

# Canadian Quality Daily Physical Activities

*80 Activities Adapted for Classroom & Outside*

**Grades 2 - 3**

## **About this book:**

I wrote this book to help engage teachers and students in the idea of being fit for life through play...to not be afraid to have fun while getting fit. I wanted teachers to feel confident in their abilities to introduce physical fitness into their classrooms through the exciting and stimulating adventure of games.

In creating these activities, I took into consideration many different aspects that teachers have to think about when trying to incorporate time for physical fitness. Many of these activities can be done directly in the classroom space without the need to recreate the space for the activity. I also believe that it is important for children to be exposed to the outdoor environment as much as possible. I have constructed activities that make use of outdoor spaces where children can run and enjoy nature. Again, I have tried to create activities that are easy for all teachers to do with a minimum of equipment necessary. I believe that the out of door activities can make the different seasons more enjoyable.....perhaps even to stimulate students to engage in other outdoor activities outside of school fitness time, and this is perhaps the most important part of the fitness initiative....to engage children in daily physical activity and generate the spark that follows these activities into the home to become part of family growth in all aspects.

## **Written by Grace Price**

### **About the author:**



Grace Price has been an educator for over 20 years with the Toronto District School Board. She has written many educational resources including secondary science texts for Ontario and the Maritime Provinces, test banks and other teacher support materials. She works to share her expertise with others and create a sense of collegiality for all. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children. Grace is also the mother of two children, Liam and Carly. It is through her children that she recognizes the need for lifelong habits in the area of fitness, all of physical, mental and emotional fitness. She has instilled the joy of physical fitness in her children. Many of the ideas and games in this book have a direct link to both Liam and Carly and their enjoyment of physical fitness through games and play.

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## Active Learning Expectations

1. To participate actively and regularly in a wide variety of physical activities, and identify how regular physical activity can be incorporated in their daily lives.
2. To demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practises that contribute to healthy, active living.
3. To demonstrate responsibility for their own safety and the safety of others as they participate in physical fitness.
4. To participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.

### A. Indoor/Classroom Activities

### B. Outdoor/Large Space Activities

The activities outlined in this book are intended to be used by all teachers of students at the grade Two and Three levels. In creating these activities, I took into consideration many different aspects: room availability and equipment, size of space, outdoor opportunities, cross-curricular opportunities, special needs and accommodations for students, and teacher strengths.

Many of these activities can be done directly in the classroom space. I have tried to provide activities that can be done instantaneously, whenever there might be a break in the curriculum or indeed the need for such a break for student re-engagement. In addition, I have created activities for which there is a limited need for equipment. This will help teachers to be able and willing to engage in these activities without worrying about the need for extensive preparation and planning. For those activities that require equipment I have attempted to use equipment that can be easily found and stored in a space within the classroom for use throughout the school year.

I believe that it is important for children to be exposed to the outdoor environment as much as possible and in a variety of different types of weather. I have constructed activities that make use of outdoor spaces where children can run and enjoy nature. Again, I have tried to create activities that are easy for all teachers to do with a minimum of equipment necessary. In this way, teachers can take opportunities when the weather is complicit to go outside in a more spontaneous fashion. Many of the activities can be adapted for the seasons. As long as children are dressed appropriately, I believe that the out of door activities can make the different seasons more enjoyable.....perhaps even to stimulate students to engage in other outdoor activities outside of school physical activity time, and this is perhaps the most important part of the initiative....to engage children in daily physical activity and generate the spark that follows these activities into the home to become part of family growth in all aspects.



## Active Learning Expectations Cont'd

I have tried to design activities for teachers from all different backgrounds and curriculum expertise to enjoy. I think it is important for teachers to bring in their own strengths and ideas particular to their curriculum area. Many of the activities can be modified to make use of cross-curricular opportunities and take in account the different strengths teachers have to offer. In addition, many of the activities presented can be modified to different student needs. I believe it important for all students to be challenged and stimulated regardless of ability or disability presented. Many of these activities make use of a variety of different instructional strategies so that the focus of the activity is on what the student is able to do rather than on their disability or special need. With a cross-curricular focus, teachers may find that some of these activities can serve as both physical activities and as a teachable moment for another curriculum area in a manner through which students are presented with the same information in a different format so as to facilitate greater learning opportunities.

Thus, without any further ado...turn the page....and begin your experiences with these daily physical activities for grades Two and Three.



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# Indoor Hopscotch



**Learning Goal:** to encourage development and coordination of large and fine motor skills through hopping on one foot and being able to pick up a marker with one hand; to encourage the development of flexibility (in reaching for a marker) and hand-eye coordination.



**Equipment:**

- Classroom space (an available hallway is an excellent choice for this game)
- Masking tape (to make your hopscotch)
- Large safety pins and colourful beads or buttons (to make your markers)



**Safety Considerations:** Ensure that the classroom space is free of obstructions that students can injure themselves on.

## Instructions



**Warm-up:** Divide your class into groups of 5 or 6 students. Each group can set up their own hopscotch of nine connecting squares using the masking tape provided. \*\*Your indoor hopscotch can be placed on any surface and can remain in place for other occasions you may want to play hopscotch inside. Have your students use the safety pins and buttons or beads to design their own hopscotch marker.



\*\* To encourage cross-curricular involvement, students can be given measuring tapes or metre rulers to measure out specific lengths and widths of the squares.

1. Player #1 tosses their marker onto square #1. They then jump over that square and hop or jump the remaining squares to #10 and back to #2. They then must pick up the marker and hop over the #1 square landing on both feet.
2. Each successive player takes their own turn at tossing, hopping or jumping and retrieving their marker beginning with square #1.
3. Once each player has successfully navigated square #1 the sequence is repeated with player one tossing their marker to square #2 and following the pattern of squares to #10 and back, picking up the marker and hopping or jumping to the finish.

### Extension:

- If a tossed marker lands outside the correct square the player (can) loses their turn and must wait to toss their marker again on their next turn.
  - If a player jumps onto a square their marker is on the player (can) loses their turn and remains at the particular square until they successfully navigate through the hopscotch.
  - Extra rules for fun!
1. No talking while you are taking your turn – encourages development of concentration skills
  2. You may move around as you wish on square #10 before heading back – allows for rest time



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# Bees & Butterflies



**Learning Goal:** to encourage development of cardiovascular endurance; to encourage development of flexibility and speed; to encourage teamwork among classmates.



**Equipment:**

- Large outdoor space
- 2-3 soft objects to act as “stingers” (Nerf balls)
- 1-2 Hula hoops to act as safety zones



**Safety Considerations:** Ensure that the space is free of hazards students might run into or trip over and the ground is even. This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear. Remind students to be careful throwing the balls. Balls are only to be thrown at the knees or below.

## Instructions



**Warm-up:** Have your students play a typical tag game with one or two players designated as “IT” chasing the others. When a student is tagged they must freeze in place until they are freed by two other players.

1. Choose two players to be the Bees. Give these players the stingers (balls).
2. The remaining students are the butterflies.
3. The bees chase the butterflies and sting them by throwing the soft ball at their legs.
4. If hit, the butterfly must freeze in place. A butterfly can only be freed by two other butterflies who link arms and escort the frozen butterfly to one of two hula hoops without getting tagged themselves.
5. The frozen butterfly must count to 5 before “flying” away.
6. The game ends when all the butterflies have been stung.
7. Choose a different set of bees and begin the game again.



### Extension:

- Have three students act as bees to make the game more challenging for the rest of the students. You can also remove a hula hoop. This means that only one butterfly can occupy the hoop at a time.
- To make the game less challenging for younger students – injured butterflies being escorted by other butterflies cannot be tagged.

