

# Canadian Quality Daily Physical Activities

*80 Activities Adapted for Classroom & Outside*

**Grades 4 - 6**

## **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 to demonstrate an understanding of the value of regular physical activity 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 during physical fitness exercises.

The activities outlined in this book are intended to be used by all teachers of students at the grade Four, Five, and Six 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.

As these are older students, I have designed many of the activities to the developmental abilities of these age groups. The activities are more challenging and geared toward greater fitness goals while at the same time being game oriented so your students will continue to be engaged.

Many of these activities can be done directly in the classroom space without the need to re-create the space for the activity. 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 indeed 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 and perhaps will stimulate students to engage in other outdoor activities outside of school DPA time. This is perhaps the most important part of the DPA 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 is 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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# Chair Basketball



**Learning Goal:** to develop good muscular strength through play; to encourage the development of teamwork, leadership, and cooperation among a group of individuals.



**Equipment:**

- Open classroom space
- Enough chairs for everyone in the class
- Balloons or beach balls



**Safety Considerations:** Students should be aware of their space and the environment around them. Students should be wearing proper clothing. Remind students to be careful when passing the balloon or ball so that no one is injured inadvertently.

## Instructions



**Warm-up:** Divide the class into small groups. Have each group form a circle with their chairs and give each group a balloon or beach ball. In these small groups students can practise passing the ball from one person to the next. This will be difficult as no one can get up from their chair. Students must pass the ball in different ways without letting the ball (balloon) drop on the floor.

1. Divide your class into two teams. Have each team seated in chairs and in two parallel lines facing one another.
2. Have one person from either end form a hoop with their hands – the basketball net.
3. On “go” place the ball in the middle of the chairs about half way between the two ends.
4. Students must pass the ball from one team member to another finally scoring a goal by putting it through the hoop at one end.
5. Remember, students must remain seated at all times. If a student gets out of his/her chair, the other team is awarded a penalty shot. The penalty shot is taken from the middle of the line of chairs.
6. The team with the most points at the end of the time limit wins.



### Extension:

- If you want this game to be more challenging try using a balloon. Balloons are less predictable when they are passed around and there is a greater chance that the balloon will rest in the hands of the opposing team.
- To make the game even more challenging, tell students to tuck their hands under their legs. Students can now only use their legs to move the ball. \*\*\*Students will have to be careful not to kick another student inadvertently.



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# Dragon Race



**Learning Goal:** to encourage development of cardiovascular endurance; to encourage development of flexibility and speed and to encourage teamwork to accomplish a task.



**Equipment:** • Large outdoor space with large boundaries  
• Whistle



**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.

## Instructions



**Warm-up:** Have students line up at one end of the playing area. Students find a partner and form a “dragon.” One student is the head of the dragon and leads the pair. The other student reaches his/her arm through the legs of the student in front and extends his/her other arm to form the tail of the dragon. On Go, each pair races to the opposite end of the playing area. If the pair breaks they return to the start and begin again.



1. Divide your class into two teams with an even number of students on each team.
2. Mark off a starting line.
3. This game is played as a relay race in which students will tag onto the dragon until every student is part of the dragon.
4. On Go, the first student runs from the start to the other side of the playing area and back picking up the next student in line. These two students form the dragon and race from the start and back to the start to pick up a third player.
5. Each time a player is added he/she is joined by reaching through the legs of the player in front and extending their other arm as the tail.
6. The race is won when all players on the team have become part of a giant dragon and race back to the start.

\*\* If a player loses the hand of another player during the relay race. The whole team must return to the start and begin again.

### Extension:

- Instead of reaching and holding hands, it might be easier for younger players to hold onto bandanas. Have a class set of bandanas that students can tie to a back belt loop for others to hold onto.
- To make this relay more challenging, have your students crawl, jump, hop from start to finish. \*\*\*I think, however, they will have enough trouble doing this activity as originally described.

