>25. You got lost in Buckingham Palace, a famous castle in London, England. Go back 3 squares.</p> <p>March on the spot 20 times like a guard of the castle.</p>	<p>24. Olympia is a place in Greece where the Olympic games first began years ago. Sports that were played back then include wrestling, spear throwing and running. Can you name some of the sports that are in the Summer Olympics today? Act out your favourite Olympic sport.</p>
<p>20. You walked off course and ended up in the Russian tundra in the Asian continent. Don't forget to put on your parka to stay warm! Go back 6 squares.</p> <p>Run on the spot for 20 sec. and get out of the cold!</p>	<p>21. The Great Wall of China is an ancient wall 6000 km long built across China. This wall is 1200 km longer than the distance across Canada. The distance across Canada is 3000 km. True or False?</p> <p>Do sit-ups for 20 sec.</p>	<p>22. The Eiffel Tower, located in Paris, France, is 324 m high. The height of the Calgary Tower is 191 m. Can you calculate how many metres higher the Eiffel Tower is than the Calgary Tower? Pretend to climb up the Calgary Tower for 20 sec.</p> <p>Europe</p>	<p>23. In the Netherlands, a country in Europe, you can find people wearing wooden shoes. Today they are mostly worn for safety while farming. Can you think of different types of shoes worn in Canada? Walk on the spot for 20 sec. in the shoes you are wearing.</p>

This appendix adapted from a game developed by Calgary Health Region and Safe Healthy Active People Everywhere (SHAPE). Used with permission.

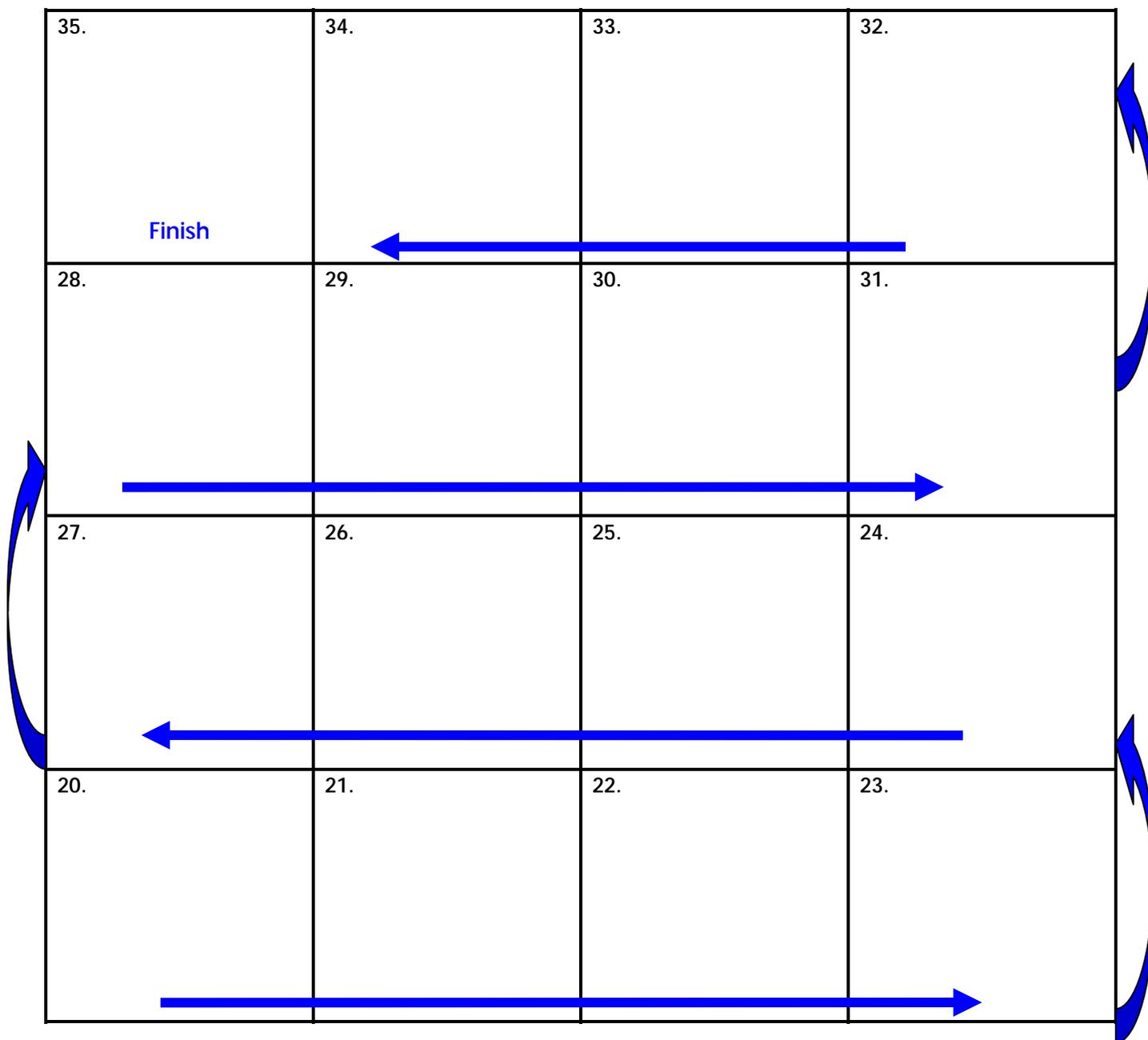
Stepping Around the World Game Board (continued)

<p>19. You ventured too close to volcanoes in Indonesia, Asia, which is located along the Ring of Fire. The Ring of Fire is a phrase referring to 75% or $\frac{3}{4}$ of the world's volcanoes that surround the Pacific Ocean. Go back 3 squares. Jump 20 times to get away from the burning lava.</p>	<p>18. The peak of Mt. Everest is 8850 m or 8.85 km high, which is the highest mountain peak in the world. Mt. Logan, found in the Yukon, is the highest mountain in Canada, which is 5959 m or 5.96 km tall. How much higher is Mt. Everest than Mt. Logan? Pretend that you are climbing up a mountain for 20 sec.</p>	<p>17. China is home to the black and white coloured panda bear. Panda bears live in coniferous forests and eat bamboo trees. Can you name types of bears that are found in Canada?</p> <p style="text-align: center;">Asia</p> <p>Do the 'bear walk' for 30 sec.</p>	<p>16. Madagascar is an island off of Africa's east coast. Found here are 33 types of lemurs, an animal similar to a monkey. Madagascar is one of the only places in the world where lemurs live.</p> <p>Do 5 jumping jacks for each vowel in the word Madagascar.</p>
<p>12. The Andes Mountain range, found in South America, has some of the highest mountains on Earth. The top of these mountains can be as high as 6 km. How many steps would it take to climb up these mountains? Pretend to climb up a mountain for 15 sec.</p>	<p style="text-align: center;">Africa</p> <p>13. The Cape of Good Hope is a point of land that is the most southwest tip of the African continent.</p> <p>Spin around in circles 5 times, then point toward the south.</p>	<p>14. The Serengeti National Park, an animal reserve, is located in Africa. Every year 200 000 zebras walk from the north to the south in search of water. How many zebra hoofs would be walking at once? (Hint: how many legs does a zebra have?) Trot like a zebra for 20 sec.</p>	<p>15. On the African continent, one of the major crops harvested is cocoa beans. These beans are what make up the yummy chocolate that you eat. Can you name some crops that we grow here in Alberta? Dance around like a jumping bean for 20 sec.</p>
<p>11. You were cornered by monkeys in the Brazilian Rainforests of South America. Go back 5 squares.</p> <p>Take 20 steps in a backward direction.</p>	<p>10. The Equator is an imaginary horizontal line that separates the North and South poles. It is the longest distance around the Earth (40 075 km). It would take a person over 80 million steps to walk around the world! Can you name the imaginary lines that run horizontally? Take 25 steps on the spot.</p>	<p style="text-align: center;">South America</p> <p>9. South America is a continent located south of North America. It is surrounded by two oceans. Can you name these oceans?</p> <p>Take 10 steps on the spot for each ocean.</p>	<p>8. The kangaroo is an animal found on the continent of Australia. In one jump, it can move as far as 12 m or 0.012 km. Can you figure out how many steps it would take to walk as far as the kangaroo can jump? Jump around like a kangaroo 24 times.</p>
<p>4. The Southern Hemisphere is an imaginary, horizontal line located south of the equator. The 4 continents in the Southern Hemisphere are Africa, Australia, North America and South America. True or False? Walk on the spot for 20 steps.</p>	<p>5. New Zealand's most popular sport is rugby, a sport similar to football. It would take about 680 steps to walk the perimeter of a rugby field. If the length of the field is 100 m and the width is 70 m can you find the perimeter of the field? Pretend to play your favourite sport.</p>	<p style="text-align: center;">Australia</p> <p>6. You were just chased by a wild Tasmanian Devil. This animal is found on an island called Tasmania. Take your heart rate for 1 minute. Your heart rate got faster. True or False? Now do 25 jumping jacks and take your heart rate again for 1 minute.</p>	<p>7. The Sydney Harbor Bridge located in Sydney, Australia, is 1150 m or 1.15 km long. Can you calculate how many steps it would take to walk across this bridge?</p> <p>Count how many letters are in the word Australia and do that many jumping jacks.</p>
<p>3. Brrrrr ... you got lost in a blizzard on the Antarctic continent. Go back to the start.</p> <p>Stay warm and take 20 steps on the spot.</p>	<p>2. A large seabird, the wandering albatross, flies to very cold Antarctica. This bird's wings are about 3 m in total length, or about 6 steps long. Can you think of other animals that live in cold climates? Pretend to fly like an albatross for 20 sec.</p>	<p>1.</p> <p style="text-align: center;">Start your trip around the world!</p> <p style="text-align: center;">Antarctica</p>	

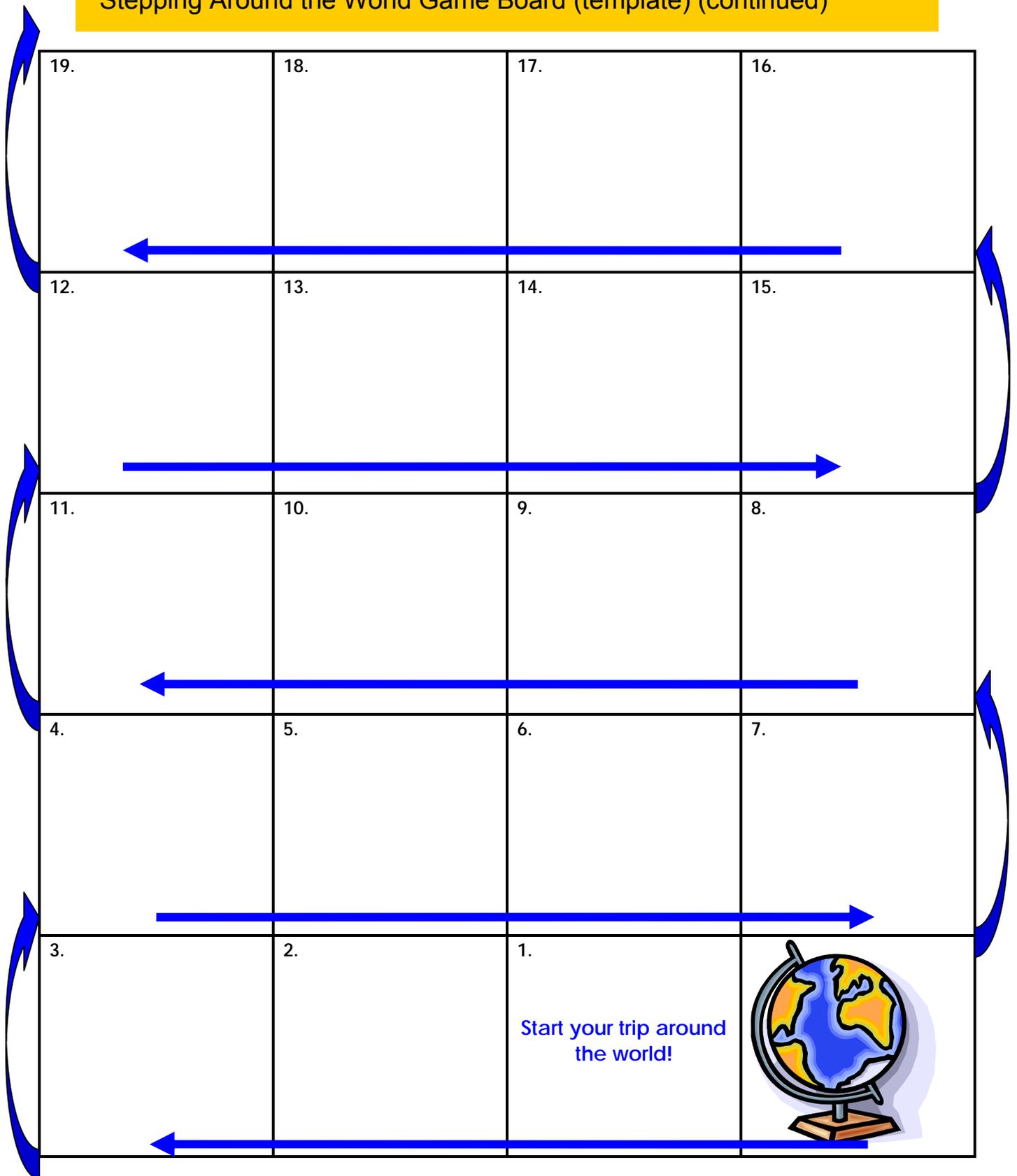


Appendix 9

Stepping Around the World Game Board (template)



Stepping Around the World Game Board (template) (continued)





Appendix 10

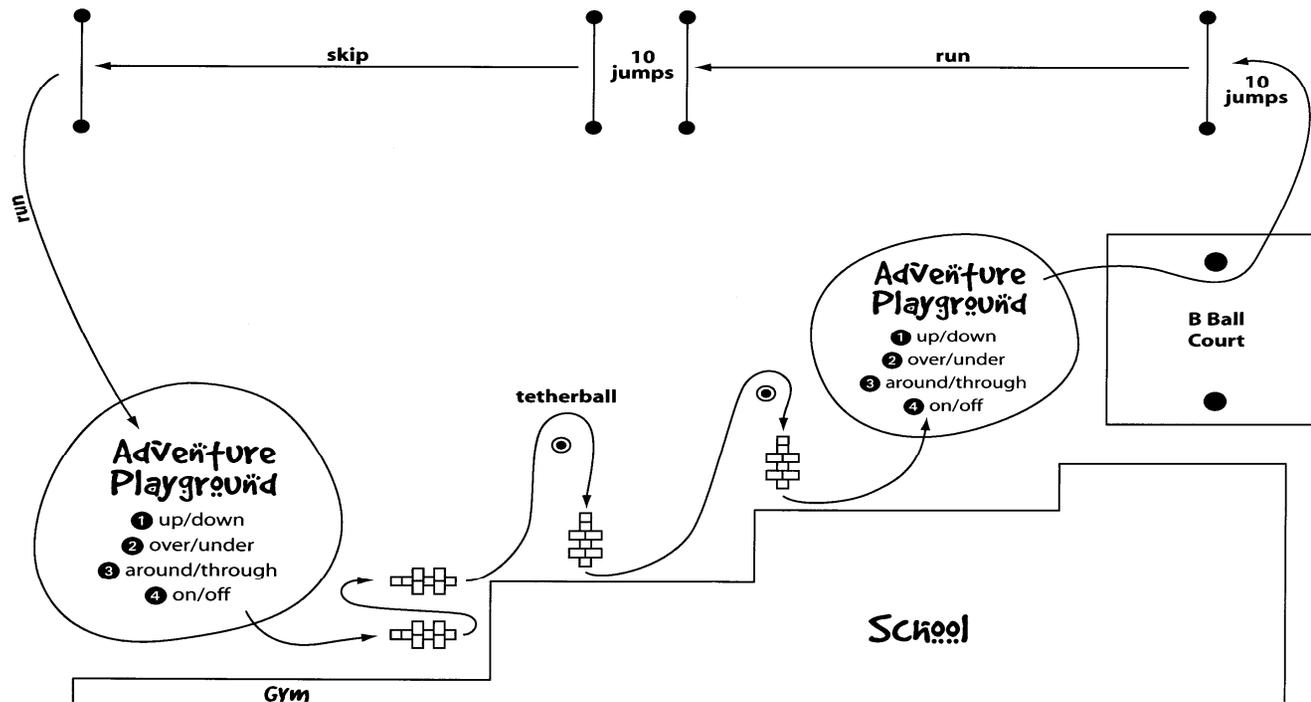
Sample Playground Circuit



Action Schools! BC

www.actionschoolsbc.ca
1.800.565.7727

MCCammon Playground Circuit



This appendix reproduced with permission from Action Schools! BC, *Action Schools! BC: Classroom Action Resource, Grades 4 to 7* (Victoria, BC: 2010 Legacies Now, Province of British Columbia, 2005), p. 29 (#33).

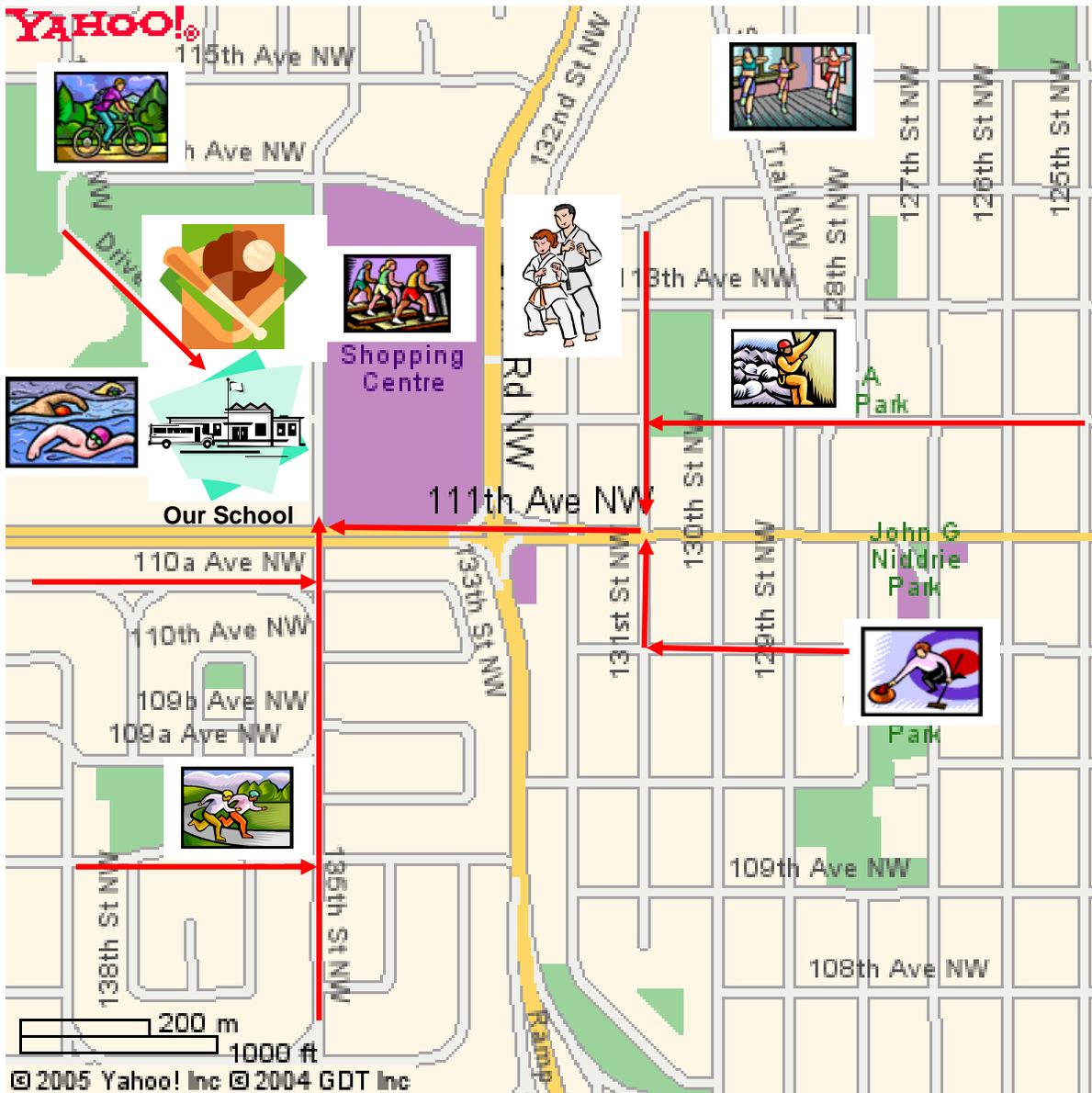


Appendix 11

Sample School Community Activity Map

Mark opportunities for physical activity on a map of your school community, for example:

 Best bike and walking routes





Appendix 12

Memory Orienteering Scorecards

Memory Orienteering Scorecard

NAME:			
Start Time:	Finish Time:	Penalty Time:	
Time allowed is _____ minutes. Penalty rate is 1 point per minute late.			
Control #	Description	Point Value	Clue Letter
TOTAL			

Memory Orienteering Scorecard

NAME:			
Start Time:	Finish Time:	Penalty Time:	
Time allowed is _____ minutes. Penalty rate is 1 point per minute late.			
Control #	Description	Point Value	Clue Letter
TOTAL			



Appendix 13

Track and Field Sample Set Up

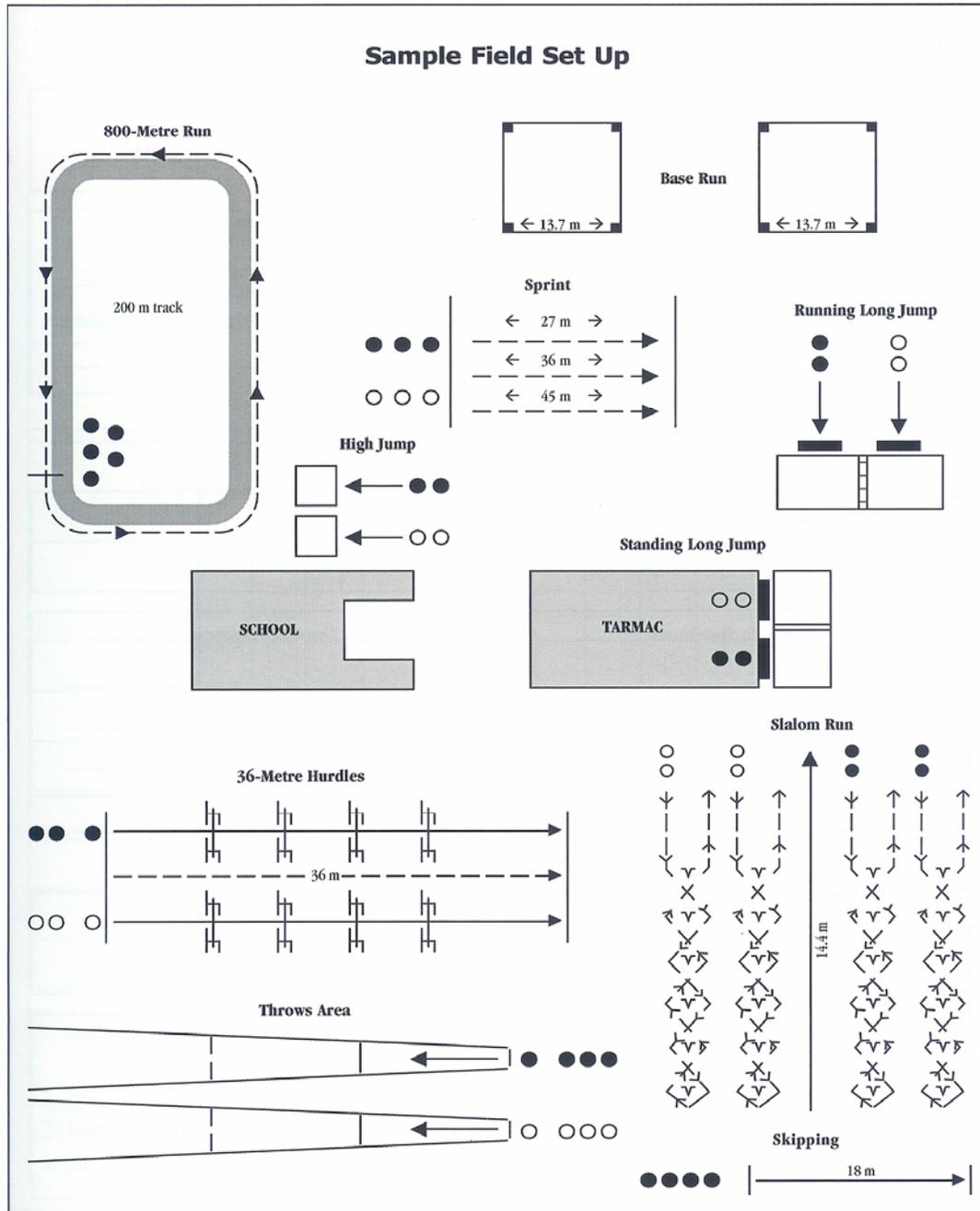


Diagram reproduced from Edmonton Public Schools, *ABCD's of Movement 2* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 2002), p. 248. © Reproduced with permission from Edmonton Public Schools.



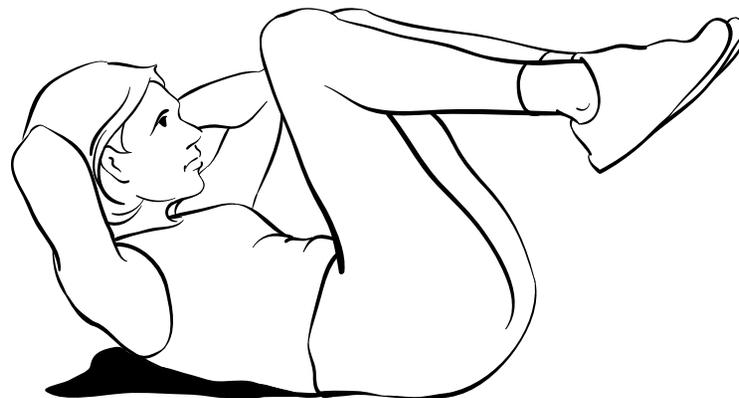
Appendix 14

Core Body Exercises

Triple Abdominal Attack

Lie on back, bringing knees and feet in toward chest. Clasp hands together at the base of the neck for support. On exhale, curl the upper body off the floor, bringing elbows to the knees (pictured). Keeping knees lifted and still, slowly lower the upper body to the floor while inhaling. On the next exhale, curl upper body off the floor, bringing elbows to knees again. Keeping upper body lifted this time, lower toes toward the floor while inhaling and keeping the knees bent. The lower back remains on the floor. On the next exhale, raise knees to elbows to begin the next repetition. Do 15–30 repetitions.

Note: This activity is an advanced movement and requires appropriate supervision.



Chair Chin-up

Place a stick handle across two chairs placed about a metre apart. Lie back between the chairs and grasp the stick handle with palms facing down about shoulder-width apart. Lift chest up to the bar, bringing elbows close to the rib cage and keeping legs straight. Lower almost to the floor. Repeat five times. Rest 30 seconds and repeat.

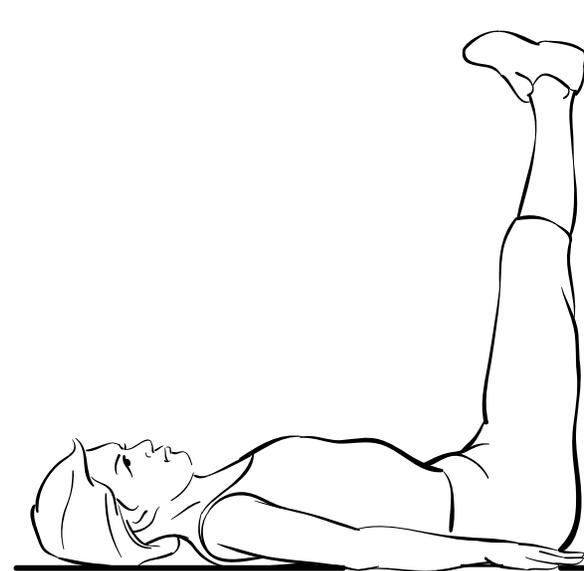
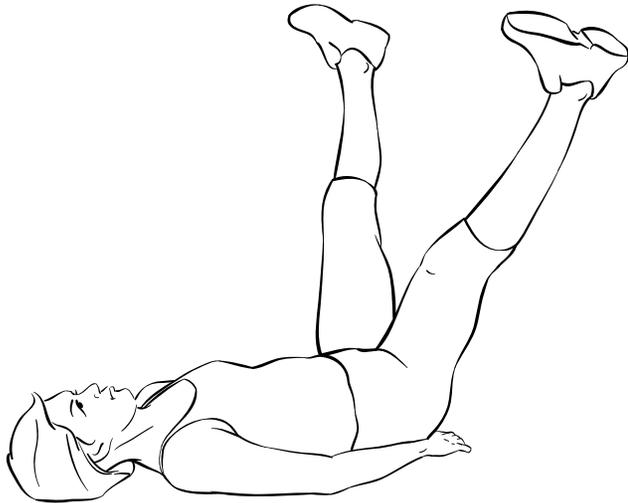
Safety: Ensure stick handle is secure.



Inner Thigh Scissors

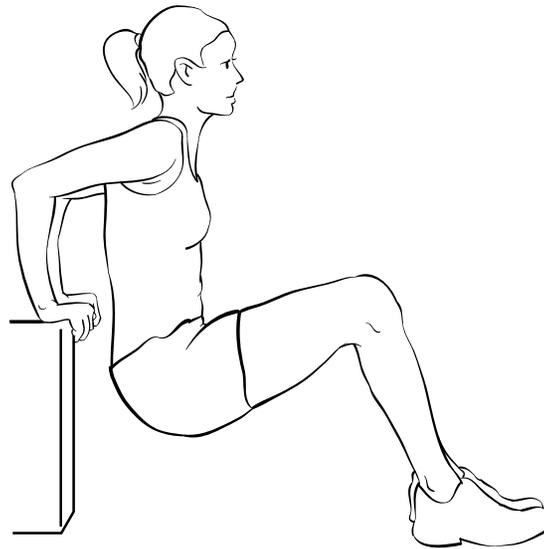
Lay back, hands at the sides, palms down. Raise both legs to a 90-degree angle. Simultaneously pull belly button toward spine and squeeze gluteal muscles tightly. Press lower back into the floor, flex feet and slowly open legs as wide as possible while inhaling (pictured). On exhale, bring legs back together, keeping feet flexed. Do about 20 repetitions.

Modification: Extend legs up a wall to avoid strain to back.



Triceps Dip

Sit tall on the edge of a sturdy chair or bench and wrap fingertips over the front edge. Make sure the chair/bench is secured against a wall to avoid slippage. Place feet on the floor in front with knees bent. Lift hips with butt slightly forward. Bend elbows about 90 degrees and lower hips toward the floor in two counts. (If it is painful in the shoulders, the elbows are bent too much or you may need to discontinue exercise.) Press up in two counts until elbows are straight. Do 10–15 repetitions.



Hip Flexor Stretch

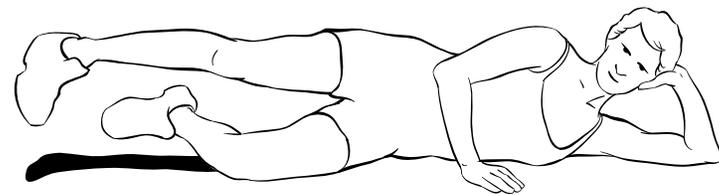
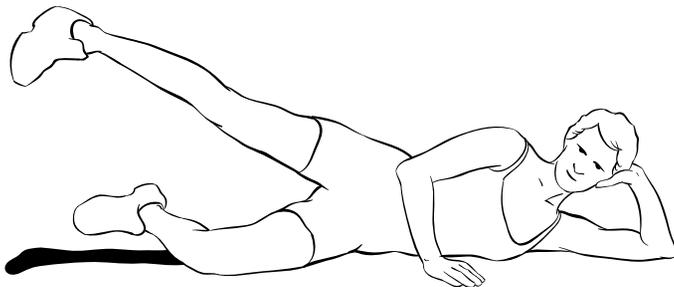
Kneel on the ground and place left foot in front, knee above ankle. Contract the abdominal muscles. Place left hand on leg and right hand on right gluteal muscle while pressing right hip forward. The stretch should be felt in front of the right thigh. Hold for 20–30 seconds, and then switch legs.

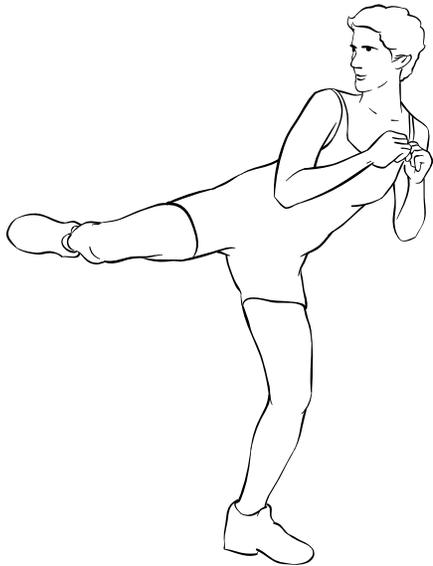


Lying Leg Lift

Lie on left side, head propped on left arm, bottom leg bent for balance, right hip slightly forward and right hand on the floor in front of body. Flex right foot and point toe down slightly toward the floor. Raise right leg (knee should be straight and facing front) until there is a contraction in the buttocks, leg and hip. Be careful not to rotate the leg forward or let hips fall back. Don't worry if the leg does not lift very high. The goal is to feel the contraction. Lower leg, without touching down and repeat.

Variation: Working from the same starting position as above, slowly pulse the top leg for three counts and then squeeze up on the fourth count. Do eight sets and then switch legs.





Martial Arts Kick

Slide right leg to the side, toe lightly touching the ground. Slightly turn left heel to face right foot and shift weight to the left leg. Keeping left knee unlocked, lift right leg almost to hip level or as high as comfortable, with knee bent and foot flexed. Don't arch the back. Contract buttocks while kicking right leg out to the side, leading with heel, stopping just before leg is fully extended. Keep eyes on the extended foot while performing this move. Tap right leg back down to the floor, keeping weight on left leg, and kick again to the right. Repeat 10 times and then switch legs and repeat. Work up to 20 kicks per leg. Hold chair or wall for balance if necessary.

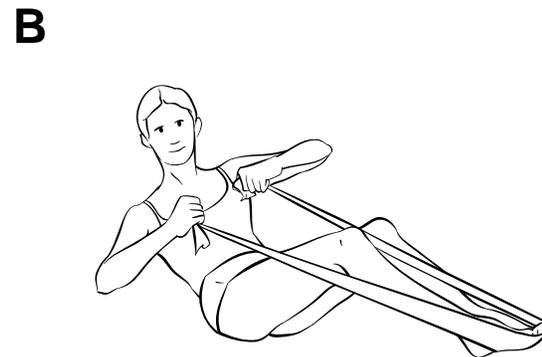
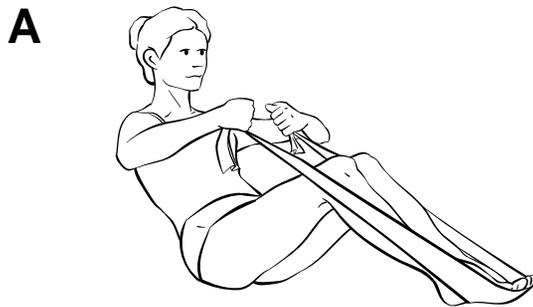
Rollback with Obliques

Sit with knees bent, knees and ankles together, feet flat on the mat. Place rubber tubing or dynaband around balls of the feet. Hold ends of the band, elbows bent, forearms in front of chest, palms facing in.

A – Inhale to lengthen spine, exhale to roll hips away from thighs and send lower back toward mat. Inhale at bottom of movement and exhale as you rotate to one side, including arms.

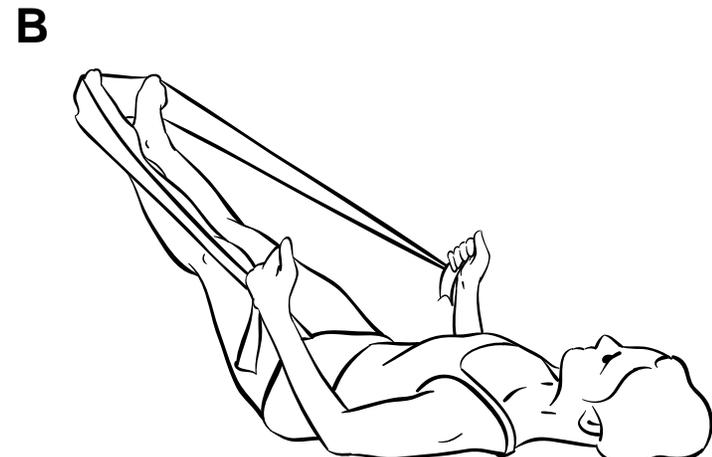
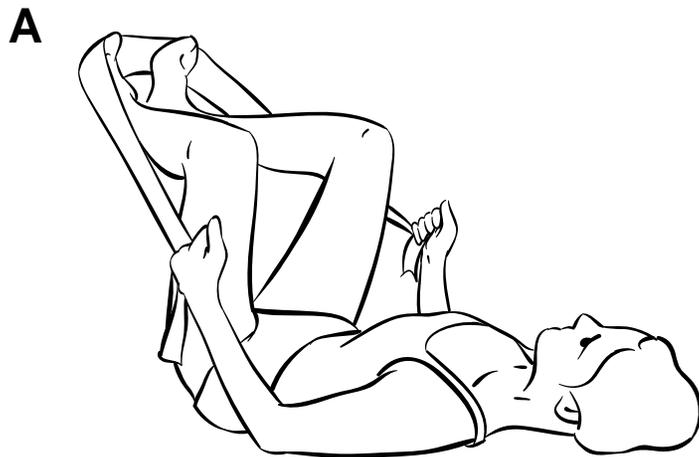
B – Inhale back to centre and repeat exhale up to starting position. Repeat for 5–8 repetitions, alternating sides.
(1 rep = rotation to each side)

Modification: If not using rubber tubing, extend arms straight in front.

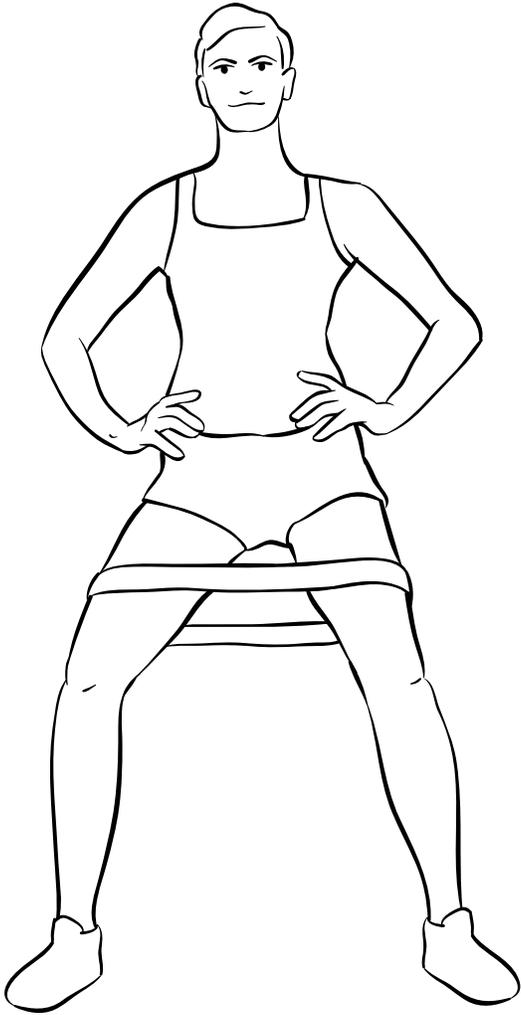


Quadriceps Strength

Lie face up, placing rubber tubing or rubberized band around the balls of the feet. Bend knees so they align with hips, heels together, feet separated and toes turned out. Hold the band with each hand so it is tight, with arms slightly bent. Contract the abdominal muscles, drawing hips and tailbone down toward the mat (A). Maintaining heel connection, inhale to prepare, then exhale and press legs out until they are straight (do not lock knees) and at a 45-degree angle to the ground (B). Inhale while bending legs back to the start position. Repeat for 10–15 repetitions.



Side-step Dyna Band Walk



Tie a 1–1 ½ metre length of rubber tubing band around legs a few centimetres above the knees. Bend knees about 45 degrees and step with feet wide apart, keeping feet parallel and knees bent. Bring feet back together and continue walking to the side in a slight squat position. Keep hands on hips or, for a more advanced option, hold a weighted ball overhead or at chest height. Walk 13–15 metres in one direction, then stop and side-step back to the start, leading with the opposite leg (face the same direction). Repeat for 10–15 steps, up to three times for each side.

Modification: Side-step without the rubber tubing but carrying a weighted ball at chest height.



Appendix 15

Canada's Healthy Workplace Week Personal Planner

	Monday	Tuesday	Wednesday	Thursday	Friday
Do it Daily for You!	<p>Keep a water bottle at your desk and be sure to refill it throughout the day.</p> <p>If you get bored with plain water, add a bit of lemon or lime for a touch of flavour.</p> <p>Drinking Water to Maintain Good Health</p> <p>http://nutrition.about.com/od/hydrationwater/a/waterarticle.htm</p> <p>Take the quiz to check your own well-being.</p> <p>http://www.healthyworkplaceweek.ca/2004/pdf/Personal_Quiz.pdf</p> <p>Eat a salad for lunch or bring a healthy snack to school; e.g., real fruit juice, water, milk or nutritious beverages.</p> <p>Go to this site for nutrition information.</p> <p>http://www.hc-sc.gc.ca/fn-an/index_e.html</p>	<p>Where is your water? Our bodies are estimated to be about 60 to 70% water. Blood is mostly water, and our muscles, lungs and brain all contain a lot of water.</p> <p>Plan a wellness break in your personal planner.</p> <p>http://www.hc-sc.gc.ca/ahc-asc/index_e.html</p> <p>Take a break and ease the strain on your eyes by closing them or looking away from the monitor for a few seconds, at least once per hour.</p> <p>Go to this site and try these exercises.</p> <p>http://www.pao.gov.ab.ca/health/ergonomics/computer/index.html</p> <p>What I Like about Me This fact sheet encourages a positive self-image.</p> <p>http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/vitalit/like-aimer_e.html</p>	<p>Fill your glass with water! We need to drink water because water is needed to regulate body temperature and to provide the means for nutrients to travel to all our organs.</p> <p>More Than Just a Body This fact sheet contains exercises to help you feel good about your body and yourself.</p> <p>http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/vitalit/just_body-image_positive_e.html</p> <p>Stretch frequently throughout the day to relieve tension in your muscles and prevent work-related musculoskeletal injuries.</p> <p>Go to this site for stretches to try.</p> <p>http://www.healthyworkplaceweek.ca/2004/pdf/A_Stretch_Break_Program_for_Your_Workplace.pdf</p>	<p>Don't forget your water! Water also transports oxygen to our cells, removes waste, and protects our joints and organs.</p> <p>Yoga for Fitness, a Healthy Bottom Line</p> <p>http://conferences.healthworkandwellness.com/pics/VancouverSun_July162005.pdf</p> <p>If you sit in your classroom or at your computer all day, write “Stretch” in your day timer to remind you to get up and stretch or have it as a pop-up reminder on your computer.</p> <p>Go for a brisk walk during your lunch. It will boost your energy. If you are unable to take a walk, go outside for some fresh air.</p> <p>Go to this site for ideas for a walking program.</p> <p>http://walking.about.com/</p>	<p>Water! Water! Water! Thirst is an obvious sign of dehydration and in fact, you need water long before you feel thirsty.</p> <p>Commit to incorporating weekly activities throughout the year.</p> <p>Physical Activity for Everyone: Making Physical Activity Part of Your Life: Tips for Being More Active</p> <p>http://www.cdc.gov/nccdphp/dnpa/physical/life/tips.htm</p> <p>Three wellness break ideas:</p> <ol style="list-style-type: none"> 1) Laugh. Post a comic or joke on your staff bulletin once a week for colleagues to enjoy. 2) Wash your face to refresh yourself. 3) Set up a staff walking program that can take place over your lunch breaks.

This appendix adapted with permission of the Canadian Healthy Workplace Council from Canada's Healthy Workplace Week Web site: <http://www.healthyworkplaceweek.ca>.

Canada's Healthy Workplace Week Personal Planner (continued)

From Healthy Workplace Week Web site: <http://www.healthyworkplaceweek.ca/>

	Monday	Tuesday	Wednesday	Thursday	Friday
Share with Others	<p>Have a staff meeting today. Maintaining open communication with those you work with is key to ensuring a healthy work environment.</p> <p>The 1996/97 National Population Health Survey shows that those Canadians who are sedentary at work are also sedentary in their leisure time.</p> <p>Inspire yourself to integrate physical activity and healthy eating into your daily life from the animated tips presented below.</p> <p>http://www.phac-aspc.gc.ca/guide/at-ta_e.html</p>	<p>Outline a route, approximately 20 minutes, and take a hike with your class or coworker. A walk is a great way to take a break, socialize and get fit at the same time.</p> <p>Canadians cite physical activity as one of the means by which they intend to improve their health (National Population Health Survey).</p> <p>Canada's Guide to Healthy Eating and Physical Activity combines the messages of both the current <i>Canada's Food Guide to Healthy Eating</i> and the <i>Physical Activity Guide to Healthy Active Living</i> in an effort to integrally promote healthy eating, physical activity and healthy weight to Canadians.</p> <p>To obtain a copy: http://www.phac-aspc.gc.ca/guide/oyc-ovc_e.html</p>	<p>Sometimes the simplest things in life make the biggest difference. Foster an environment of trust, respect and support in your workplace. Tell at least one person that you work with what you appreciate about working with them. Make a point to compliment or provide positive feedback to a colleague.</p> <p>Send an e-card to someone encouraging them to use the <i>Guide to Healthy Eating and Physical Activity</i> and make wise choices.</p> <p>http://www.phac-aspc.gc.ca/guide/ec-cv_e.html</p>	<p>Surprise your colleague with a random act of kindness.</p> <p>Workers are reporting increased levels of stress (Conference Board of Canada 1999).</p> <p>Workers report that physical activity is a means by which they can reduce stress. Stress is playing an increasingly important role in workplace illness and sick days.</p> <p>Vital Strokes This is a personal reflection activity that integrates the three components of VITALITY: eating well, being active and feeling good about you.</p> <p>http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/vitalit/vital_strokes-votre_profil_e.html</p>	<p>Go for juice with a colleague and reflect on the activities of the week.</p> <p>Personal health practices refer to:</p> <ul style="list-style-type: none"> - Physical activity - Eating - Smoking - Sleeping - Drinking alcohol <p>Food for Thought This fact sheet contains tips and suggestions on how to make healthy eating easy and enjoyable.</p> <p>http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/vitalit/food_thought-reflection_aliments_e.html</p>

Canada's Healthy Workplace Week Personal Planner (continued)

From Healthy Workplace Week Web site: <http://www.healthyworkplaceweek.ca/>

	Monday	Tuesday	Wednesday	Thursday	Friday
The Perks	<p>Take advantage of your higher energy levels to complete a goal that you said you would do tomorrow.</p> <p>Boosting Self-esteem This resource offers suggestions on how to boost personal self-esteem as well as the self-esteem of others.</p> <p>http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/vitalit/boosting_esteem-ameliorer_estime_e.html</p>	<p>Go to this site for general information about physical activity and health from Alberta's Centre for Active Living Participation.</p> <p>http://www.centre4activeliving.ca/Education/Resources/General.html</p> <p>Go to this site to view the ACTIVE newsletter.</p> <p>http://www.schoolscomealive.org/?p=newsletter</p>	<p>Visit the Healthy U Web site.</p> <p>http://www.healthyalberta.com/</p> <p>Top Ten Tips for Tasty and Healthy Meals</p> <p>http://www.diabetes.ca/Section_About/healthy_food_preparation.asp</p> <p>Active Ideas for Adults</p> <p>http://www.healthyalberta.com/al_ad_gen_ai.asp</p>	<p>Participate in the Public Health Agency of Canada stairway to health.</p> <p>Go to this site to set up your own program at work.</p> <p>http://www.phac-aspc.gc.ca/sth-evs/english/</p>	<p>Benefits of regular physical activity and healthy eating:</p> <ul style="list-style-type: none"> - better health - look, feel and perform better - stronger muscles and bones - weight control - better self-esteem - feeling more energetic - continued independent living in later life <p>http://www.phac-aspc.gc.ca/guide/cg-cg_e.html</p>

“Take a Hike” Tips

Consider using the “Take a Hike” graphics on the following page to promote and inspire physical activity in your school. Send one graphic a week in a staff e-mail, use them to create posters or include them in school newsletters.

<p>TAKE A HIKE! <i>In your lunch hour</i></p>  <p>Starting moderated exercise from nothing halves your risk of a heart attack and stroke.</p> <p>Take part in: Canada's Healthy Workplace Week</p>	<p>Take a Hike! <i>In your lunch hour</i></p> <p>Walking one mile burns exactly as many calories as jogging for one mile, it just takes longer.</p>  <p>Take part in: Canada's Healthy Workplace Week</p>
<p>Take a Hike! <i>In your lunch hour</i></p> <p>The health benefits of regular physical activity are far-reaching: reduced risk of coronary heart disease, stroke, and other chronic diseases.</p>  <p>Take part in: Canada's Healthy Workplace Week</p>	<p>Take a Hike! <i>In your lunch hour</i></p>  <p>Walking for 30 minutes a day can cut the risk of heart disease in women by as much as 40%</p> <p>Take part in: Canada's Healthy Workplace Week</p>
<p>Take a Hike! <i>In your lunch hour</i></p>  <p>Walking actually boosts your energy levels</p> <p>Take part in: Canada's Healthy Workplace Week</p>	

Materials adapted with permission of the Canadian Healthy Workplace Council from Canada's Healthy Workplace Week Web site <http://www.healthyworkplaceweek.ca>.



Appendix 16

DPA Implementation Plan Team Organizer

Date: _____

Name of Administrator: _____

Name of School: _____

List the names of each of your DPA implementation plan team members and the area of school community they represent (teacher, administrator, student, parent/guardian, community). Also list specific skills and experience that each member brings to the team.

Name	Representation	Specific Skills/Experience



Appendix 17

SWOT Analysis Chart

Date: _____

Area Analyzed (e.g., Education, Everywhere, Everyone, Environment): _____

Strengths	Weaknesses
Opportunities	Threats



Appendix 18

DPA Goals Brainstorming

Our Vision: _____

Use the information from your analysis to write goals that will help your school achieve its vision. For each goal, write any related ideas and information about the goal, such as potential issues, key stakeholders involved and links to existing programs/events/initiatives.

	Goal	
	Goal	



Appendix 19

DPA Implementation Action Plan

Goal:

Actions (what we will need to do to achieve this goal):

1. _____

2. _____

3. _____

4. _____

5. _____

DPA Implementation Team members involved:

DPA Implementation Action Plan (continued)

Resource needs:

People	Equipment	Space

Communication strategies:

Key messages/information	Audience	Format

Monitoring strategies:

--

Schedule:

Start date	Finish date	Other important dates



Appendix 20

DPA Implementation Plan Schedule

For a bulletin board-sized chart that can be used to post physical activities in your school, contact Ever Active Schools.

Regularly Scheduled Events and Meetings

Day/time	Event	Team Members Involved

Other Events and Meetings

Date	Event	Team Members Involved



Appendix 22

Sample DPA Letter to Parents/Guardians

School Letterhead

DATE

Dear _____:

All grade 1–9 schools in Alberta are participating in an Initiative that recognizes the benefits of daily physical activity for your child. This Initiative involves planning 30 minutes of fun physical activity for students each school day.

The goals of this Initiative include helping to improve your child’s understanding of the importance of a healthy lifestyle and maintaining and further developing his or her self-esteem. We look forward to working with you as we continue to implement the Initiative.

Our school daily physical activity plan focuses on:

- _____
- _____
- _____
- _____

You can contribute to the school plan by completing and returning the attached survey sheet to your child’s teacher.

Watch for information on upcoming events related to daily physical activity through the school newsletter and Web site.

If you have any questions, concerns or suggestions about daily physical activity, please contact _____.

Sincerely,

Principal



Appendix 24

DPA Plan Review and Reflection

The questions below may help you identify the extent to which your school has met its DPA expectations and vision.

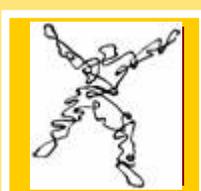
<p>What percentage of the student population is physically active for a minimum of 30 minutes per day?</p>	
<p>To what extent have the physical activity levels of students increased outside of the school as a result of implementing DPA?</p>	
<p>Are students satisfied with the DPA opportunities provided for them?</p>	
<p>What evidence will you use to demonstrate that students' activity levels have improved and that they are satisfied with DPA opportunities?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Have you thought about?</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning of the activities <input type="checkbox"/> supervision of the activities <input type="checkbox"/> safety of the activities <input type="checkbox"/> enjoyment of the activities by students <input type="checkbox"/> variety of activities for students <input type="checkbox"/> involvement of stakeholders <input type="checkbox"/> community use of resources <input type="checkbox"/> other: _____

Jurisdiction Expectations

Does your school jurisdiction have a policy that provides direction for the implementation of DPA?

If so, to what extent do DPA opportunities at your school meet policy expectations?

What criteria will your jurisdiction accept to evaluate policy implementation?



Appendix 25

Principal Self-reflection

Rating Scale:

1 – not at all 2 – to a limited extent 3 – fairly well 4 – to a great extent

Circle or highlight all of the questions below that you marked with a one or two and set goals to improve these areas.

Reflective Questions	First Reporting Period	Second Reporting Period	Year End
Am I reflecting on my school's situation and developing and monitoring the school's DPA plan?			
Am I encouraging community members to take part in DPA?			
Am I sharing Daily Physical Activity opportunities with parents/guardians and the community?			
Am I sharing information about the school's progress and challenges with stakeholders?			
Am I effective in communicating with staff, students and parents?			
Am I encouraging parents to become meaningfully involved in their children's physical activity participation?			
Am I making allowances for students with special needs?			
Am I ensuring all students are participating?			
Have I developed a beneficial joint use agreement with the community?			
Am I providing the necessary resources, including professional development that supports the implementation of DPA?			
Am I supervising on a regular basis to provide positive feedback to staff, students and parents and providing assistance to address challenging areas?			
Have I completed an assessment of the DPA plan and implementation?			
Am I a role model for DPA?			



Appendix 26

DPA Anecdotal Notes

Date/Time	Type of Activity Observed	Notes (e.g., include a description of the activity, context, student attitude, links to curriculum outcomes, adaptations made for inclusion of all students)	Students Involved



Appendix 27

Equipment Inventory Checklists

Elementary List (Kindergarten to Grade 6)

Equipment	Description (e.g., condition, cost)	Total No.
Dance Equipment		
TV/VCR/DVD player/CD player/tape player and music		
Drums		
Maori sticks		
Rhythmic gymnastic/dance ribbons		
Tambourine		
Games/Individual Activities Equipment		
Air compressor		
Badminton shuttlecocks, nets, poles, raquets		
Baseball tees (T-ball stands)		
Basketball standards for outdoors		
Beach balls		
Beanbags		
Blindfolds		
Blow horn		
Broomball sticks		
Compasses		
Crash mats		
Floor hockey masks, nets, pucks (indoor, rubber, felt), sticks		
Foam-filled, rubber-coated balls (variety of sizes)		
Foam-filled, rubber-coated footballs		
Foam-filled, rubber-coated soccer balls		
Foam-padded sticks (for modified floor hockey)		
Flag football belts, flags		
Flying discs		
Food colouring		
Golf clubs "Junior Swing" (left and right)		
Golf filler tubes		
Hoops (24 inch) (30 inch) (36 inch)		
Juggling balls		
Lacrosse balls, sticks (indoor and outdoor)		
Light-weight balls		
Marbles		
Megaphone		
Milk cartons		
Mini-basketballs		
Modified throw and catch equipment		
Neon vests		
Padded/rag balls (assorted sizes)		
Paddle bats		
Parachute (30 feet)		

Equipment Inventory Checklists (continued)

Equipment	Description (e.g., condition, cost)	Total No.
Pedometers		
Planks		
Plastic bats		
Plastic containers		
Plastic discs		
Pylons (12 inch)		
Plastic bowling sets		
Playground balls (5 inch) (8 inch)		
Quoits		
Relay batons (6/set)—3 sets		
Ringette sticks (indoor)		
Rubber chickens		
Sash cord for skipping ropes		
Scarves for juggling (sets of 3)		
Scoops		
Scooter boards		
Skipping ropes (9 feet individual ropes)		
Skipping ropes (30 feet long ropes)		
Skis		
Skittles (wooden)		
Snowshoes (junior and senior) plastic		
Soccer balls (rubber sizes 4 and 5)		
Softballs (rubber, 12 inch)		
Softball bats (small), catcher's mask		
Sponge rubber balls		
Sports field lining chalk—3 bags		
Stopwatches		
Table tennis paddles or lollipop bats		
Tape measure (50 feet or 100 feet)		
Team pinnies—universal size (yellow, red, blue, green)		
Tennis balls (3/tube)		
Tetherball pole		
Tetherballs		
Toboggan		
Traffic cones (mini and 18 inch)		
Treaded ball (softball size)		
Treaded ball (football)		
Treaded ball (7 ½ inch playball)		
Trestle—1 set		
Trestle horse		
Trundle wheel		
Tug-of-war rope		
Utility balls		
Variety of balls (different textures and sizes)		
Various decorations		
Volleyballs (mini-soft touch), Volleyball nets		
Wall mats		
Whistles		

Equipment Inventory Checklists (continued)

Equipment	Description (e.g., condition, cost)	Total No.
Gymnastic Equipment		
Agility stools		
Balance benches—(two with suede hooks to attach to climber)		
Balance boxes		
Bar box horse		
Blow horn		
Boxes of different heights		
Canadian Climber		
Cradle		
Foam incliners and logs		
Landing mat (30.5–60.9 cm thick)		
Mats—4 feet by 6 feet fold out with 4 interlocking sides		
Mats—2 feet by 4 feet individual with no interlocking sides		
Trapezoid mat		

Secondary List (Grade 7 to Grade 12)

Equipment	Description (e.g., condition, cost)	Total No.
Dance Equipment		
Maori sticks		
Rhythmic gymnastic/dance ribbons		
Stereo system, TV/VCR/DVD player and music		
Games/Individual Activities Equipment		
Air compressor		
Archery set (butts, stands, bows/strings, catch net, arm guards)		
Badminton shuttlecocks, nets, poles, racquets		
Baseball bases—3 plus home plate		
– catcher's mask		
– helmet caddy		
– bat caddy		
Basketballs		
Basketball standards for outdoors		
– hoops, reflex rim		
Batting helmets		
Beach balls		
Beanbags		
Bikes		
Blindfolds		
Broomball sticks – broomballs		
Compasses		
Curling brooms, sliders, bags for both		
Digital camera		

Equipment Inventory Checklists (continued)

Equipment	Description (e.g., condition, cost)	Total No.
Variety store items (e.g., feathers)		
Equipment bags		
Field hockey sticks (indoor and outdoor)		
– goalie pads, kicker, goalie chest pad, gloves, mask/helmet		
Fitness equipment		
– multistation		
– dumbbells – 5/8/10/15/20/25/30/35/40/50/60 lbs		
– bars		
– plates – 2.5, 5, 10, 25 lbs		
– collars		
– barbell set		
– bench platform		
– incline bench		
– triceps curl bar		
– weight belts (s/m/l)		
Flag football belts		
Floor hockey nets, eye protection, goalie pads, blocker – right/left, goalie mask, goalie sticks, pucks (indoor, rubber), sticks		
Flying discs		
Foam-filled handballs		
Football and kick-off tees		
Golf balls (plastic), woods No. 3, No. 1, irons No. 3, No. 5, No. 7, No. 9, putters, golf bag		
High jump crossbar		
High jump stands		
Hockey helmets		
Hoops (24 inch) (30 inch) (36 inch)		
Hurdles		
Ice machine		
Juggling balls		
Lacrosse balls, sticks (indoor and outdoor)		
Lanyards		
Line marker and chalk		
Marbles		
Megaphone		
Milk cartons		
Multipurpose goals		
Neon vests		
Parachute (30 feet)		
Pedometers		
Planks		
Plastic discs		
Plastic containers		
Portable scoreboard		
Pole vault tips, crossbar, standards, trough, pole (12 feet × 3 inches), (13 feet), (14 feet)		

Equipment Inventory Checklists (continued)

Equipment	Description (e.g., condition, cost)	Total No.
Protective eyewear		
Racquetball balls		
Racquetball racquets		
Rake		
Relay batons		
Ringette sticks (indoor)		
Rubber chickens		
Rugby kicking tees, balls (mini)		
Sash cord for skipping ropes		
Scarves for juggling		
Score clock		
Shot-put and discus (indoor and outdoor) discus –lady, man, shot-put toe board, discus ring		
Skis		
Skipping ropes (9 feet individual ropes)		
Skipping ropes (30 feet long ropes)		
Snowshoes (junior and senior) plastic		
Soccer balls (indoor/outdoor), corner flags, possession flags goals		
Softballs (rubber, 12 inch), bats (wooden and aluminum), catcher’s mask, gloves (right/left), field lining chalk		
Starting blocks, pistol (32 calibre)		
Stopwatches		
Squash balls, racquets		
Table tennis paddles and balls, table and nets		
Tape measure (50 feet or 100 feet)		
Team handball goals		
Toboggan		
Pinnies—universal size (yellow, red, blue, green, referee striped)		
Portable locking ball carriers		
Possession indicators		
Tennis racquets, balls		
Traffic cones (mini) (18 inch)		
Tug-of-war rope		
Utility balls		
Utility carts		
Variety of balls (different textures and sizes)		
Video camera		
Volleyballs, nets		
Volleyball standards, protection pads, referee stand		
Wall mats		
Whistles		
30-second clock		

Equipment Inventory Checklists (continued)

Equipment	Description (e.g., condition, cost)	Total No.
Gymnastic Equipment		
Agility stools		
Balance benches—(two with suede hooks to attach to climber)		
Balance boxes		
Blindfolds		
Box horse		
Boxes of different heights		
Crash mats		
Foam incliners and logs		
Landing mat (30.5 – 60.9 cm thick)		
Mats—4 ft by 6 ft fold out with 4 interlocking sides		
Mats—2 ft by 4 ft individual with no interlocking sides		
Trapezoid mat		
Trestle set		
Vaulting board		
Wrestling mats, tape		



Appendix 28

DPA/Physical Education Yearly Planner

DIVISION: I II III YEAR: _____

Note: This plan is to be completed by the administration and staff.

	Week Dates	Days	Faculty / Resource	Dimension	Unit Activity	General Outcomes	Specific Outcomes	Assessment / Evaluation (PE) Monitoring (DPA)
September								
October								
November								
December								

DPA/Physical Education Yearly Planner (continued)

DIVISION: I II III YEAR: _____

January								
February								
March								
April								
May								
June								

DPA/Physical Education Yearly Planner (continued)

DIVISION: I II III YEAR: _____

FACILITY	Gymnasium Fitness Centre Playground Stage	Foyer Music Room Sports field Arena	Tarmac Cafeteria/lunchroom Courtyard Swimming Pool
RESOURCE (for a partial list of agencies and associations, visit http://www.education.gov.ab.ca/k_12/curriculum/bysubject/physed/res_guide.pdf)	Sports Association Community Group Private Sports Group	Community Club	Private Fitness Group
UNIT or ACTIVITY SUGGESTIONS (for sample unit or lesson plans or templates, visit http://www.education.gov.ab.ca/k_12/curriculum/bysubject/physed/physedL.pdf)	Running Badminton Track and Field Cooperative Games Multicultural Games Basketball Triathlon Softball Obstacle Courses Skipping	Skiing Snowshoeing Volleyball Wrestling Outdoor Ed Bowling Wall Climbing Inline Skating Floor Hockey	Soccer Dance Swimming Skating Field Hockey Gymnastics Curling Yoga Pilates
ASSESSMENT/MONITORING (for sample Assessment and Evaluation Strategies, visit http://www.education.gov.ab.ca/k_12/curriculum/bysubject/physed/physedM.pdf)	Self-assessment Record Keeping	Peer Assessment Observation	Skill Assessment Rubrics
GENERAL OUTCOMES (for more information, visit http://www.education.gov.ab.ca/PhysicalEducationOnline/Outcomes/)	A – Activity B – Benefits Health C – Cooperation D – Do It Daily...for Life!		
DIMENSIONS	Individual Activities Alternative Environment	Types of Gymnastics	Dance Games



Appendix 29

Inventory of DPA/Physical Education Facilities

Note: This inventory is to be completed by the administration and staff.

School Facilities: List indoor and outdoor spaces that would accommodate a class for DPA or physical education. Include areas, such as the stage, foyer, lunch rooms, cafeterias, playing fields, tarmacs, courtyards and atriums.

FACILITY	MODIFICATIONS	SUITABLE FOR THESE ACTIVITIES	EQUIPMENT



Appendix 30

Resources to Support the Implementation of DPA

While there are many quality resources available, the following is a list of key authorized and unauthorized resources that promote high levels of participation in physical activity throughout the school community and support the acquisition of the knowledge, skills and attitudes of the physical education program. For a complete list of authorized resources for physical education, visit the Alberta Education Authorized Resources Database at <http://www.education.gov.ab.ca/lrdb>.

Note: The abbreviation LRC stands for Learning Resources Centre. In the Vendor column, the LRC product number has been included. To order resources from the LRC, contact the LRC office at 12360 – 142 Street NW, Edmonton, Alberta, T5L 4X9; Telephone 780–427–2767 (dial 310–0000 to be connected toll-free inside Alberta). Resources can also be ordered online through the LRC Web site at <http://www.lrc.education.gov.ab.ca>.

Note: CAHPERD stands for the Canadian Association for Health, Physical Education, Recreation and Dance. To order resources from CAHPERD, contact the National Office at Suite 403, 2197 Riverside Drive, Ottawa, Ontario, K1H 7X3; Telephone 1–800–663–8708.

Alberta Education Authorized Resources

Grade Level			Title	Author	Price	Vendor
K–3	4–6	7–9				
Professional Development Resources						
✓	✓	✓	Cooperative Learning in Physical Education This resource assists teachers in setting up a quality physical education program that is based on cooperative learning rather than competition. The resource shows how basic skills can be taught and applied through games, dance, gymnastics and fitness. The activities are suited to students in Kindergarten to Grade 6. Teachers of grades 7 to 9 could easily adapt the activities to their grade levels.	S. Grineski	Out of print	LRC #396201
✓	✓	✓	Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities for Students with a Disability This resource provides many different strategies and ideas to help teachers develop programs for students with a variety of special needs, including those who are physically awkward, visually or hearing impaired, wheelchair bound or mentally disabled.	CAHPERD	N/A	LRC #277427

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓	✓	<p>Safety Guidelines for Physical Activity in Alberta Schools</p> <p>This resource identifies safe instructional practices for the delivery of physical activities in schools. The resource assists teachers in their planning, as it includes safety information on equipment/ facilities, transportation, accident procedures and instructional considerations. It also includes specific information for over 70 physical activities. The guidelines were developed to assist school authorities in the formulation of their own site-specific safety guidelines, and teachers are reminded to be aware of their own district guidelines. Order from the LRC, or download for free from http://www.med.ualberta.ca/acicr.</p>	Alberta Centre for Injury Control & Research (ACICR)	\$18.55	LRC #517063 (English) LRC #543919 (French)
✓	✓	✓	<p>Teaching Children Physical Education: Becoming a Master Teacher</p> <p>This resource focuses on the skills and techniques used by successful teachers. It is written from the perspective of a teacher and describes and analyzes skills, such as motivating, establishing a positive learning environment and minimizing class management problems. An experienced teacher may find new ideas and strategies outlined in the resource. Practical examples and questions for reflection on numerous additional topics, from planning to assessment, are included.</p>	G. Graham	\$47.75	LRC #456328
✓	✓	✓	<p>Schools Come Alive Workshops</p> <p><i>Schools Come Alive</i>, a Special Project of the Health and Physical Education Council of the ATA, provides ongoing workshops to support implementation activities of the DPA Initiative. These include: Daily Physical Activity for the Elementary Generalist Teacher, DPA School Handbook Comes Alive!, Promising Practices for Implementing Daily Physical Activity, The Amazing Race for School Communities, Assessment Antics, Curriculum Support for Health or Physical Education, Fitness Frenzy and Motivating the Masses.</p> <p>http://www.schoolscomealive.org</p>			
General Physical Education Resources						
✓	✓		<p>ABCD's of Movement</p> <p>These resources link directly with the 2000 program of studies for physical education. Appropriate for generalists and specialists alike, each of the resources features physical education lesson plans for a particular grade, designed for a 3 x 30-minute week. Each plan includes varied settings, numerous teaching strategies and student activities, safety considerations, warm-up activities, recommended equipment, tips for active inclusion of students with special needs, and much more.</p>	Edmonton Public Schools	\$58.00 each	LRC #471029 (K) LRC #471037 (Grade 1) LRC #471045 (Grade 2) LRC #471053 (Grade 3) LRC #471061 (Grade 4) LRC #471079 (Grade 5) LRC #471087 (Grade 6)

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
	✓	✓	<p>Action Schools! BC: Classroom Action Resource: Grades 4 to 7</p> <p>This resource is designed to assist schools in integrating physical activity and healthy eating messages into the school community. Action Schools BC is a framework for action to promote healthy living. Inclusive and diverse physical activity opportunities are featured. Graphics and templates have been included to facilitate instruction and implementation.</p>	ActNow BC	\$6.80	LRC #630625
	✓	✓	<p>Action Schools! BC: Planning Guide for Schools and Teachers: Grades 4 to 7</p> <p>This resource is designed to assist schools in integrating physical activity and healthy eating messages into the school community. Action Schools BC is a framework for action to promote healthy living. Inclusive and diverse physical activity opportunities are featured. Graphics and templates have been included to facilitate instruction and implementation.</p>	ActNow BC	\$11.80	LRC #630633
✓	✓	✓	<p>Building Strong Bones and Muscles</p> <p>This resource focuses on developmentally appropriate physical activities for young children. The activities have been chosen specifically to strengthen bones and muscles. The resource contains exercises, games and circuit, station, dance, gymnastic and supplemental (e.g., bands, parachute) activities. Lesson plans, reproducible activity cards and assessment tools are included in the manual.</p>	G. Fishburne, et al.	\$19.65	LRC #629701
✓	✓	✓	<p>Daily Vigorous Physical Activity: Teacher Resource Guide</p> <p>The purpose of this guide is to outline the benefits of daily vigorous physical activity and to provide examples of how physical activity can be implemented on a daily basis. The guide's activity outline includes suggested facilities, materials and equipment, a description of the activity, teaching/learning strategies and teaching tips.</p>	B. Hogarth and B. Crothers	\$29.00	LRC #585416
✓	✓		<p>Exercise in Disguise: A Resource for Daily Vigorous Physical Activity</p> <p>This manual provides a variety of games and activities designed for use in classrooms, hallways and playgrounds. It includes a description of the activity, an activity sequence, variations, a list of equipment needed, suggested location, preparation time required and teaching tips (considerations). This resource is directed at teachers who are working toward daily vigorous activity.</p>	CAHPERD	\$11.80	LRC #571225

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
	✓	✓	<p>Games to Keep Kids Moving: PE Activities to Promote Total Participation, Self-esteem and Fun for Grades 3–8</p> <p>This resource promotes a highly active participatory physical education class, with emphasis on cooperative behaviour and the development of self-esteem. There are low organizational games requiring little equipment, as well as more highly organized games requiring a lot of equipment. Some games are intended to develop individual basic locomotor skills, and some are intended to develop skills and movement specific to a team sport. The author provides useful tips to ensure safety.</p>	D. Dieden	\$60.40	LRC #395097
✓	✓		<p>Fit Kids Classroom Workout (video or dvd)</p> <p>This video includes four 5-minute workouts and two 10-minute workouts that could be carried out in a gymnasium or in a classroom. Each workout is demonstrated by a teacher and six students and followed by a brief health message. An outline of the workouts accompanies the video.</p>	Human Kinetics Canada	Vendor Direct	LRC #456758
✓	✓		<p>Fitness for Children</p> <p>A book of 45 activities and strategies that provide a variety of practical ideas to keep students moving, thinking and acquiring the skills for active living, both inside the gymnasium and in the community.</p>	C. Hinson	\$19.85	LRC #396186
		✓	<p>Fitness Walking</p> <p>This series of resources emphasizes the individual development of physical and mental fitness through aquatics, cross-training and walking, with each book containing cross-references to the others. Each resource contains information on warm-up/cool-down, preparation for the activity, an explanation of the workout zones (intensity, duration) and training tips.</p>	T. Iknoian	\$20.35	LRC #397605
✓	✓		<p>Mix, Match and Motivate: 107 Activities for Skills and Fitness</p> <p>This resource contains 107 activities that emphasize individual student success, creativity and motivation toward lifelong participation. Activities for individuals, partners, small groups and large groups are included. The activities focus on fitness or skill development rather than competition, and the resource provides an activity overview for each lesson, as well as suggested grade levels, a list of equipment needed, student and teacher activities, and teaching tips.</p>	J. Carpenter	\$19.85	LRC #553108
	✓	✓	<p>More Team Building Challenges</p> <p>This resource gives the teacher strategies and techniques for building cooperative behaviour, teamwork and problem-solving skills in physical education. The book provides easy-to-use introductory-, intermediate- and advanced-level team building challenges to meet the needs of all participants. Blackline masters are included in the appendices.</p>	D. W. Midura, et al.	\$18.75	LRC #395790

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓		<p>No Standing Around in My Gym: Lesson Plans, Games and Teaching Tips for Elementary Physical Education</p> <p>This resource consists of two parts: physical education units, games and activities that involve everyone from partners to groups of 50 or 60 (each lesson outlines objectives/outcomes, illustrations and diagrams to aid the class organization and equipment placement, teaching tips, rules and safety tips, and activity variations) and supplemental ideas for motivation, management and communication to parents.</p>	J. D. Hughes	\$22.95	LRC #552663
✓	✓	✓	<p>Ready-to-Use PE Activities for Grades K-2, 3-4, 5-6, 7-9</p> <p>This resource provides practical, ready-to-use activities in eight sections: Introductory Activities, Fitness Activities, Movement Awareness, Rhythms and Dance, Gymnastics, Games Skills, Special Games and Closing Activities. In addition, the resource includes information on how to prepare lesson plans (daily, weekly and yearly) using these activities.</p>	J. M. Landy and M. J. Landy	\$44.40 each	LRC #257180 (K-2) LRC #257198 (3-4) LRC #257205 (5-6) LRC #257213 (7-9)
✓	✓		<p>Station Games: Fun and Imaginative PE Lessons</p> <p>This resource contains helpful tips and strategies for implementing a wide variety of station-based lessons. Forty station lessons are presented with step-by-step instructions and outcomes. The chapters include teaching tips and information on basic skills, sport fundamentals and fitness implementation. The resource also contains a very descriptive index featuring information on planning, set-up time, equipment needed and skills involved.</p>	M. Burk	\$17.75	LRC #482224
Alternative Arts Resources						
✓	✓		<p>YogaKids: Educating the Whole Child Through Yoga</p> <p>This colourful, descriptive and illustrated resource is a tool that treats yoga as a springboard to creativity and exploration. The author has modified the language, the poses and techniques to offer child-friendly and fun activities. The resource includes more than 50 selected poses and varied suggested activities to stimulate children's skills. In addition, routines for specific situations are outlined, including a few for students with special needs.</p>	M. Wenig	\$20.35	LRC #633356

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
Ball Games Resources						
✓	✓		A Bucket Full of Ball Games This resource includes over 70 games, with an emphasis on ball games using hand skills. The games build students' skills in chasing and fleeing, throwing/passing, catching/receiving and batting. The games are easy to teach and well-supported with teaching strategies for skill development of students with varying abilities. Other instructional strategies discussed include varying equipment, location, teams and ways to start a game. In this new edition, the format is now 8.5" x 11" (was 8.5" x 5.5"), all text is printed in a smaller, easier-to-read font, and the diagrams are smaller.	J. Brewer	\$23.15	LRC #396293
		✓	50 Games with 50 Tennis Balls This small resource is packed with 50 fun activities for secondary students. Some of the games are more appropriate for the gymnasium or field, but others may be played in other locations; e.g., the classroom. The categories of games are: warm-up activities, ball games, ball-throwing games, sport variations, relay games, wall games, tag games and others. Each game is outlined with a list of equipment, a main objective/outcome, a description of the game, possible variations and safety tips where applicable.	J. Byl, et al.	\$21.05	LRC #560517
✓	✓	✓	Great Gator Games: "With a Kid and a Ball You Can Do It All" This resource outlines 40 games that use Gator Skin Balls, indexed by type and skill. The book includes icebreakers, team, tag, mass and dodge ball games that could be used in intramural programs, physical education classes and on the playground. Each game includes a description, list of equipment, diagram and variations.	CIRA	\$20.90	LRC #395162
✓	✓	✓	A Mitt Full of Baseball and Softball Type Games This booklet consists of activities and games that incorporate the skills of catching, running, fielding, base playing, batting, pitching and catching. The focus of this resource is on having all players playing at all times, learning to play all positions and exemplifying good sportsmanship. Equipment suggestions, clearly outlined progressive learning activities and teaching tips are included.	J. Brewer	\$23.15	LRC #558314

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
	✓	✓	<p>Softball: Teaching the Basics: Resource Manual</p> <p>This series provides the basics for teaching sport-specific skills in many dimensions. Each book in the series features a history of the sport, warm-up/fitness activities, equipment and safety consideration, lesson plans with illustrations and strategies, considerations for inclusion, and related games. Many of the resources in the series are available in updated versions. These new editions contain limited changes, such as updated contact information on related organizations.</p>	W. Wedmann	\$11.80	LRC #476764
✓	✓		<p>Synchronized Ball Skills</p> <p><i>Synchronized Ball Skills</i> combines ball-handling skills with rhythmic movements set to music. The teacher's guide outlines activities progressing from basic ball-handling skills for young students to more difficult synchronized movement and dance patterns for older students. The CD provides popular songs for teaching the activities, with each song included as both music-only and music-with-instruction. This resource can be used as part of a rhythmic gymnastics program or a basic ball-handling skills activity.</p>	H. H. Hughes	\$25.80	LRC #395849
Dance Resources						
✓	✓	✓	<p>Everybody Move!</p> <p>Multimedia Kits – 202 pages (includes: Dance and Activity Demonstrations DVD, and Daily Vigorous Physical Activity Audio CD) – 2005</p>	CIRA, Ontario	\$52.65	LRC #630659
✓	✓	✓	<p>Step Lively! Dances for Schools and Families (CD-ROM included)</p> <p>This Canadian resource package includes a glossary of terms, an instruction booklet with steps, formations and variations, and a music CD-ROM. The dances—folk mixers and couple—include some old favourites and some new variations.</p>	M. Rose	\$27.80	LRC #456550
✓	✓	✓	<p>Step Lively 2: Canadian Dance Favourites (CD-ROM included)</p> <p>This Canadian resource package includes a glossary of terms, an instruction booklet with steps, formations and variations, and a music CD-ROM. The dances—folk mixers and couple—include some old favourites and some new variations.</p>	M. Rose	\$27.80	LRC #456542

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓			<p>Step Lively 3: Primary Dances with CD Recording</p> <p>This resource contains 28 singing games and dances. Some of the dances are old favourites, others are adaptations of traditional dances and a few are new creations. The 53-page instruction booklet contains the steps, formations, sheet music, glossary of terms and tips for teachers. The CD-ROM includes music for the dances but not the singing games. Partner, circle and folk games and dances are included.</p>	M. Rose	\$27.80	LRC #552051
		✓	<p>Christy Lane's Complete Line Dancing Music (CD)</p> <p>This resource package includes an instruction manual for over 40 different line dances, from those suitable for beginners (e.g., Cowboy Hustle) to those appropriate for advanced line dancers (e.g., Hip Hop). It also includes information on style, technique, couple pattern dances, mixers and tiebreakers. Both an audiocassette and a CD of music for 13 currently popular line dances (e.g., "Boot Scootin' Boogie") are included. This package is a valuable resource for teachers planning to include line dances in their dance unit.</p>	C. Lane	\$31.55	LRC #398520
✓			<p>Aerobic Dances for Kids</p> <p>This CD-ROM and teacher guide provides dances for young children. The dances begin with warm-up style movements that gradually increase pulse rates. Dances can be linked with suggested movement activities or used on their own. A cool down dance is also provided. The CD-ROM includes music with voice cues and music only options for each of the 12 dances.</p>	H. B. Glass and R. Hallum	\$25.80	LRC #395857
Games Resources						
✓	✓		<p>Adapted Games and Activities: From Tag to Team Building</p> <p>This resource contains 80+ games and activities to challenge students with cognitive disabilities to think and use their physical abilities. The contents include teacher-directed, tag, team-building, higher-organization, lead-up sport and leisure games and activities. A handy game finder is also provided. Each game/activity includes skills, equipment, activity description, variations, adaptations and teaching notes.</p>	P. Rouse	\$20.00	LRC #629579

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓		<p>The Biggest Little Games Book Ever! Volume II: Games Using Small Equipment</p> <p>This 232-page resource offers ideas for physical education instruction through games using small equipment. The resource is divided into eight sections: beanbags, hoops, balls using hands, balls using feet, sticks and pucks, scoops, paddle bats and racquets, and jump ropes. Each activity includes a description, illustrations and variations. Step-by-step commands for each task take players from the very basic to a fairly sophisticated level of skill. The resource provides new ideas for teachers to add to their repertoires, with an emphasis on instruction of beginners.</p>	J. Brewer	\$30.90	LRC #339409
	✓	✓	<p>First Ultimate Book of Games</p> <p>This resource provides a collection of 63 varied games that could be used for general or skill-specific warm-up activities or in a low-organization games unit. The following types of games are included: fleeing/tagging, dodge ball/evading, team/cooperative and basketball.</p>	K. Brawn, et al.	\$24.90	LRC #436057
	✓	✓	<p>Games to Keep Kids Moving!</p> <p>This resource outlines 150 games that promote an active, participatory physical education class, with emphasis on cooperative behaviour and the development of self-esteem. There are low-organizational games requiring little equipment as well as more complicated games using a lot of equipment. Some of the games develop individual basic locomotor skills, while others develop skills and movement specific to a team sport. Each game includes an explanation, a list of equipment, a list of skills, organizational considerations, teaching tips and variations. The author also provides useful tips to ensure safety.</p>	B. Dieden	\$60.40	LRC #395097
✓	✓		<p>More Positive Playgrounds</p> <p>This series consists of three easy-to-use comprehensive games resources for playground, gymnasium and/or classroom activities. These traditional, cooperative and new games encourage positive social skills and physical fitness. The program manual is divided into a program planning section and a games resource section. The games only book features the indoor and outdoor games section of the program manual. The "More Positive Playgrounds" book presents new indoor or outdoor games and another version of the old favourites featured in the other two resources.</p>	P. Marko, et al.	\$40.50	LRC #585630

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓	✓	<p>No Gym? No Problem: Physical Activities for Tight Spaces</p> <p>This resource contains approximately 100 games and activities that could be used by the classroom teacher who teaches physical education and/or the physical education teacher who is confined to small spaces. The contents include warm-ups and games, fitness, movement and gymnastics, rhythms, throwing and catching, dribbling and kicking, striking and volleying, special events and basic games, and cool downs. Skill themes, safety, teaching tips and assessment are included in the detailed lesson plans.</p>	C. Sutherland	\$23.50	LRC #629561
✓	✓		<p>PE2 the Max: Maximize Skills, Participation, Teamwork and Fun</p> <p>This resource includes 30 inclusive, developmentally appropriate games. The book focuses on fun, movement and skill-based games that promote communication, cooperation and personal responsibility. A game finder is included for quick reference. The games are quick and easy to get going, ready to use and skill-building. The games are related to lifelong fitness and are based on the philosophy that playing the game is more important to students than practising the skills.</p>	J. D. Hughes	\$17.50	LRC #629553
✓	✓	✓	<p>Walking Games and Activities (40 New Ways to Make Fitness Fun)</p> <p>This resource combines the concepts of fitness and walking as a vehicle for games. The book includes 40 games, along with tips for inclusion, sample units and topics for discussion; e.g., proper form, nutrition. The sample units contain teaching tips, safety considerations, equipment lists, organization tips, worksheets and variations.</p>	J. Decker and M. Mize	\$25.00	LRC #470477
	✓	✓	<p>Why Paper and Scissors Rock!!!</p> <p>This resource uses a traditional game to incorporate teamwork, cooperation, decision making, problem solving and movement skills. The manual includes a rock, paper, scissors responsibility code, official rules, history and variations. A section on each of the warm-ups, games, sport variations, group games and individual games is included. This resource could be used to promote physical activity in small spaces.</p>	J. Byl, et al.	\$20.90	LRC #564163

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓		Win-Win Tag Games This resource is a collection of over 25 fun, fast-paced tag games that develop basic skills, such as throwing, catching, dodging and running. The games may be used as they are or modified and combined to create new games. The book's win-win philosophy emphasizes inclusion, maximum participation and effective on-the-spot decision making.	D. Budwill	\$17.60	LRC #407892
✓	✓	✓	You're "It"! Tag, Tag and More Tag: Games for All Ages This resource outlines 90+ tag games that are organized in a convenient manner: traditional tag games, partner or group tag games, tag games using balls, tag games with equipment, tag games using lines, crossing tag games, and tag games with a twist. Each game is outlined with level, space, description and equipment (most have no, or minimal, equipment requirements).	P. Doyle	\$17.40	LRC #564460
Gymnastic Resources						
	✓	✓	Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach The purpose of this resource is to provide sufficient information to allow a teacher without specific training to put together a developmentally appropriate program. The teacher is presented as a facilitator, and the students, using guided discovery and problem solving, work at their own ability levels to attempt learning challenges. The resource provides background information, information regarding equipment, tips for developing unit and lesson plans and for selecting music and learning activities, and assessment strategies.	H. Palmer	\$22.95	LRC #537178
✓	✓		Up, Down, All Around Gymnastics Lesson Plans: Series A, B, C This resource includes a teacher's guide and three packages of lesson plans. Each package contains 20 lesson plans, including activation activities, directed learning, exploratory learning and review. The lessons are easy to follow and are teacher-friendly. They use minimal equipment.	K. Russell; G. Schembri and T. Kinsman	\$29.00 each	LRC #395881 (Series A) LRC #395899 (Series B) LRC #395906 (Series C)
Ice Skating Resources						
	✓	✓	Ice Skating: Teaching the Basics: Resource Manual This series provides the basics to teach sport-specific skills in many dimensions. Each book in the series features a history of the sport, warm-up/fitness activities, equipment and safety consideration, lesson plans with illustrations and strategies, considerations for inclusion and related games. Many of the resources in the series are available in updated versions. These new editions contain limited changes, such as updated contact information on related organizations.	W. Wedmann, et al.	\$11.80	LRC #476722

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
	✓	✓	<p>Get the Edge: Power Skating</p> <p>This resource provides an introduction to the concept of power skating and covers essential skills such as balance, agility, flexibility, timing, control and endurance. It also contains diagrams and drills for all levels using a hockey stick, ringette stick or no stick. Warm-ups, backward skating, edges, turns, stops and more are addressed in this manual.</p>	A. Bakewell	Out of Print	LRC #396152
	✓	✓	<p>Steps to Success Activity Series: Ice Skating</p> <p>This series is a comprehensive look at the skills required to play a wide range of sports. Each book in the series focuses on a specific sport and includes background information, rules, equipment, descriptions and illustrations of the skills involved, suggested drills, teaching progressions, and self-assessment activities. In addition, suggestions for correcting problems and errors regarding the skills and for increasing or decreasing the difficulty of drills are included.</p>	K. M. Haywood and C. F. Lewis	\$18.75	LRC #406307
Juggling Resources						
✓	✓	✓	<p>Juggling: From Start to Star</p> <p>Juggling is a physically challenging activity that involves rhythm, agility, coordination and poise. This instruction manual contains information and diagrams to teach 157 juggling skills in 13 different categories; e.g., "back spin" in the "ring juggling" category. The resource presents juggling as a unique portable activity that requires very little equipment and no special playing space. Emphasizing that juggling can be mastered regardless of gender, age or athletic ability, the resource fosters equity and inclusion.</p>	D. Finnigan, et al.	\$20.85	LRC #473059
	✓		<p>Otedama: Traditional Japanese Juggling Toys and Games</p> <p>This is a colourful book that explains Otedama (juggling balls) in Japan, regional variations in Otedama as well as Otedama around the world. Instructions on how to juggle the Otedama are included.</p>	D Onishi	\$27.35	LRC #556946
Jump Rope Resources						
✓	✓	✓	<p>Fit-Skip-Ness: The Skipping Challenge</p> <p>This resource provides instructions and illustrations to teach basic and advanced skills in both single rope and double Dutch skipping. It also includes certificates of achievement that can be reproduced and awarded.</p>	S. Kalbfleisch	\$16.20	LRC #395120

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓	✓	<p>Jump 2b Fit: Rope Skipping Fitness and Activity Program</p> <p>This resource kit contains several components to enhance skipping as a fitness activity: a teacher's guide, activities booklet, video, audio CD and posters. The 170-page illustrated teacher's guide contains background information, unit and lesson plans, references to the video and audio CD, information regarding equipment, learning outcomes and safety guidelines. The activities booklet contains activities for individual, partner and group skill development. The 45-minute video includes demonstration routines and instructional activities. The CD contains 50 minutes of instrumental music to assist skippers with rhythm and is correlated to the teacher's guide. The four colourful posters illustrate skills for single rope, long rope, double Dutch and partner skipping.</p>	S. Kalbfleisch	\$46.30	LRC #545080
Skiing Resources						
	✓	✓	<p>Be Aware: Ski and Ride with Care</p> <p>This resource package provides a Grade 6 module that focuses on safe skiing and snowboarding. The package consists of a Snow Smart teacher's resource, a video and a supplementary teacher resource called "Safety in Numbers." The teacher's guide features five classroom lessons (approximately one hour each) promoting safety during alpine skiing and/or snowboarding. The lessons involve individual and group work and provide background information from a variety of sources. The supplementary resource, presented by the Canadian Ski Patrol System, provides information in planning ski outings.</p>	Canadian Ski Patrol System	N/A	Vendor Direct
Stretching Resources						
✓	✓		<p>Safe Stretches: Tip to Toe</p> <p>This current Canadian booklet and poster set illustrates twelve basic stretches from head to foot. The resource features illustrations and explanations for each stretch, with an emphasis on safety. The booklet would be a useful tool for the generalist teacher of physical education, and the poster would be a convenient student support resource.</p>	D. Peters	\$8.75	LRC #515976
		✓	<p>Stretching and Flexibility (CD-ROM)</p> <p>This resource can be used as a teaching tool for individuals, small groups or the entire class. The informative interactive CD-ROM contains a database of 149 different stretches. With a well thought-out design, the CD-ROM allows teachers or students to create their own stretching programs based on a sport-specific focus, a muscle-specific focus or for general flexibility. Set-up instructions and sample lesson plans are included in the print manual.</p>	R. Sorrentino	\$99.95	LRC #362723

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
Swimming Resources						
	✓	✓	Steps to Success Activity: Swimming, Grades 4–12 (2nd edition) This series is a comprehensive look at the skills required to play a wide range of sports. Each book in the series focuses on a specific sport and includes background information, rules, equipment, descriptions and illustrations of the skills involved, suggested drills, teaching progressions and self-assessment activities. In addition, suggestions for correcting problems and errors regarding the skills, and for increasing or decreasing the difficulty of drills, are included.	D. Thomas	\$26.85	LRC #406331
Whole School Activity Resources						
✓	✓	✓	Mass Appeal: Activities for Groups of 50 or More This user-friendly guide provides a wide variety of activities specifically intended for large, diverse groups. The activities target Kindergarten to Grade 7 students and can be used inside or outside a gym or classroom. Teachers may need to adapt some of the activities for students with disabilities.	P. Doyle	\$20.90	LRC #395154
✓	✓		Millennium Playday: Past Present Future This 45-page book outlines over 40 ideas or topics for planning a playday. These topics relate to the past, present or future. Each topic is presented with an objective, a description of the activity, a diagram, a list of necessary equipment, a suggested location and additional suggestions.	M. Antoniuk, et al.	\$15.45	LRC #529703
✓	✓		Playday! The Manual This resource provides information and strategies for teachers wishing to plan an activity-based special event to complement any relevant theme. The resource considers all areas of planning and organizing for the day, providing more than 40 station ideas, management tips, required equipment and concise directions for the smooth operation of each station. The examples provided are based on an ecology theme, but any relevant theme could be used. The 40 station descriptions are generically designed and can be personalized once the playday theme and format have been chosen.	M. Antoniuk, et al.	\$19.25	LRC #396277

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓	✓	<p>Run, Jump, Throw ... and Away We Go! Kindergarten to Grade 12 Teacher Resource</p> <p>This resource, developed in Alberta as a legacy of the 8th IAAF World Championships in Athletics, includes developmental lessons focusing on the basic skills of running, jumping and throwing. Track and field activity-specific drills for sprints, hurdles, long jump, high jump and shot-put are included. Order from the LRC, or download for free from: http://www.education.gov.ab.ca/physicaleducationonline/Edmonton2001</p>	Learning Resources Centre (LRC)	\$7.25	LRC #440553
	✓	✓	<p>Teaching Orienteering (2nd Ed)</p> <p>This resource provides an extensive introduction to orienteering preparation, implementation and adaptations. The resource explains how to teach orienteering in the classroom, school grounds, parks and woodlands. Age-appropriate suggestions and activities are provided for these different settings. Information on training techniques, theory sessions, compass use, fitness and map making is also included. A chapter is dedicated to orienteering for people with disabilities.</p>	C. McNeill, et al.	\$27.10	LRC #395815
		✓	<p>Treasury of MOGA Madness: For Youth-by-Youth Active Living Challenge for the Most Outrageous Group Activity</p> <p><i>The Treasury of Moga Madness</i> is a compilation of wild and crazy events that have been organized by junior and senior high schools across the country. These imaginative events are varied and can easily be adapted for a variety of settings, number of participants and needs within the school and community. Sections include charity activities, environmental activities, mini games, relays, obstacle courses, stations, theme activities and activities for large groups.</p>	CAHPERD	\$20.90	LRC #397423
✓	✓		<p>A Western Playday</p> <p>This resource includes 40 stations, complete with clear descriptions, diagrams and useful suggestions to make adaptations for equipment and nature of events. The western theme has a natural attraction for everyone; however, some cautions are to be noted before implementing some of the activities.</p>	M. Antoniuk	\$15.45	LRC #396269
	✓	✓	<p>The Young Track and Field Athlete</p> <p>This series is a complete library of skill development for numerous activities. Diagrams complement each skill. The books are easy to read and appeal to the instructors. Each book is activity specific, but skill development, application, knowledge, health and fitness benefits, cooperative behaviour and reference to lifetime opportunities is outlined in each volume. As the format is similar in each book, they provide a quick and easy reference that relates closely to the outcomes.</p>		Out-of-print	

Resources to Support the Implementation of DPA (continued)

Non-authorized Resources

The following resources have **not** been authorized by Alberta Education. They have been included in this listing, however, as they contain information that educators may find relevant in implementing daily physical activity.

Note: CAHPERD stands for the Canadian Association for Health, Physical Education, Recreation and Dance. To order resources from CAHPERD, contact the National Office at Suite 403, 2197 Riverside Drive, Ottawa, Ontario, K1H 7X3; Telephone 1–800–663–8708.

Grade Level			Title	Author	Price	Vendor
K–3	4–6	7–9				
General Physical Education Resources						
✓	✓	✓	Activ8 A program that complements school curriculum and features developmentally appropriate physical activity challenges that are achievement-based not performance-based. The program includes curriculum modules, a fund-raising and event guide, and participant recognition incentives. http://www.activehealthykids.ca	Active Healthy Kids Canada	N/A	LRC #560997 LRC #561002 LRC #561010 LRC #560989
✓	✓	✓	Fitness Fun: 85 Games and Activities for Children The 85 games and activities listed in this book will help teachers maximize fitness opportunities for their students and find activities that the children will enjoy. This is a great resource for classroom teachers, program directors and recreation specialists, as well as physical education specialists who teach students in Kindergarten to Grade 8. http://www.cahperd.ca	E. Foster, K. Hartinger and K. Smith	\$24.95	CAHPERD
✓	✓		Heart Healthy Kids Physical Activity Handbook This downloadable resource was created to help elementary teachers incorporate physical activity into their daily classroom schedule, engaging students in a variety of activities each day in order to raise heart rates and improve health. http://www.heartandstroke.ca	Heart and Stroke Foundation	Free	Heart and Stroke Foundation at 1-888-HSF- INFO or 1-888-473-4636
✓	✓	✓	Weight of the World: Facing Obesity through Physical Activity User's Guide This downloadable guide provides teachers and parents with great tools and activities to promote physical activity at school and at home. It was developed in partnership with the Canadian Broadcasting Corporation and the National Film Board in both English and French. http://www.cbc.ca/weightoftheworld/	CAHPERD	Free	CAHPERD

Resources to Support the Implementation of DPA (continued)

Grade Level K-3 4-6 7-9			Title	Author	Price	Vendor
Alternative Arts Resources						
	✓	✓	Yoga Games for Children	D. Biersma and M. Visscher	N/A	ISBN 0-89793-390-7
✓	✓		Yoga for Kids	L. Lark	N/A	ISBN 1-55297-750-1
Ball Games Resources						
	✓	✓	Kids on the Ball: Using Swiss Balls in a Complete Fitness Program <small>This book contains more than 150 exercises with pictures and is divided into six categories: warm-up, flexibility, balance, lower limbs, upper body and abs.</small>	A. Spalding, L. Kelly, J. Santopietro and J. Posner-Mayer	N/A	ISBN 0-88011-714-1
Dance Resources						
	✓	✓	Dances Even I Would Do <small>If you want to incorporate dance as part of your school's physical activity programs but don't know where to start, this resource may help. <i>Dances Even I Would Do!</i> contains more than 50 dances divided into folk dances, mixers, novelty dances, singing games, and dances for a variety of special occasions. http://www.cahperd.ca</small>	P. Doyle	N/A	CAHPERD
Games Resources						
✓	✓		The Ultimate Playground and Recess Game Book <small>This easy-to-use guide for teachers, physical educators, playground supervisors, recreation leaders and parents contains over 170 fun-packed games and activities for the playground. It includes traditional favourites, along with exciting new activities that focus on cooperation, fitness and lifetime sports. A chapter on indoor classroom games is included for inclement weather days. http://www.cahperd.ca</small>	G. Bailey	\$30.95	CAHPERD
✓	✓		The Ultimate Sport Lead-Up Game Book <small>This resource includes a collection of skill-building games that are ideal for elementary school gym classes. The activities are presented in a quick-access format and have clear instructions coupled with illustrations. The book features both students and athletic instructors and includes tips on game selection and safety considerations. This is an ideal curriculum supplement resource. http://www.cahperd.ca</small>	G. Bailey	\$34.95	CAHPERD

Resources to Support the Implementation of DPA (continued)

Grade Level			Title	Author	Price	Vendor
K-3	4-6	7-9				
✓	✓		Recess Revival: An Implementation Guide to an Active Recess This is a downloadable implementation guide for the promotion of physical activity and cooperative play for elementary-aged students. http://www.mohawkcollege.ca	CIRA Ontario	Free	CIRA Ontario
✓	✓		Snow Fun! Favourite Canadian Winter Activities In Canada, our winter wonderland of snow, ice and cold weather provides opportunities for a variety of activities. This resource is a collection of fun, winter physical activities that were gathered from teachers and students from across Canada. http://www.cahperd.ca	CAHPERD	N/A	CAHPERD
Stretching Resources						
	✓	✓	Stretching Cards/Posters http://www.education.gov.ab.ca/physicaleducationonline/teacherresources/toolbox/files/gtstretch.pdf	Alberta Education	N/A	N/A

Resources to Support the Implementation of DPA (continued)

Key Community Organization Resources	
	<p>http://www.education.gov.ab.ca/physicaleducationonline Alberta Education provides support to teachers, administrators, students and parents, develops the curriculum for K–12 learners; selects and develops instructional resources for learners and teachers; and develops policies, standards, guidelines and support materials related to education in Alberta. The Physical Education Online Web site provides activity ideas linked to the current physical education program of studies.</p>
	<p>http://www.education.gov.ab.ca/k_12/curriculum/bySubject Alberta Government plays an important role in assisting Alberta communities in achieving a high quality of life. The Kindergarten to Grade 12 physical education program's aim is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.</p>
	<p>http://www.health.gov.ab.ca The objective of Alberta Health and Wellness is to provide leadership and work collaboratively with partners to assure the delivery of quality affordable health services and wellness programs to help Albertans be healthy. Support for school health initiatives, as well as health and physical activity curricula, are articulated in the Alberta Government's Framework for a Healthy Alberta, which sets ten-year targets and objectives for disease prevention and health promotion. The AHW public information campaign entitled "Healthy U" also provides Albertans with information on the various choices that they can make to include healthy eating and active living in their daily lives. The Healthy U Web site contains specific information for students, teachers and parents. http://www.healthyalberta.com/</p>
	<p>http://www.cd.gov.ab.ca Alberta Community Development plays an important role in assisting communities, whether they are places or groups of citizens sharing a common goal, in achieving a high quality of life for Albertans. The mission of the ministry is "to support community development, and through leadership, protection and partnership, help all Albertans participate fully in the social, cultural and economic life of the province." The ministry consists of five main program divisions as well as agencies and foundations. The ministry also provides support services to the program divisions and the agencies and foundations.</p>
	<p>http://www.achsc.org The Alberta Coalition for Healthy School Communities (ACHSC) is a registered nonprofit society representing a network of people and organizations committed to promoting healthy school communities. The Web site contains resources and links to promote and foster healthy school communities through a comprehensive approach that enhances the health of Alberta children and youth.</p>

Resources to Support the Implementation of DPA (continued)

	<p>http://www.arpdc.ab.ca</p> <p>The Alberta Regional Professional Development Consortia (ARPDC) promote student achievement and school improvement through professional development. Established by Alberta Education, the consortia provide professional development, in-service and training to the K–12 education community, which includes school trustees, superintendents, administrators, teachers, support staff, nonteaching staff and parents.</p>
	<p>http://www.child.gov.ab.ca/index.cfm</p> <p>Alberta Children and Youth Initiative (ACYI) is a collaborative partnership of government ministries working together on issues affecting children and youth. The ACYI supports the healthy development of Alberta’s children and youth. Alberta Education is one of the three ministry champions. The current key areas of focus are fetal alcohol spectrum disorder, protection of children involved in prostitution, children’s mental health, student health initiative and early childhood development.</p>
	<p>http://www.hpec.ab.ca</p> <p>The Health and Physical Education Council (HPEC) of the Alberta Teachers’ Association advocates for quality health and physical education programs, and provides opportunities for professional growth and development of its members. HPEC is committed to providing leadership in creating healthy, active school communities. The HPEC executive, which includes 11 district representatives across the province, can assist teachers in the areas of health and physical education. HPEC sponsors two special projects: Ever Active Schools and Schools Come Alive.</p>
 	<p>http://www.everactive.org</p> <p>The Ever Active Schools (EAS) Program, in partnership with Alberta school communities, contributes to the development of children and youth by fostering social and physical environments that support healthy, active lifestyles. This membership-based program is a project of the Health and Physical Education Council of the Alberta Teachers’ Association. EAS recognizes and rewards schools that focus on physical activity and well-being in their school communities. EAS also provides resources to critically reflect and measure current practices, policies and environments.</p> <p>http://www.schoolscomealive.org</p> <p>Schools Come Alive (SCA) is dedicated to providing leadership for teachers and administrators through workshops, resource development and collaborative partnerships to increase physical activity opportunities and promote healthy choices in Alberta school communities. A special project of the Health and Physical Education Council of the Alberta Teachers’ Association, SCA’s ongoing activities include developing and delivering professional development opportunities, producing the ACTIVE newsletter, consulting with school districts and supporting community events that promote healthy, active lifestyle choices.</p>

Resources to Support the Implementation of DPA (continued)

	<p>http://www.befitforlife.ca</p> <p>The Be Fit for Life Network (BFFL) disseminates healthy lifestyles information and resources to encourage Albertans to be physically active. Nine regional centres focus on providing services, programs and resources to promote the health benefits of active living and physical activity. Schools, communities and workplaces are welcome to access these services.</p>
	<p>http://www.centre4activeliving.ca</p> <p>The Alberta Centre for Active Living works with practitioners, organizations and communities to improve the health and quality of life of Albertans through physical activity. The Alberta Centre for Active Living works with practitioners, organizations and communities to improve the health and quality of life of Albertans through physical activity. The centre provides research and education on physical activity through a comprehensive Web site, WellSpring, Research Update, the Alberta Survey on Physical Activity, and consulting and collaborative projects.</p> <p>http://www.centre4activeliving.ca/publications/wellspring.html</p>
	<p>http://www.cahperd.ca</p> <p>The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) is a national, charitable, voluntary-sector organization whose primary concern is to influence the healthy development of children and youth by advocating for quality, school-based physical and health education.</p>
	<p>http://www.goforgreen.ca</p> <p>Go for Green has created resources to support schools in tracking the number of kilometres they have walked. The Walking Tour of Canada includes a tracking system to track the number of kilometres staff and students have walked, information about various parts of Canada that link to learning in social studies, as well as an Interactive Zone.</p>
	<p>http://www.shapeab.com</p> <p>Safe Healthy Active People Everywhere (SHAPE) is an Alberta-based network aimed at promoting active children and eliminating safety obstacles in and around schools. Visit the Web site to learn more about the Walking School Bus program and to download Tools 4 Teachers.</p>

Resources to Support the Implementation of DPA (continued)

	<p>http://www.arpaonline.ca “A province, and communities within, that embrace and proactively use recreation and parks as essential means for enhancing individual well-being and community vitality, economic sustainability and natural resource protection and conservation.” ARPA unites province-wide advocates of recreation and parks into a proactive and effective force for building healthy citizens, their communities and their environments in Alberta.</p>
	<p>http://www.caaws.ca CAAWS, the Canadian Association for the Advancement of Women and Sport and Physical Activity, is a national nonprofit organization working to encourage girls and women to <i>participate and lead</i> in physical activity and sport. On the Move is a national initiative designed to increase opportunities for nonactive girls and young women (ages 9–18) to participate in fun-filled, supportive, female-only, recreational sport and physical activity.</p>



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