

ON YOUR WAY WITH

DPA

DAILY PHYSICAL ACTIVITY



INTERMEDIATE ACTIVITIES

JUNIOR ACTIVITIES

PRIMARY ACTIVITIES

ON YOUR WAY WITH

DPA

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TCDSB Mission & Vision

Our Mission

In a school community formed by Catholic beliefs and traditions, our Mission is to educate students to their full potential by providing:

- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community
- a safe and welcoming learning environment that is an example of Christian community
- role models of Gospel values and Catholic doctrines, teachings and beliefs
- guidance in what students need to learn
- instruction in the learning process itself
- religious, academic and technological instruction
- integration of Catholic, Christian beliefs into the total learning experience, and
- feedback on students' proficiency and performance

Vision of Our Students

We envision students who:

- are formed in the Catholic faith
- apply Christian values to life's opportunities, challenges and choices
- pursue academic excellence
- demonstrate relevant knowledge and ability
- display self-esteem and self-respect
- strive to be the best they can be
- demonstrate skills for developing and maintaining personal and family wellness, and
- demonstrate global perspective and community responsibility

Vision of TCDSB

To provide students with the qualities they will require, our Vision of TCDSB is a school system that:

- is Christ-centered
- is student focused
- demonstrates a clear sense of purpose
- is visibly and demonstrably Catholic
- reflects empowering leadership
- applies collaborative decision making
- is innovative, and
- provides role models among all stakeholders for all these qualities

Do you not know that your body is a temple of the Holy Spirit within you, which you have from God?...Therefore glorify God in your body.

1 Corinthians 6:19-20

Introduction to Daily Physical Activity (DPA)

The sanctity of the “body” is deeply rooted in Catholic tradition and Sacred Scriptures. As Catholic educators, we provide our students with an education that nurtures the body, mind and soul. Daily Physical Activity promotes the health and wellness of students, allowing them to reach their full potential as life-long learners.

In the past 15 years obesity rates in children have doubled. Two-thirds of Canadian children (5-17) are not active enough for optimum health. School settings are ideal environments for promoting healthy lifestyles in children. Healthy physical activity is linked in many ways to improved student performance in school.

EDUCATIONAL, HEALTH AND SOCIAL/EMOTIONAL BENEFITS OF PHYSICAL ACTIVITY:

Educational

- *Enhances overall student performance
- *Improves concentration/focus
- *Improves student productivity

Health

- *Improves overall fitness
- *Enhances healthy growth development
- *Promotes healthy active lifestyle
- *Decreases likelihood of chronic diseases

Social/Emotional Benefits

- *Improves social skills
- *Contributes to a positive school climate
- *Enhances self esteem/body image
- *Decreases negative risk taking behaviours

On Your Way With DPA (Daily Physical Activity) has been designed to help teachers provide students with quality daily physical education experiences. The document is divided into three sections: primary, junior and intermediate, each containing ***20 physical activities*** that can be done during ***20 minutes*** of scheduled activity time. As well, the tool contains helpful tips and suggestions on how teachers can easily implement DPA in their classrooms and schools. Take some time to read through the next few pages to see how DPA can work in your school.

Planning Your DPA Program

Most of the activities described in this document are designed to be used in limited spaces such as the classroom. Teachers must use professional judgment and discretion when selecting activities. Consider hallways, foyers, atria, empty classrooms, the stage (safety permitting), and the great outdoors as alternate spaces. Establish start and stop routines by using hand signals, flags, colours and hand clapping.

Although many of these activities are appropriate for all grade levels, teachers decide which activities would best suit the needs of their students. *Inclusion is a key consideration when planning DPA.* At times it may be necessary to adapt activities to accommodate different ability levels and learning styles in your classroom. Some suggestions on how to create *positive DPA experiences* for *all students* in your class include:

- Provide physical, visual and auditory cues to address a variety of learning styles;
- Decrease the complexity of the task;
- Adapt or modify the equipment for special needs students (e.g., use softer or smaller equipment);
- Identify methods for providing support for special needs students (e.g., student leaders).

OPHEA Curriculum Binders, p. 11

Providing a positive DPA experience promotes health, wellness and school success for *all students*.



Structuring 20 Minutes of DPA

The allocation of time for daily physical activity may vary depending on student age and development. The 20 minute requirement for daily physical activity can be completed in one 20 minute block or in two 10 minute segments. The age and developmental level of your students will determine which is most appropriate for your class. Some suggestions and tips on how to structure DPA include:

- Use a 10 minute DPA session to break up extended blocks of learning, ideal for primary grades (e.g., Writing Block and Reading Block);
- Block timetable DPA into the school so that everyone can be active together (e.g., 20 minutes before lunch);
- Play music over the PA during DPA to help foster a positive school climate;
- Train older students to be Physical Activity Leaders and, with teacher supervision, have them lead DPA;
- Create a DPA schedule so that activities are varied each day and incorporate different resources to keep students motivated (e.g., “*Moving on the Spot*”)

There are many other models that can be used to implement DPA. These will vary from school to school, depending on local factors such as facilities, student population, staff expertise and community support. Contact the *Healthy Active Living and Learning Centre* (PLC) lead teacher in your region for further ideas and clarification on how to coordinate a successful DPA program in your school. Refer to www.tcdsb.org/physicaleducation for further information.

► ***Remember, two 10 minutes segments or one 20 minute block.
Get ready for DPA!***

Curriculum Links

Studies have shown that *cross-curricular integration* of daily physical activities into other subject areas enhances student focus, productivity and achievement. Each daily physical activity included in this resource contains curriculum links that will help teachers integrate DPA into their day. Discover how DPA can be integrated to enhance learning in other curricular areas.



Language Arts



Social Studies



Drama and Dance



Mathematics



Music



**Health and
Physical Education**



Science



Visual Arts

Safety Is The Key

It must be recognized that all physical activity involves an element of risk. There is an obligation on the part of all participants to minimize that risk. While most of these activities are designed to be used in limited spaces such as the classroom, teachers must use professional judgment and discretion when selecting activities. Safety awareness based on up-to-date information, common sense observation, action and foresight is the key to safe programming.

Activities should provide opportunities that enhance self-confidence and provide a safe environment in which children are physically active participants. Safety is a shared responsibility and students of all ages need to take responsibility for their own safety. (OPHEA Curriculum Binders, p. 16)

For comprehensive safety guidelines refer to: www.tcdsb.org/physicaleducation, or, see copies of the *Ontario Safety Guidelines* and *Physical Education Elementary Curricular and Intramural Guidelines* located in all schools. For specific safety guidelines regarding Daily Physical Activity in various settings see *Appendix*.



Moderate To Vigorous Physical Activity

Moderate to vigorous physical activity is movement which involves large muscle groups (arms and legs) and elevates heart rate to a level that enhances the health of the heart and lungs. Like any other muscle in our body, the heart must be exercised in order to get stronger.

HOW DO WE KNOW IF WE ARE WORKING AT AN INTENSITY THAT WILL MAKE OUR HEART STRONGER?

- **Resting heart rate** – Have students observe and be familiar with normal resting heart rate*.
- **Resting breathing rate** – Have students observe and be familiar with their “quiet breathing”**.
- **Moderate (just above resting)** – Heart rate is elevated and breathing can be heard. Students are still able to talk normally. (Talk Test) 
- **Fast** – Students’ heart rate is substantially elevated and breathing is audible and distinct. Talking becomes more difficult.
- **Very Fast** – Students’ heart rate approaches maximum and breathing is loud and laboured. Talking becomes very difficult. 

* Children can learn how to take their heart rate by either applying gentle pressure with the index and middle fingers to their radial artery (inside the wrist just below the thumb), or their carotid artery (on the neck, parallel to the Adam’s Apple, just below the jaw line). A 10 second count is multiplied by six, a 20 second count is multiplied by three, etc. to establish heart rate per minute.

** Children should be encouraged to use “just audible breath” (JAB) as a measurement of exercise intensity.

It's Not All About The Heart

OTHER COMPONENTS AND HEALTH BENEFITS OF DPA

MUSCULAR STRENGTH: Promotes the development of strong bones and joints.

MUSCULAR ENDURANCE: Provides the capability to carry out daily activities with greater ease.

FLEXIBILITY: Improves the range of motion about a joint and helps prevent injury.

TIPS:

Warm Up

Remember to start the activity slowly and gradually increase the intensity.

Activity

Interspersing short bouts of muscular strength and muscular endurance activities into your DPA session will assist in keeping heart rates elevated.

Cool Down

Finish the activity slowly to return to resting heart rates and breathing patterns. Consider stretching as part of your cool down.



Let's Get Moving

Movement can be fun and inventive. Experiment! Many of these movements can be used to add variety to the activities listed in this reference tool. Simply create your own routine by using any combination of arm and leg variations. Remember, with most of these movements you can change tempo, direction and spatial levels. Add arm movements to assist in elevating the heart rate. Further variety can be added by alternating left and right. Be creative and have fun!

Leg Variations:

hop	lunge	criss cross hop	gallop
step touch	grapevine	skip	side kick
star jump	"Can-Can" kick	tuck jump	elbow to knee
jumping jacks	side to side jump	run (knees high)	march (knees high)
walk on toes	run on the spot (narrow then wide)		

Arm Variations:

swing arms by side or overhead
make different sized circles
air punches in front, to the side, over head

roll arms in front of body
swimming arms





PRIMARY ***Activities***

I Say



In scatter formation, students face the teacher.

Teacher begins with “I say _____”, and students respond to the following commands:

- Run
- Walk
- Hop on two feet
- Make large circles with your arms
- Make large circles with one leg
- Make large circles with the other leg
- Gallop
- Skip

Variation: Say one command while performing a difference movement (e.g., “I say keep hopping and make large circles with both arms”). Select students to lead the “I say” activity”.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication
Grades 1/2/3: Follow instructions and directions



Health and Physical Education: Fundamental Movement Skills
Grades 1/2/3: Travel and change from one kind of locomotion/travelling movement to another

► *Review safety rules for movement.*



EQUIPMENT: CD player, DPA CD
CD Track # 1

Train Ride



In groups of three or four, students stand one behind the other with hands on the waist of the child in front of them. They move accordingly as the teachers says, “*The train is moving quickly; the train begins to slow down; the train is moving slowly forward; the train is slowly backing up; the train is picking up speed as it goes down hill; the train is stopping for fuel and expands.*”

Variations: Students move to the spelling of words by stepping as they spell each letter in a word. Student leaders spell or count forwards or backwards for the number of steps in the direction selected.

CURRICULUM LINKS:



Mathematics: Number Sense and Numeration

Grades 1/2/3: Count forwards and backwards by 1s, 2s, 5s, and 10s



Mathematics: Patterning and Algebra

Grades 1/2/3: Identify, describe, and extend repeating patterns



Language Arts: Writing

Grades 1/2: Correctly spell words identified by the teacher



EQUIPMENT: CD player, DPA CD
CD Track # 2

Zoo Crew



Students stand in circle formation.

Introduce the following poem with the accompanying actions:

- Frogs jump (jump up and down)
- Camels clump (walk in place with heavy feet)
- Worms wiggle (wiggle whole body)
- Spiders jiggle (move arms up and down)
- Rabbits hop (hop in place)
- Donkeys clop (stomp both feet)
- Lions stalk (walk in place with both hands and feet on the floor)
- Students walk (join hands and walk together in a circle)

Variation: Class creates own poem.

CURRICULUM LINKS:



Language Arts: Writing

Grade 3: Correctly use nouns and verbs



Science: Life Systems

Grade 2: Investigate physical and behavioural characteristics of different types of animals



The Arts: Drama and Dance

Grade 1: Demonstrate control of their body when moving like different animals



EQUIPMENT: CD player, DPA CD
CD Track # 3

Animals In Motion



Students stand in scatter formation.

Students practice walking on different parts of your foot (heel, toe, inside or outside of foot).

Students move like slow animals, fast animals, big animals and tiny animals.

Students then walk like a:

Duck / Tiger / Horse / Kitten / Cow / Pig / Turkey / Monkey

Variations: Add descriptors to the animals – lazy rabbit, tired kitten, galloping horse, marching ant, hopping frog. Have student leaders select and demonstrate animals of their choice (remember under the sea).

CURRICULUM LINKS:



Language Arts: Writing

Grade 2: Use adjectives appropriately for description



Science: Life Systems

Grade 2: Investigate physical and behavioural characteristics of different types of animals



The Arts: Drama and Dance

Grade 1: Demonstrate control of their body when moving like different animals



EQUIPMENT: CD player, DPA CD

CD Track # 4

Colour Call Out



Divide the class into 2 primary colours (red and blue).

Students move about space freely respecting each others' personal space.

Students move in different ways (i.e., sliding, giant steps, hop, jog and leap). After one minute of this warm up, students move around room listening for the following commands: Blue, Red, Purple. When "Blue" is called, that group only does a task e.g. jumping jacks. When "Red" is called, the other group does a task. When "Purple" is called, both groups do the task.

Jumping jacks
High knee raises
Hopping on either leg

Frog leap on the spot
Stretch to the ceiling and bend to touch toes

Variation: Student leaders call out the tasks based on a theme. (e.g., basketball free throw, golf swing, tennis serve). Assign the number of times the task is done i.e., 5 jumping jacks. Repeat with other colour combinations.

CURRICULUM LINKS:



The Arts: Visual Arts

Grade 2: Describe how the secondary colours can be created by mixing the primary colours (red and blue make purple)



The Arts: Drama and Dance

Grades 1/2: Demonstrate ability to move and control of their bodies in space and time

▶ Remember high and low spatial levels.



EQUIPMENT: None

Going On A Safari



Walk around the class and change direction on command.

Walk at various speeds – extra slow is always fun.

Walk heavily, loudly, softly, on tiptoes, with long strides, or with tiny steps.

Now walk through the jungle as:

Explorer

Fox

Panther

Snake

Antelope

Monkey

Bird

Tarzan

Variations: Change themes for the walk i.e., farm, ocean, outer space. Add descriptors. i.e., frightened antelope. Add directions of the compass while walking to positions in the classroom i.e., all monkeys go north to the door.

CURRICULUM LINKS:



Mathematics: Geometry and Spatial Sense

Grades 2/3: Describe specific locations in the classroom (i.e., beside, to the right of, across)



Social Studies: Map, Globe, and Graphic Skills

Grades 1/2/3: Cardinal directions, various communities, relative locations, vocabulary (i.e., front, near, far)



Language Arts: Writing

Grade 2: Use adjectives appropriately for description



EQUIPMENT: CD player, DPA CD

CD Track # 5

Shake My Sillies Out!



Students perform actions to the song by Raffi “Shake My Sillies Out” (e.g., shake, clap, jump, etc. according to the song).

Variations: Student leaders suggest other movements that can be done during the song. Select other call out songs (i.e., Itsy Bitsy Spider, Wheels on the Bus, Hokey Pokey, Head and Shoulders, Rockin’ Robin).

CURRICULUM LINKS:



The Arts: Music

Grades 1/2/3: Communicate response to music in a variety of ways



The Arts: Drama and Dance

Grades 1/2/3: Communicate understanding of works in drama and dance through movement



Language Arts: Writing

Grade 3: Correctly use verbs



EQUIPMENT: CD player, DPA CD
CD Track # 6

Popcorn



Students move to the music like popcorn.

Students keep “popping” for the entire song.

Vary the kind of jumping – one foot, two feet, jumping forward, jumping backward, feet out and in.

Variation: Use other pieces of music with a quick tempo.

CURRICULUM LINKS:



The Arts: Music

Grades 1/2/3: Identify the beat, rhythm, melodic contour (or shape), dynamics, and tempo in familiar pieces of music



The Arts: Drama and Dance

Grades 1/2: Demonstrate the ability to move and control their body in space and time



Mathematics: Patterning and Algebra

Grades 1/2/3: Identify, create, and extend repeating, growing, and shrinking patterns found in real-life contexts



EQUIPMENT: CD player, DPA CD
CD Track # 7

Animal Relay



Use an area in the classroom where students can move from one side to the other.

Line up students in teams of three or four. One student from each team moves to one end of the room and back like the animal called.

Teacher calls out the next animal selection after the whole team has finished.

As students wait their turn, they move on the spot.

Kangaroo / Horse / Flamingo / Frog / Three legged dog / Monkey

Variation: Try a silent animal race (i.e., show pictures or point to a posted list of animals).

CURRICULUM LINKS:



Science and Technology: Life Systems

Grade 2: Investigate the physical and behavioural characteristics of different animals



Health and Physical Education: Fundamental Movement Skills

Grades 1/2/3: Travel, change, and combine different kinds of locomotion/travelling movements

▶ **Have students bring in a picture of an animal.**



EQUIPMENT: CD player, DPA CD
CD Track # 8

5 Card Snap



Students move on the spot while five playing cards are distributed face down to each student. Teacher determines a value for the face cards. Use the Jokers as a pass card or wild card. Teacher calls out an activity while students turn over the first card leaving it face up. Students perform the number of repetitions corresponding to the value of their card.

Students move on the spot for the entire activity while waiting for the next instruction.

- Serve a tennis ball
- Shoot an arrow
- Swing a baseball bat
- Do the Funky Chicken
- Swim forwards/backwards
- Volley a balloon
- Shoot a basketball

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2: Demonstrate the ability to move and control their body in space and time



Health and Physical Education: Active Participation

Grades 1/2/3: Participate in moderate to vigorous physical activity for 5 to 10 minutes



EQUIPMENT: CD player, DPA CD
CD Track # 9

Make Yourself



Teacher leads students in a variety of commands and actions. Students start by moving on the spot.

Teacher calls out activity and students do activity for 10 seconds then return to moving on the spot.

- Make yourself as tall as you can (wide, short, narrow, big)
- Make yourself like a blender, a vanilla shake
- Make yourself look goofy
- Make yourself into a ball
- Make yourself look like popcorn
- Make yourself tall on one side only then try the other side
- Make yourself into a twisted pretzel
- Make yourself into a ball but hide your hands, toes and nose
- Make yourself into a great statue, a robot, a marching band
- Make yourself look like a limp rope, lean far forward, far backward
- Make your (leg, arm, foot, ankle, head) move in circles.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2: Demonstrate the ability to move and control their body in space and time.



EQUIPMENT: CD player, DPA CD
CD Track # 10

Twisterama



Teacher leads students in a variety of commands and actions.

Students and teacher create a variety of different body movements using different parts of the body. Students move on the spot after each action.

- Touch your elbows together
- Cross your hands and your feet
- Touch your thumb to your elbow
- Stand with your feet apart then spin around
- Touch the top of your head with one hand and your knee with the other hand then switch

Use Rhymes to make movements:

Head, shoulders
Knees and toes
That's the way
It really goes

Knees, toes
Head and shoulders
I can push
A big boulder

Toes, head,
Shoulders, knees,
I can sway
Like the trees

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2: Demonstrate the ability to move and control their body in space and time

Grade 1: Communicate their responses to a variety of stimuli (e.g. nursery rhymes, poetry, stories, picture books) by using elements of drama and dance (e.g. chanting in a group, movement)



EQUIPMENT: CD player, DPA CD
CD Track # 11

Be Anything



Students start by marching on the spot and when a command is given they jump into a frozen position representing an action, or statue. Leader calls out the frozen action.

Telephone pole

Quarterback throwing a football

Race car driver

CN Tower

Lightening bolt

Baseball pitcher

Mountain climber

Stanley Cup

Grow like a flower

Variation: Have students create a wall chart of frozen positions. Student leads the activity calling out the positions.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2/3: Demonstrate the ability to move and control their body in space and time

Grade 1: Describe some basic ways in which the body can be used in space and time (e.g. freezing in position to look like a statue)



EQUIPMENT: CD player, DPA CD
CD Track # 12

Relay This



Students are divided into relay groups and given five objects.

Students begin by moving on the spot.

On command, they pass an object from front to back.

When the object gets to the back of the group, the last student moves quickly to the front of the line to initiate the next command.

- Pass the first object with left hand only
- Pass the second object with right hand only
- Pass the third object under the legs only
- Pass the fourth object back over the head only
- Roll the fifth object through all the legs of all the group

Variation: Moving on the spot could include jumping jacks, stride jumps or marching.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication

Grades 1/2/3: Apply the rules for working with others



Health and Physical Education: Active Participation

Grades 1/2/3: Communicate positively to help and encourage others

- **Using a variety of objects:** ping-pong ball, rubber chicken, volleyball, tennis ball, bean bag, frisbee, etc.



EQUIPMENT: 5 objects per group, CD player, DPA CD
CD Track # 13

Captain Of The Ship



Students stand by their desks and the teacher/ leader calls out boat actions to be followed.

- Iceberg = Freeze
- Man overboard = Practice throwing out a safety line or flotation device
- Swim = Swimming motions i.e., front crawl, back stroke, frog, dog paddle
- Abandon ship = Action of jumping off the boat with hands over head in a diving motion
- Mop the deck = Students pretend to be using a mop as they swab the deck
- Walk the plank = Three large steps forward followed with a big jump
- Drop the anchor = Quickly sit on the floor
- Land ho! = Hand in the air waving while holding other hand on forehead, squinting to see land
- Off the port bow = Students stand with feet together and begin to lean as far left as possible
- Off the starboard bow = Students stand with feet together and begin to lean as far right as possible
- Fog horn = Students stand straight and turn slowly 360° making a fog horn sound

Variations: Students can make up their own commands. Have the commands obeyed in repetitions of three to five. Create a word wall of commands. Students can be moving while waiting for instructions.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication

Grades 1/2: Use appropriate gestures to communicate wishes and needs



Health and Physical Education

Grades 1/2/3: Travel, change, and continue kinds of locomotion/travelling movements



EQUIPMENT: CD player, DPA CD

CD Track # 14

You Know You Can Dance



Students stand beside desks. Teacher reviews simple routines based on familiar dances. Teacher calls out the name of a dance routine. Students perform routines on the spot.

- Twist (twist using legs and hips)
- Swim (use various swimming strokes)
- Locomotion (move like a train)
- Hippy Hippy Shake (shake body frantically)
- Mash Potato (with feet apart, move arms up/down)
- The Jerk (make jerking motion from the hips while using your arms)

CURRICULUM LINKS:



The Arts: Drama and Dance

Grade 1/2/3: Create short dance pieces



The Arts: Music

Grades 1/2/3: Communicate their response to music through creative movement

► Use other dances e.g., *The Robot, Macarena, Chicken Dance, Moon Walk.*



EQUIPMENT: CD player, DPA CD
CD Track # 15

Move Like Nature



Students stand beside their desks and do actions to commands given.

THUNDER STORM

CALLER

It's raining hard

It's raining harder

It's really raining hard

I hear lightening

I hear thunder

It's raining softly

STUDENT ACTION

Students march

Students march faster

Students run on the spot pumping arms back and forth

Students clap hands while running on the spot

Students yell "Boom" while running

Students slow down, marching deliberately and slowly until the rain stops

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2/3: Identify and use key elements of drama and dance in exploring source materials (e.g., move at different speeds and levels to music or to words of a poem)

Grade 2: Perform a "soundscape" or sound collage based on a theme or topic studied in another area of the curriculum (e.g. portray wind and moving water studied in science)



EQUIPMENT: CD player, DPA CD
CD Track # 16

Moving Name Game



Students develop a motion for each syllable in their first and last names. Jennifer has three syllables so as she says her name Jenn-i-fer then she makes an action for each syllable in her name. Jennifer leads the class in the actions of her first and last name.

Have each student lead the class in the movements of his/her name.

Movements

- *Jumping Jack*
- *Squat*
- *Bend at waist with circle movement*
- *Jump to the ceiling like a pencil*
- *Star jump*
- *High leg kick with hands on hips*
- *Touch your toes*

Variation: Students can generate a word wall of actions.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2/3: Demonstrate the ability to move and control their body in space and time



Language Arts: Writing

Grade 3: Divide words into syllables

- ▶ *Twenty students need about ten minutes to go through the movements.*



EQUIPMENT: None

Nose, Nose, Nose, Mouth



Students find a partner and stand facing each other. One partner, the leader, says the call-out phrase, “Nose, Nose, Nose, Mouth” while touching the corresponding body part. The other partner repeats the call-out phrase and follows the movement pattern, simultaneously touching the correct body parts. The leader repeats the call-out phrase while touching other body parts. (e.g., shoulder, shoulder, shoulder, head). The partner tries to match the sequence of the touches while repeating the call-out phrase (Nose, Nose, Nose, Mouth). The game continues until the leader or follower makes a mistake. Switch leaders after three sequences.

Variations: Game can be played in a small circle as is the Japanese game called Hana, Hana, Hana, Kuchi. Change the call out phrase i.e., knees, knees, knees, toes.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication
Grades 1/2/3: Follow teacher's instructions



Mathematics: Patterning and Algebra
Grade 2: Identify, describe, extend, and create repeating patterns in real-life contexts

► **Hana, Hana, Hana, Kuchi!**

The game always uses the same call-out phrase. Watch the leader's movements closely!



EQUIPMENT: CD player, DPA CD
CD Track # 17

Waiting For The Train



Students generate a written list of “on the spot activities” they could perform while waiting for a train. (i.e., hops, stand on toes, jog on the spot, twists, wave their arms in the air – high, low, medium activities). Students move around the open space in a variety of ways i.e., sideways, slide steps, small steps with high knee lift. When teacher calls out, “Waiting for the Train!”, the students choose an activity from the generated list. Repeat this procedure several times. Each time they wait for the train they must select a new activity to perform from their list.

- Twist and Shout movements (*from the Chubby Checker song*)
- Touch the floor then reach for the sky
- Single leg hops, alternate feet
- Wave good bye with arms over head, at waist level and low to the ground, creating a circle as you wave
- Two foot hops on the spot
- Jumping jacks

Variation: Have students spell out train sounds (hiss, clunk, toot, chug) while doing the actions.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 1/2: Demonstrate an ability to move and control their body in space and time



Language Arts: Writing

Grades 1/2: Correctly spell words identified by the teacher

► **Take this activity into an alternate space**
(e.g., the hallway, outdoors).



EQUIPMENT: CD player, DPA CD
CD Track # 2



JUNIOR Activities

Action Spelling



Students create a wall chart with actions to vowels.

Class stands and moves on the spot.

When a word from spelling list (generated from a variety of sources) is given, the class spells the word.

When a vowel is said, the class acts out the action from the created chart.

- A - Touch toes
- E - Stride jump
- I - Knee bend
- O - Knee lifts – each leg
- U - Jump on the spot

Variations: Have students do actions for the consonants. Try Action Math. The class is given two numbers to multiply. If the answer is even, they do an action. If the answer is odd, they do a different action.

CURRICULUM LINKS:



Language Arts: Writing

Grades 4/5/6 : Use and spell correctly the vocabulary appropriate for the grade level



Mathematics: Number Sense and Numeration

Grade 4: Multiply to 9×9 and divide to $81 \div 9$

► Remember to step away from your desk and mind personal space.



EQUIPMENT: Chart with vowel actions

Desk Dice



Students stand and move on the spot. Teacher calls out an action and one student rolls the dice. Students remain in their spot and perform the corresponding number of repetitions of the selected fitness activity. Once completed students continue moving on the spot. Quickly pass dice so class is continuously moving and many students get a chance to roll the dice.

- Star jumps
- Stride jumps
- Jumping jacks
- Alternate leg jumps

Variations: Students get to call out an activity on their roll of the dice. Create dice with actions on them so two sets of dice are rolled to get the number of repetitions and the activity.

CURRICULUM LINKS:



Mathematics: Data Management and Probability

Grade 4: Predict the frequency of an outcome in a simple probability experiment, conduct the experiment, and compare the results



Health and Physical Education: Active Participation

Grades 4/5/6: Improve personal fitness levels by participating in vigorous physical activities for sustained periods (10-15 minutes)



EQUIPMENT: Set of Dice. CD player, DPA CD
CD Tracks # 7, 8, 13

Human “Rock, Paper, Scissors”



Divide the class into partners and review the actions (listed below).

Instructor calls out the start.

Students jump on the spot two times.

On the third jump, students perform one of these three actions:

- Rock = crouch down low and touch floor
- Paper = Stand tall with arms stretched wide and legs in an open stance
- Scissors = Stand tall with arms crossed above head and legs crossed

Rock beats scissors, paper beats rock, and scissors beats paper.

Students continue to jump on the spot until instructor calls for a movement to a new partner.

Continue for ten minutes.

Variation: Students can keep score of how many challenges they win.

CURRICULUM LINKS:



Mathematics: Data, Management and Probability

Grade 4: Predict the frequency of an outcome in a simple probability experiment, conduct the experiment, and compare the results



EQUIPMENT: CD player, DPA CD
CD Track # 7

Crazy Chicken



Divide class into 2 to 4 groups.

Line up each group in single file.

Give each group a rubber chicken.

On a signal the first student in line passes the chicken between her/his legs to the second student who passes the chicken over his/her head to the next student.

This over and under sequence continues until the chicken reaches the last student in line.

The last student in line returns the chicken to the front of the line and becomes the new leader.

Variation: Movement from back of line to front is done in a manner other than walking.

CURRICULUM LINKS:



Language Arts: *Oral and Visual Communication*

Grades 4/5/6: *Contribute and work constructively in groups*

► **Why did the chicken cross the road?**
To get to the other side.



EQUIPMENT: 4 Rubber Chickens or other equipment, CD player, DPA CD
CD Track # 8

On The Spot Questions



Divide class into 4 – 6 groups. Each group selects a spokesperson.

All groups start by jogging on the spot.

Teacher asks one group a question based on the curriculum.

If the group answers the question correctly, all the other groups must do an assigned task selected by the teacher. Responding group jogs on the spot. If the group does not answer correctly, they must do the assigned task while the other groups jog.

- Stomach crunches with arms extended
- Push ups
- Jumping jacks
- Vigorous running on the spot for ten seconds
- Large arm swings in circles forward then backwards—left arm then right arm then both arms together

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 4/5/6: Improve personal fitness levels by participating in vigorous physical activities for sustained periods (10-15 minutes)



EQUIPMENT: Chart of physical activities

Math Match



Teacher distributes equation cards and the corresponding solution card to different students in the class. Each equation card will have one answer card. Students begin by moving on the spot (hopping, skipping, jogging) continuously exchanging cards with other students. On a signal, students look for the match for their card, i.e., $5 \times 7 = \underline{\quad}$, finds answer card: 35.

When they find their match, partners complete a fitness task which is found on the back of the solution card, i.e., five jumping jacks. On a signal, students begin moving around the room, in a different way, continuing to exchange cards again.

Variation: Have cards that reflect other curriculum areas i.e., capital with provinces, food groups, prepositions with phrases.

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 4/5/6: Improve personal fitness levels by participating in vigorous physical activities for sustained periods (10-15 minutes)



Mathematics: Number Sense and Numeration

Grade 4: Multiply to 9×9 and divide to $81 \div 9$

► Remember to move around the room carefully. Heads up!



EQUIPMENT: Equation/solution cards,
CD player, DPA CD
CD Tracks # 1, 7, 8, 13

Fitness Shake Up



Create 6 different fitness activities – 2 tasks per colour.

For each task assign a number of repetitions. Use only three numbers for the repetitions so each number will only appear twice in total.

Students will start by moving on the spot. Teacher will call out either a colour or a number. Students must either choose a task from the two colour choices or a task from the two number choices.

e.g., If red is called, students choose one of the two red tasks.
If five is called, students choose one of the two tasks numbered 5.

Students continue to move on the spot between activity selections.

Red: stand up sit downs – 10

Red: stride jumps – 5

Blue: alternate knee lifts – 8

Blue: tuck jumps – 5

Green: jump out and cross legs – 10

Green: high knee lifts alternating legs – 8

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 4/5/6: Improve personal fitness levels by participating in vigorous physical activities for sustained periods (10-15 minutes)



EQUIPMENT: 3 coloured markers,
chart on flip chart stand

Shipwrecked



Review ship related terms which will become the commands.

Teacher/Student leader acts as captain and calls out commands for students to follow.

Students perform these tasks on the spot.

- Bow – move to face the front of the class
- Stern – move to face the back of the class
- Starboard – hop on right leg
- Port – hop on left leg
- Mop the Deck – pretend to stretch out and mop a ship's deck
- Walk the Plank – take three hops forward on both legs
- Jellyfish – shake their arms and legs in the air
- Crow's Nest – hop on the spot with both hands flapping in the air (above the head)

Variation: Give students opportunity to add or change commands of the ship, cruise line, airplane, bus, etc.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication

Grades 4/5/6: Follow instructions



Health and Physical Education: Fundamental Movement Skills

Grades 4/5/6: Perform locomotion/travelling skills in combination

► **Try this activity in the foyer, atrium or hallway.**



EQUIPMENT: CD player, DPA CD
CD Tracks # 2, 7, 13

Monte Carlo



Students start by moving on the spot. Teacher calls out an activity.

Teacher moves around the class and has a student select a card.

Students perform the activity in repetition to the value of the card drawn.

Cards have a repetition value. Face cards are ten; joker is any number you choose. Rest of cards equal the value of what is on the card.

Students continue to move on the spot after the task is completed and while waiting for the next selection.

- Jump and turn 360°
- Right leg lunge
- Left leg lunge
- Do the twist as you move down to the ground and come back up
- Squat down low to the floor then jump straight up and stretch arms toward ceiling

Variation: Have students create their own activities. Tasks can be theme based. i.e., transportation, weather, “Medieval Times”.

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills
Grades 4/5/6: Perform locomotion/travelling skills in combination

► **Remind students about personal space.**



EQUIPMENT: Deck of cards,
activity chart

Have You Ever?



Each question will have a fitness task and a number of repetitions to be completed.

Students start by moving on the spot.

Teacher calls out, “Have you ever _____?”

If the student answers “Yes”, he/she stays moving on the spot.

If the answer is “No”, the student must perform the assigned task.

Students continue to move on the spot while questions are asked.

- Have you ever done 10 push ups on a horse ?
- Have you done 10 jumping jacks in Manitoba ?
- Have ever gone hopping with a rabbit ?
- Have you ever shot pucks with a Toronto Maple Leaf ?

Variation: Have each student generate 10 questions that they can ask class. Base the questions on curriculum, i.e., Have you danced with electrons?

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills

Grades:4/5/6: Perform locomotion/travelling skills in combination



EQUIPMENT: List of teacher prepared questions

Add On



Students begin by moving on the spot.

First student says her/his name and demonstrates a favourite physical activity.

Class does the activity.

Next student chosen says her/his name and selects his/her favourite physical activity.

Class now does the first activity plus the second activity.

Third person now contributes in the same way and so on.

Keep going until all students have contributed or shared an activity.

(Activities can be repeated).

Variation: Use a theme i.e., Star Wars – Yoda stride jump, Chewbacca jumping jacks.

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills

Grades 4/5/6: Perform locomotion/travelling skills in combination

► **Do this activity in a circle, square or in small groups.**



EQUIPMENT: CD player, DPA CD
CD Track # 7, 8, 13

My Shadow



Students find a partner and decide who is A and who is B.

Play music.

Students start moving on the spot.

Teacher calls out A or B and that student leads the other in a series of actions.

Second student must mirror the actions of the leader.

Teacher calls out A or B again to switch leader.

Variations: Remind students to use all spatial levels – low movements, medium or high. Remind students to be creative – move in different directions, make the movements a sequence. Switch partners when music stops.

CURRICULUM LINKS:



Mathematics: Geometry and Spatial Sense

Grade 4: Identify, perform, and describe reflections using a variety of tools



Health and Physical Education: Fundamental Movement Skills

Grades 4/5/6: Combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels



EQUIPMENT: CD player, popular or DPA CD
CD Track # 7, 8, 13

Who Has The Ball?



Students start by moving on the spot. Introduce the object to be passed around.

When teacher calls out, “*Who has the ball?*”, students stop moving.

Student with the ball leads class in a physical activity for a ten count.

Students move on the spot and begin to pass the object around again.

- Burpees
- Crunches
- Stride jumps
- Alternate hands touching toes
- Deep knee bends then leap to the ceiling

Variations: Post an activity list on the wall for students to choose from. Have two or three objects going around the room at the same time so there are multiple leaders. Students get to choose who they follow. Use music as they move on the spot. Stop music instead of saying “Who has the ball?”

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills

Grades 4/5/6: Combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels



EQUIPMENT: Rubber Ball, pig or chicken, CD player, DPA CD
CD Track # 13

Fitness Cards



Create six fitness task cards and post them around the classroom in open areas.

Divide students into six groups and assign each group to a station.

Students work at their stations for two minutes. A signal is given to move to the next station.

- Station #1 – Jump and touch wall
- Station #2 – Stand up/Sit down
- Station #3 – Jump and Twist
- Station #4 – “Can-Can” kicks (space permitting)
- Station #5 – Jog on the spot with arm circles
- Station #6 – Alternate knee lifts

Variations: Play music to start and stop the activity at a station. Students can use a fitness log after activity to chart progress over a period of time. Vary station name and activities to fit themes or units of study.

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 5/6: Assess progress in fitness-enhancing activities at regular intervals



Mathematics: Data Management and Probability

Grades 4/5/6: Collect and organize discrete or continuous primary data and display data on charts, tables, and graphs



EQUIPMENT: Fitness task cards

Tambourine Move



Students stand.

Students move around in time to the beat of the tambourine.

Teacher or student leader changes the tambourine beat and tempo.

- Hopping
- Jogging
- Walking
- Skipping to the beat

CURRICULUM LINKS:



The Arts: Music

Grades 4/5/6: Communicate response to music in ways appropriate for the grade (e.g. creative movement)

Grades 4/5: Create and perform music, using a variety of sound sources

► Use other instruments or body percussion (e.g. snap fingers or clap hands).



EQUIPMENT: Tambourine or other instruments
CD player, DPA CD
CD Track # 7

Vertical Jump



Secure measuring tapes on the wall in different locations in the classroom.

Divide class into 4 groups. Students move around the classroom in a variety of ways other than walking (e.g., hopping, skipping, marching). When they get to a station they must jump to try and reach beyond the marker. Students can track progress.

Post on board or under each marker.

- Tape A – jump with both feet
- Tape B – jump off one leg
- Tape C– jump and twist.
- Tape D – must jump and touch with both hands

CURRICULUM LINKS:



Mathematics: Measurement

Grade 4: Estimate, measure and record length

Grades 4/5/6: Select and justify the appropriate metric unit to measure length



Health and Physical Education: Fundamental Movement Skills

Grade 6: Jump for height (e.g., vertical wall jump)



EQUIPMENT: 4 measuring tapes
 CD player, DPA CD
 CD Track # 7

Poetic Dance



Teacher reads poem aloud while students do actions indicated in the poem.

Danny O'Dare, the dancing bear,
Ran away from the County Fair,
Ran right up to my back stair
And thought he'd do some dancing there,
He started jumpin' and skippin' and kickin'
He did a dance called the *Funky Chicken*,
He did the *Polka*, he did the *Twist*,
He bent himself into a pretzel like this.
He did the *Dog* and the *Jitterbug*,

He did the *Jerk* and the *Bunny Hug*
He did the *Waltz* and the *Boogaloo*,
He did the *Hokey-Pokey* too.
He did the *Bop* and the *Mash Potato - er*,
He did the *Split* and the *See Ya Later*.
And now he's down upon one knee,
Bowin' oh so charmingly,
And winkin' and smilin' – it's easy to see
Danny O'Dare wants to dance with me!

Variation: Encourage students to lead the song, choral read or make up poems.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 4/5/6: Interpret and communicate the meaning of stories, poems, plays and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques

Grade 6: Interpret and communicate the meaning of novels, scripts, legends and fables and other material drawn from a variety of sources and cultures, using a range of drama and dance techniques and evaluate the effectiveness of the techniques



EQUIPMENT: None

Mirror The Compass Leader



Select four students. Designate a student to stand at either the north, east, south or west side of the classroom.

Class faces the north leader and follows his/her actions (see below for suggested actions).

After two or three actions, class turns a quarter turn to face east. East leader leads class in new actions. Continue this quarter turning, following the directions of each new leader.

- Skip on one leg for four counts then alternate
- Touch toes then reach for ceiling do this four times
- Run quickly on the spot for a count of four
- Hands and arms straight out from body, bend your knees and slowly go down into a sitting crouch, slowly rise – four times

Variation: Have students select their own activities. i.e., motions of a swimmer, variety of jumping motions.

CURRICULUM LINKS:



Social Studies: Map, Globe, and Graphic Skills

Grade 4: Use the cardinal and intermediate directions, non-picture symbols, and colour on a map to locate and describe physical regions



Mathematics: Geometry and Spatial Sense

Grade 4: Identify, perform, and describe reflections

Grade 6: Identify, perform, and describe rotations of 180° and clockwise and counterclockwise rotations of 90°



EQUIPMENT: None

Colour My World



Students start by moving on the spot.

Teacher holds up different coloured cards which indicate the different tasks required of students.

Teacher gives no verbal indication of change, just holds up the coloured card.

Red = move on the spot quickly

Purple = move fingers

Yellow = add arm movements

Orange = flex arms

Blue = change spatial levels

Green = arm movements stay the same but leg movements change

Variations: Have students select actions. Actions could be based on a theme or classroom unit i.e., animal unit, sport actions. Coloured paper could have numbers of repetitions needed to complete task.

CURRICULUM LINKS:



Visual Arts

Grade 5: Identify the three pairs of complementary colours (red & green, purple & yellow, blue & orange)



Health and Physical Education: Fundamental Movement Skills

Grades 4/5/6: Perform a combination of locomotion/travelling movements



EQUIPMENT: Red/green/yellow/purple/blue/orange construction paper & markers, CD player, DPA CD
CD Track # 4, 13

My Bonnie Lies Over The Ocean



Students start sitting in their chairs. Teacher leads the class in the song – “My Bonnie Lies over the Ocean” (Scottish Traditional). When a word that starts with the letter “B” is sung, everyone stands up. When the next word starting with the letter “B” is sung, everyone sits down. Continue the pattern changing the tempo of the song.

My Bonnie lies over the ocean (stand)

My Bonnie lies over the sea, (sit)

My Bonnie lies over the ocean (stand)

Oh, bring back my Bonnie to me ! (sit, stand, sit)

Bring back, bring back, (stand, sit, stand, sit)

Oh, bring back my Bonnie to me, to me (stand, sit, stand)

Bring back, bring back, (sit, stand, sit, stand)

Oh, bring back my Bonnie to me. (sit, stand, sit)

CURRICULUM LINKS:



The Arts: Drama and Dance

Grade 5: Rehearse and perform drama and dance presentations drawn from novels, poems, stories, and other source materials



Health and Physical Education: Fundamental Movement Skills

Grades 4/5/6: Perform a combination of locomotion/travelling movements



EQUIPMENT: None



INTERMEDIATE

Activities

Action Cards



A leader is chosen.

Five cards are distributed face down to each student.

Students start by moving on the spot. Students turn over one of the cards and then leader calls out an activity. Students perform the number of repetitions corresponding to the value of their own card.

Continue moving on the spot until all students have completed their activities.

- Swimming strokes (front crawl, back crawl, elementary back, butterfly)
- Shooting a basketball (free throw, jump shot)
- Volleying a volleyball
- Shooting an arrow
- Serving a tennis ball
- Bowling

Variations: Have students create their own actions. Face cards can have any agreed upon value. Jokers can be used as a pass from the activity round.

CURRICULUM LINKS:



Mathematics: Data Management and Probability

Grade 8: Compare, through investigation, the theoretical probability of an event with experimental probability, and explain why they might differ



Health and Physical Education: Fundamental Movement Skills

Grades 7/8: Combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels



EQUIPMENT: 3 or 4 decks of cards

Ten Up And Down



Teacher/Students select five physical activities.

Students begin jogging on the spot for 10 seconds. Leader calls out the first action.

Students perform 10 repetitions. Students then jog on the spot for 20 seconds. Leader calls out the second action. Students perform 10 repetitions, then jog for 30 seconds.

Continue until all five of the activities are completed and the students are up to 50 seconds of jogging.

Continue the procedure decreasing the amount of jogging by ten seconds after each activity.

- Jumping jacks
- High arm punches
- Jump with a 360° twist
- High knee lifts while marching
- High leg kicks

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 7/8: Improve personal fitness levels by participating in vigorous physical activities for sustained periods (10-15 minutes)



EQUIPMENT: Wall chart with selected activities
CD player, DPA CD
CD Track # 7, 13

Who's The Leader?



Teacher selects a “Guesser” and this person leaves the room.

Teacher then selects a leader. The class forms a circle.

The guesser is called back into the room not knowing who the leader is.

Students follow the actions of the leader.

The guesser is the only person free to move around the classroom while following the actions of the class and must try to figure out who the leader is.

The leader changes the actions frequently and the rest of the class follows the directions trying not to look at the leader.

Once the leader has been identified, choose a new leader and guesser.

Variations: Have multiple guessers to improve group work. Use themes: jungle animals, sports, transportation

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills

Grades 7/8: Combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels



EQUIPMENT: CD player, DPA CD
CD Track # 7, 13

Buddy Up!



Students find a partner.

Both partners start by jogging on the spot.

Teacher calls out a series of commands for a set amount of time (e.g., one minute).

Students then change partners and a new command is given.

- Elbows – Link elbows with partner and skip in a small circle.
- Knee Box – Partners face each other and try to touch each other's knees with hands.
- Body Builders – Stand and face your partner and pretend you are a muscle bound weight lifter posing for a contest. Mirror your partner's poses. Take turns striking a pose.
- Action Sports – One partner mimics the actions of a particular sport and the partner mirrors them. Switch leader.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 7/8: Assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources and diverse cultures



Mathematics: Geometry and Spatial Sense

Grades 7/8: Identify, through investigation, real-world movements that are translations, reflections, and rotations



EQUIPMENT: CD player, DPA CD
CD Track # 8, 13

Driving 101



Students stand and begin to drive around space slowly.

Teacher calls out cues from cards.

Students respond quickly and perform the actions of the cues.

- Speed Limit – walk at normal speed
- Bumpy Road – skip
- Narrow Road – gallop
- Highway – run
- Flat Tire – hop on one foot
- Raining Heavily – jumping jacks
- Traffic Jam – three push ups then return to Speed Limit
- Stuck in the Mud/Snow – run on the spot
- School Zone – walk slowly in an exaggerated manner
- Construction – leap over potholes
- Ambulance – move quickly to closest wall and jog in place

Variations: Teacher can show cards instead of verbal cues. Students must show international left/right signals when moving about.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication

Grades 7/8: Listen attentively to organize and classify information



EQUIPMENT: Cue cards created by teacher
CD player, DPA CD
CD Track # 8, 13

▶ Use an alternate space (e.g. the hall).

15 Seconds “Go”



Students stand and start to jog on the spot, rolling their shoulders.

An activity is called and explained by the teacher.

Students do the activity for 15 seconds and return to jogging on the spot.

- Two foot hops
- Lunge steps alternating legs
- Stride jumps
- Deep knee bends then jump toward ceiling
- Jumping jacks
- High knees

Variation: Have students create and post a list of activities. Number the activities and call out a number when it comes time to change the activity.

CURRICULUM LINKS:



Mathematics: Patterning and Algebra

Grades 7/8: Represent linear growing patterns (Increase each activity by doubling or tripling the previous time)



Health and Physical Education: Fundamental Movement Skills

Grade 7: Move to external stimuli, using a variety of steps, sequences, and hand actions

► *Take the students outdoors when possible.*



EQUIPMENT: None

30/30



Students stand and begin jogging on the spot.

On command they do an action as quickly as they can for 30 seconds.

On command they do the same action as slowly as they can for 30 seconds.

Continue, changing the activity for each break of one minute.

Students always jog on the spot while the new task is being explained.

- Skipping on the spot
- Jumping jacks on the spot
- Stride jumping on the spot
- Alternate leg kicking on the spot – “Can-Can” style
- Jogging while punching the air

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 7/8: Improve or maintain fitness levels by participating in vigorous fitness activities for substantial periods of time (15 minutes) without undue fatigue

▶ ***Remind students about personal space.***



EQUIPMENT: None

Principal's Coming



Students stand. On command they perform the actions listed below.

Commands are based on getting up and down from their chairs.

- Principal's coming – sit in chair with hands folded, keeping feet moving vigorously
- Recess – jump up and run on the spot
- Rest – stand and do easy side kicks alternating left leg then right leg
- Teacher's coming – sit in chair, raise one hand above head and keep feet moving
- Forgot homework – stand and place both hands on head while moving on the spot
- Field trip – bounce up and down on chair pretending to be on the bus

Variation: Create a list on chart paper and only point to the commands. No verbal instructions.

CURRICULUM LINKS:



Language Arts: Oral and Visual Communication

Grades 7/8: Listen attentively to organize and classify information and to clarify thinking



EQUIPMENT: Chairs
CD player, DPA CD
CD Track # 8

Playing Cards



Students stand and begin walking around the room, trying not to touch anyone or anything.

Leader calls out a student's name.

That student calls out an action, then selects a playing card from the deck.

Student calls out the number on the playing card and all the students do the activity that number of times.

Face cards are repetitions of ten. Joker is any number including a free pass.

- Shoulder rolls
- Alternate arm reaches toward the ceiling
- Legs apart and alternate touching of toes with hands
- Stretch up from toes, lift arms high above head and balance on toes
- Box step: step right, step back, step left, step forward

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills

Grade 7: Move to external stimuli, using a variety of steps, sequences, and hand actions

► *Use sport actions*
(e.g. basketball lay-up,
archery release, tennis serve).



EQUIPMENT: Deck of cards, chart or activities

Get Your Groove On



Divide the class into groups of 6 or 8 students. Students stand in a circle.

One student is selected to start the routine. Music begins and the starter selects an action.

Group repeats it for an eight count. Student to the left adds an action and the group repeats the first and second actions.

Actions may be repeated. Continue until everyone in the group has added actions and repeated the sequence.

Variations: See how many actions in a row the group can remember. Work in smaller groups.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 7/8: Create dance pieces using a variety of techniques

Grades 7/8: Produce work as a member of an ensemble



Language Arts: Oral and Visual Communication

Grades 7/8: Contribute and work constructively in groups



EQUIPMENT: CD player, DPA CD
CD Track # 8, 13

Precise Dice



Divide the class into groups of 6 or 8 students.

First student rolls the die.

Group performs that student's choice of movement with the number of repetitions based on the die rolled.

Second student rolls the die.

Group performs the second student's choice of movement and repetition number.

Continue until all students in the group have had a chance to roll the die and select a movement.

Variation: Put the entire routine together and present it to the class.

CURRICULUM LINKS:



The Arts: Drama and Dance

Grades 7/8: Produce work as a member of an ensemble

▶ *Use coloured dice to select activity and repetition number.*



EQUIPMENT: 2 dice per group

Whatever!



Students form one large circle or two smaller circles. Play music.

Each student takes a turn leading an action for an eight count.

Students who cannot think of an activity can say aloud “whatever” and the others can pick their own movement for the eight count.

Only one “whatever” per student is allowed.

- High knee lifts alternating leg touch to your elbow
- Karate kick with a lunge step
- Alternate one foot hop with a leg lift
- Two foot jump with a twist
- Arm rolls at chest with high air punches to the beat of the music
- Touch opposite foot behind the body while jogging

Variations: Encourage students to think about their movements while the group is doing their actions. Have students do a combination movement (two or three actions).

CURRICULUM LINKS:



Mathematics: Geometry and Spatial Sense

Grade 8: Identify, through investigation, real-world movements that are translations, reflections, and rotations



EQUIPMENT: CD player, Popular or DPA CD
CD Track # 8, 13

Just Jump



Students stand and begin jogging on the spot.
Leader calls out a command based on jumping.
Students jog between commands.

- Jump using one foot take off
- Jump with a two foot take off
- Jump with an arm swing (left or right arm swing)
- Jump for height by doing explosion jumps using both arms driving up
- Jump with a two arm swing cross over your head
- Jump with a single leg kick
- Jump with a double leg kick
- Jump forward and backward
- Jump side to side

CURRICULUM LINKS:



*Health and Physical Education: Fundamental Movement Skills
Grades 7/8: Perform locomotion/travelling skills in combination*



EQUIPMENT: None

Whistle Warm-Up



Students stand and begin jogging on the spot.

Leader blows whistle in different sequences – one blow, four blows, two blows.

Students do an action based on the number of whistle blows.

- One whistle – do 5 stride jumps
- Two whistles – do 3 lunge steps same leg
- Three whistles – hop on two feet, 8 times
- Four whistles – do six jumping jacks
- One long whistle – return to easy jogging on the spot

Variations: Have students do only one of each action. Blow whistle quickly to encourage continuous movement. Have alternate actions based on a number sequence i.e., even numbers, by 5's etc.

CURRICULUM LINKS:



Health and Physical Education: Fundamental Movement Skills
Grades 7/8: Perform locomotion/travelling skills in combination

▶ **Try clapping or using a different noise making device (bell).**



EQUIPMENT: Whistle, chart of activities

Training Camp



Students stand and do a series of actions to commands based on football or other sports jargon.

Leader calls out signals:

- Stride 10 – Do ten stride jumps with group calling out the numbers, “ONE, TWO, etc...”
- High Fives – Students give a partner high five in the air, while jumping up to slap hands together
- Defensive Back – Students bend into the “sport ready” position (low crouch feet apart) hands up, legs apart, on their toes and start moving their feet rapidly on the spot for a count of five
- Wide Receiver – Students leap into the air as high as they can and yell, “Got it !”

Variations: Create a list of activities so students can recall the actions. Create list of activities for other sports.

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 7/8: Improve or maintain fitness levels by participating in vigorous fitness activities for substantial periods of time (15 minutes) without undue fatigue



EQUIPMENT: CD player, DPA CD
CD Track # 8

Strength or Fitness



Students and teacher create a chart with fitness activities.

Students stand beside their desks. Music starts to play and students move on the spot.

When music stops, leader calls out either “Strength” or “Fitness” and a number which corresponds to an action. i.e., “Strength number 4”, “Fitness number 2”.

Students perform the set task based on the command.

- Strength Activities—desk stretches see next page
- Fitness Activities—chart created by students and teacher

Variation: Change the fitness commands to include integers e.g., fitness -5 or strength +3.

CURRICULUM LINKS:



Mathematics: Number Sense and Numeration

Grades 7/8: Compare, order and represent numbers, including integers



Health and Physical Education: Fundamental Movement Skills

Grade 7: Move to external stimuli, using a variety of steps, sequences, and hand actions



EQUIPMENT: CD player, chart of activities, Popular or DPA CD
CD Track # 7, 8

Strength or Fitness: Desk Stretches



Arm Flex



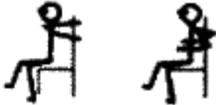
Punching Out
Boxing



Punching Up



Arm Swing Across The Body



Shoulder Flexion



Push Ups



Alternate Toe Touch



V-Sit



Bicycle Action



Thigh Flexion



Alternate Toe Taps



Jumping Jacks



Leg Swings



Squat



Sit Ups



Shoulder Rolls



Lunge Stretch



Leg Stretch



Alternate Knee To Elbow

INTERMEDIATE ACTIVITIES

Over & Under



Students are placed in teams of five to seven members.

Students stand with their group in a straight line jogging on the spot.

First student receives the object.

On command, the first student with the object passes it over his/her head to the person behind.

Second person passes it back to the next student through her/his legs.

When the object gets to the last person, he/she quickly moves up to the front of the line.

Start the passing over and under sequence again.

Students jog on the spot continuously.

Variations: Student who moves forward does an action like hop instead of walk or run. Move the line forward to reach a target. Move the line forward to place the object into a container.

CURRICULUM LINKS:



Language Arts: *Oral and Visual Communication*

Grades 7/8: *Contribute and work constructively in groups*

▶ *Try using a small object like a ping pong ball.*



EQUIPMENT: Rubber pigs or other equipment
CD player, DPA CD
CD Track # 8, 13

Can You Remember?



Student leader is chosen.

Leader stands in front of the class facing students. Students all stand.

Leader selects a physical activity and the number of repetitions and then demonstrates.

Class repeats the action, always one action behind the leader.

Encourage leader to do the actions quickly so class must keep up, one behind the leader. i.e., Leader does jumping jacks, while the class watches. Leader then does air punches while the class does jumping jacks. Leader does twist jumps while the class does air punches.

Sample sequence:

- Two jumping jacks
- Six air punches
- Three twist jumps
- One deep knee bend arms extended

CURRICULUM LINKS:

Mathematics: Geometry and Spatial Sense

Grade 8: Identify, through investigation, real-world movements that are translations, reflections, and rotations



EQUIPMENT: None

On The Spot! Go!



Students stand by desk.

Leader calls “On the spot!” and students begin to march with high knee lifts.

Leader calls “Go” and will use a sequence of jogging, jumping and hopping.

Each action to be performed for 30 seconds for a total of 90 seconds.

Leader then calls “On the spot!” and students return to marching, now adding arm movements. When the leader calls “Go!”, students return to jogging, jumping, and hopping, now including arm movements. Continue this pattern for ten minutes.

Remind students to start each action slowly, gradually increasing speed.

Variations: Have leader add different movements over the ten minute period. Change the 30 second actions.

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 7/8: Improve or maintain fitness levels by participating in vigorous fitness activities for substantial periods of time (15 minutes) without undue fatigue

- ▶ **Arm movements can include:**
hand clapping, air punching, shaking hands in the air, arm swinging, arm rolling, etc.



EQUIPMENT: CD player, DPA CD
CD Track # 8, 13

On/Off



Students stand and march on the spot with high knee lifts for a set period of time (i.e., one minute).

Leader calls out “On”.

Students do the activity quickly for a set time period (i.e., 15 or 20 seconds).

Leader calls out “Off”.

Students return to marching on the spot.

- March on the spot with high arm movements (criss-crosses)
- March on the spot rolling shoulders
- Jog on the spot with high knee lifts
- Do jumping jacks
- Stride jumps with hands on hips

CURRICULUM LINKS:



Health and Physical Education: Active Participation

Grades 7/8: Improve or maintain fitness levels by participating in vigorous fitness activities for substantial periods of time (15 minutes) without undue fatigue



EQUIPMENT: None

Appendix

DPA Safety Guidelines - Various Locations

	Equipment	Clothing and Footwear	Facilities	Special Rules and Instructions	Supervision
Classroom	<ul style="list-style-type: none"> Equipment must be appropriate for age and ability of students and size of classroom. First aid kit must be accessible. 	Running shoes must be worn.	Visually inspect classroom area and check for hazards specific to classrooms. For example: floor surface is conducive for activity (e.g. not slippery and free of all obstacles such as books, backpacks and extension cords on the floor)	Plan for activities which have controlled amount of movement, e.g. running on spot, chair exercises etc.	On site supervision
Multi Purpose Area and Activity Room	<ul style="list-style-type: none"> Equipment must be appropriate for age and ability of students and size of facility. Stationary bicycles, benches, chinning bars, peg boards and other equipment used in fitness activities must be in good repair. First aid kit must be accessible. 	Running shoes must be worn.	<p>Visually inspect multi purpose areas and check for hazards specific to the location. For example: proximity of drinking fountains and trophy cases to the activity.</p> <p>Walls must not be used for turning points or finish lines. A line or pylon could be designated in advance of the wall.</p>	<p>a) Plan for activities which have controlled amount of movement, based on the size of the area e.g. aerobics, mat work, fitness stations, skipping, dance, Avoid ball throwing for distance, dodgeball-type games which are action packed and go end to end (e.g. tag, soccer)</p> <p>b) Where fitness equipment is being used (stationary bike, chinning bar etc) students must be instructed in the proper use of the equipment before using it.</p> <p>c) Keep activity away from drinking fountains etc.</p> <p>d) If the activity room is an open area, student traffic should go around, not through the area.</p> <p>e) Precautions are needed to guard against doors opening into the playing area.</p>	On site supervision
Gymnasium	<ul style="list-style-type: none"> Equipment must be checked regularly and repaired as needed. First aid kit must be accessible. Equipment must be appropriate for age and ability of students. Take responsibility for keeping a neat and clean storeroom where equipment is stored in appropriate shelves and there are safety precautions taken for potentially hazardous equipment, e.g. the safe storage of volleyball poles to prevent falling. 	<p>Running shoes must be worn.</p> <p>Appropriate clothing to be worn e.g. shorts or track pants a t-shirt or sweatshirt.</p>	<p>a) Visually inspect gym for potential hazards.</p> <p>b) Walls/stages must not be used for turning points or finish lines. A line or pylon could be designated in advance of the wall.</p> <p>c) Floor plugs must be in place.</p>	When using sport specific activities in your DPA refer to the sport specific activity page located in your Board's ELEMENTARY CURRICULAR PHYSICAL EDUCATION SAFETY GUIDELINES.	On site supervision

	Equipment	Clothing and Footwear	Facilities	Special Rules and Instructions	Supervision
Outdoors	<ul style="list-style-type: none"> Equipment must be appropriate for age and ability of students. Have a safe way of transporting the equipment to the outdoor location. First aid kit and appropriate means of communication is available. 	<p>a) Appropriate footwear to be worn according to the requirements of the activity: e.g. running shoes, in line skates etc.</p> <p>b) Appropriate clothing to be worn to suit the activity and weather conditions of the day (e.g. autumn, winter, spring, summer conditions). (e.g. hats, toques etc)</p>	<p>Visually inspect outdoor area for potential hazards to your activities, e.g. holes, glass and rocks. Natural obstacles such as trees, goalposts must be identified to students. Severely uneven surfaces must not be used. There must be sufficient turf for proper traction and impact absorption. Be cautious of slippery footing from wet grass as a result of rain/morning dew.</p>	<p>a) Teachers must take in to consideration the outside weather conditions (e.g. heat/ cold/ smog/ rain/ lightning when planning activities..</p> <p>b) Parents and students must be informed of the importance of sun protection (sunscreen, hat) and insect repellent.</p> <p>c) Remind students of the importance of hydration and have accessible a source of water.</p> <p>d) Communicate to the office that you will be outside/location and that you have an appropriate means of communication (student runner, walkie talkies)</p> <p>e) There is access into the school building from your location.</p> <p>f) Attention must be given to: temperature of the day, length of time students have been outside, intensity of activity.</p> <p>g) Students are to run in pairs or groups (use the buddy system if students are out of sight for a short period of time).</p> <p>h) For outside winter activities discuss frostbite and how to recognize and treat.</p>	On site supervision
Community Facility	<p>a) Use equipment appropriate to the size and condition of the facility.</p> <p>b) Have a safe way of transporting equipment to the community facility.</p> <p>c) First aid kit and a suitable means of communication is available.</p>	<p>Appropriate clothing/footwear to be worn to suit the activity (e.g. running shoes, ice skates)</p>	<p>Visually inspect community facility for hazardous conditions.</p>	<p>a) Follow rules and etiquette as outlined by the facility.</p> <p>b) Be familiar with the emergency safety procedures of the facility.</p> <p>c) Ensure there is a suitable means of communication system with the school in case of an emergency.</p>	On site supervision

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