

Canadian Quality Daily Physical Activities

80 Activities Adapted for Classroom & Outside

Grades 7 - 8

About this book:

I wrote this book to help engage teachers and students in the idea of being fit for life through play and 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 and will stimulate students to engage in other outdoor activities outside of school fitness time. 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 to 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 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 Seven and Eight 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.

In creating the activities for this book I tried to keep in mind how difficult it is to engage and challenge students in these age groups. Many of the activities have more of a fitness component with the hope that fitness will become a lifestyle choice throughout their lives. I kept the “game” nature of many activities to remind children of these ages to always have fun throughout their lives. Many of these games are used for a more mature audience although, with some simple modifications, can be used by children in virtually any age group.

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 will perhaps 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 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. Indeed, with a cross-curricular focus, teachers may find that some of these activities can serve as both DPA 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 to facilitate greater learning opportunities.

Thus, without any further ado. Turn the page and begin your experiences with DPA for grades Seven and Eight.



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Quick Drill, Math Skills



Learning Goal: to engage in physical activity while at the same time developing skills in cross-curricular education.



Equipment:

- Classroom space
- List of math skills geared to grade 7 or 8 (ie. Multiplication tables, geometry, fractions, ratios)
- List of fitness activities

Sample list of activities:

- Jump squats
- Push-ups
- Jumping jacks
- High leg kick (alternating legs)
- Sit-ups
- Lunges
- Cross country skiing
- On the spot running (jogging)
- Plank
- Arm raises (arms held straight out at sides with palms up and pushing)



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





Quick Drill, Math Skills Cont'd



Instructions



Warm-up: Have students practise jumping up quickly from their desks and perform a series of fitness exercises such as those below:

- High knees
- Jumping jacks
- Side-to-side lunges
- Running on the spot
- Cross country skiing
- Skipping
- Squats

1. Have your students seat themselves in chairs by their desks with enough space to jump up and perform a fitness activity.
2. On your signal call out a student's name (or point to a student) and a math question. The named student must jump up and answer the question accurately. If they do they can be seated.
3. Repeat the process with another student and another question.

** I find this works very well when practising times tables. You need to move quickly through the questions with students jumping up to answer. With this manner of activity students will get a lot of exercise doing these motions at their desks.
4. If the student does not answer the question accurately they must do one named fitness activity 5 times very quickly.

ie. Eshan.... $5 \times 5 \rightarrow$ if correct, sit down \rightarrow if not correct 5 jumping jacks and then sit down
Sara..... $7 \times 7 \rightarrow$ if correct, sit down \rightarrow if not correct 5 squats



Extension:

- This is a great way to have your students get some exercise while at the same time practise a specific curricular concept being taught in either grade. This activity works well with rapid fire questions that require a one word (or number) answer.
- Have your students develop their own question lists complete with answers as a way to review a particular concept they are learning.



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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 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.

