

Canadian Quality Daily Physical Activities

80 Activities Adapted for Classroom & Outside

Grades PreK - 1

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 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 areas 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

Kindergarten

- A. To demonstrate an awareness of health and safety practises for themselves and others and a basic awareness of their own well-being.
- B. To participate willingly in a variety of activities that require the use of both large and small muscles.
- C. To develop control of large muscles (gross-motor control) in a variety of contexts.
- D. To develop control of small muscles (fine-motor control) in a variety of contexts.

Grade One:

- A1. 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.
- A2. To demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practises that contribute to healthy, active living.
- A3. To demonstrate responsibility for their own safety and the safety of others as they participate in physical fitness.

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 Pre-Kindergarten to Grade One 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 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 even 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 to 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 such 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 so as to facilitate greater learning opportunities.

Thus, without any further ado, turn the page, and begin your experiences with DPA for Pre-Kindergarten to Grade One.



Indoor Classroom Activities

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Duck, Duck, Goose



Learning Goal: to engage in physical activity while at the same time developing both gross and fine motor skills; to encourage the development of teamwork within a large group setting; encourage cooperation and sharing within a group.



Equipment: • Classroom space



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over. Advise students to be careful when running so as not to trip over other students in the seated position.

Instructions



Warm-up: Students should be seated in a large circle. Have students practise the fundamentals of the game by jumping up and running around the outside of the circle when their name is called. You can have different students act as the caller to encourage sharing within the group. Students can test each other by seeing how fast they can run around the circle and return to a seated position at their spot.

1. Have students create a circle by joining hands with others in a circular shape in a large space in the class.
2. Once the circle is created, have students sit down cross-legged, side by side with a small space on either side of them. ** You may have to adjust the positions of the students.
3. Take one student out of the circle and close the spot in with the other students.
** Again, you may have to adjust the positions.
4. Begin the game by asking all students to put their face in their hands (close their eyes) while the one student walks around the outside of the circle chanting, “duck, duck, duck. As they repeat the word duck they are to pat each student on the head. They may pat as many students as they wish before saying “Goose.”
5. Once “Goose” is said, the student that is the goose jumps up and both students run in opposite directions around the circle as fast as they can to get to the spot where the “goose” was originally seated. The first person to sit in the spot claims the spot and a new caller is created.



Extension:

- You can easily adjust this game for cross-curricular opportunities by changing the call out names. ie. Instead of “duck, duck, goose” the game can be called “Even, even, odd.” The caller walks around the circle calling out even numbers as they tap the head of each student. As soon as they call out an odd number the running begins.
- Have students hop on one foot around the circle; perform jumping jacks or other types of fitness activities.
** Be aware of students abilities before attempting more challenging activities.



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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:

- Outside accessible pavement
- Sidewalk chalk
- Markers (i.e. stones ** Students can be encouraged to make their own markers using a large safety pin and colourful beads and/or buttons. The markers can be constructed ahead of time in class or at home and each child can have their own special marker.)



Safety Considerations: Students should be able to hop on one foot. Modifications can be made so that students can use either foot or both if more stability is required. Students should be wearing proper footwear and take care on pavement.

Instructions

** There are many variations to this game and the only rules that are important are the ones on which the players agree.



Warm-up: Students can be split into several groups of 3 or 4 and left with chalk to “design” their own hopscotch. It is important that there be a mix of single and double squares numbering from #1 – 9 or 10 which is home.

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





Hopscotch Cont'd



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.
4. No talking while you are taking your turn – encourages development of concentration skills.
5. You may move around as you wish on square #10 before heading back – allows for rest time.

Cool-Down: Students can complete stretching exercises from square to square



Extension:

- If a tossed marker lands outside the correct square the player can lose his/her turn and must wait to toss his/her marker again on his/her next turn.
- If a player jumps onto a square his/her marker is on, the player can lose his/her turn and remains at the particular square until they successfully navigate through the hopscotch.
- Extra rules for fun!

