



## Outdoors

### Physical Activities

#### Playground Supervision and Safety

The principal is responsible for ensuring playground supervision is adequate during school hours. Those responsible should:

- develop and discuss rules and regulations with students and post them in a suitable place
- recognize and report potential hazards; e.g., broken glass, other litter
- check equipment regularly to make sure it is in good repair
- instruct children in the safe use of all playground equipment and structures
- select and limit use of structures and equipment according to weather conditions
- ensure that all structures are firmly anchored or secured
- ensure that the surfaces under all playground structures are constructed of impact-absorbing material
- ensure that new equipment and surfaces follow CSA standards and that existing installations are reviewed in light of CSA standards.

#### Winter Outdoors Tips

Frostbite and hypothermia are the most serious threats from exposure to cold. Frostbite occurs when so much heat is lost that water in tissue close to the skin freezes. The ears, face, fingers and toes are most susceptible. Early signs include tissue that is waxy, white, numb, tingly and cold.

Hypothermia is a potentially fatal condition in which core body temperature falls dangerously below the normal 37° C. The earliest signs include numbness in the hands and feet and slight shivering. Continued exposure to the cold can lead to more intense shivering, slurred speech, drowsiness and feeling of exhaustion.

When any of the above symptoms appear, it is crucial to seek shelter, get into dry clothing and have a snack (preferably a hot drink). Serious cases require immediate medical attention.

- **Dress for the weather.** Layers of loose-fitting clothing trap air and provide good insulation. The inner layer should be absorbent wear: the middle layer(s) warm and the outer layer water repellent and wind resistant.
  - **hat** (warm, close-fitting and covering ear lobes; not a “fashion” hat or baseball cap)
  - **mittens** (gloves do not keep hands warm as effectively as mittens)
  - **loose layers** (an absorbent synthetic fabric next to skin, a warmer middle layer and a water resistant/repellent outer layer)
  - **socks** (a single pair of socks, either wool or a wool blend with silk or polypropylene is better than cotton, which offers no insulation when wet; avoid extra thick socks, as they can cause cold feet by restricting blood flow and air circulation around the toes)
  - **boots** (be sure boots are dry and not too tight).

Children should get out of wet clothes and shoes as quickly as possible as they are the biggest factors in frostbite. Jackets should be zipped up. To avoid strangulation during play, use tube-shaped neck warmers instead of scarves. If scarves must be used, tuck them into jackets. Remove drawstrings on hoods and jackets, as they are also a safety hazard.

- **Get set.** Warm up and stretch indoors before going out in the cold.
- **Beware of the wind.** Take the wind chill factor into account, and plan routes so that the wind is at your back near the end of the session.
- **Watch for fatigue.** Do not push yourself in extremely cold weather.
- **Use the buddy system.** Try to be active with a companion, and keep your eye on one another.
- **Do not dally.** When activity is finished, come in from the cold and change into dry clothing as soon as possible.

### When is it too cold to walk or play outside?

- If the temperature falls below  $-25^{\circ}\text{C}$  ( $-13^{\circ}\text{F}$ ), regardless of the wind chill factor.
- When the wind chill factor is reported as  $-28^{\circ}\text{C}$  ( $-15^{\circ}\text{F}$ ) or greater (this is the temperature at which exposed skin freezes in a few minutes).

### Being Sun Safe

Even in winter, you can still get a sunburn. Reduce sun exposure when the sun is highest in the sky.

- Find shade or create your own shade.
- Wear a wide-brimmed hat or toque and sunglasses with UVA and UVB protection.
- Wear sunscreen with minimum SPF 15 or higher with UVA and UVB protection (higher for individuals spending extended periods of time out of doors).

### Tips for the Outdoors

- Have students log their progress and improvement over time.
- Use equipment that is part of your existing playground in your activities.
- Consider moving these activities indoors during inclement weather.
- Have the students bring water bottles out with them or provide refreshments so that they do not become dehydrated.
- Review safety issues and rules specific to playing outdoors before the activity. Students should also be positioned so they do not have the sun in their eyes, backs to the wind or a distraction within their range of vision while directions are being provided.
- Students should be instructed on the use of sun screen and hats to reduce sun danger.
- After students participate in a physical activity, ask them to modify the activity or reinvent a game to help encourage student engagement and interest.
- Encourage students to recognize fair play and sportsmanship as essential components of physical activity. Students should learn to play by the rules and show respect for themselves and others.
- Have students volunteer to teach the rest of the class a game from their own cultural backgrounds. Make a class collection and share it with the rest of the school.

## Outdoors

### Physical Activities with Cross-curricular Ideas

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### More Physical Activities

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# Outdoors

## Physical Activities with Cross-curricular Ideas

### Alphabet Walk/Run/Wheel

Divisions I, II, III

Outdoors

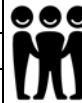
Equipment: paper and pencil/pen for every pair of students

1. Divide students into pairs and give them each a sheet with the letters of the alphabet or ask them to write the letters down the side of the page. You may want to exclude the letters Q, X and Z.
2. Have the pairs work together to find objects during their walk, run or wheel that begin with each letter of the alphabet, or each partner may complete half the alphabet. Some students may be asked to cover the area closest to the school. Some students may require the assistance of a buddy who can scan the area for debris or safety hazards. Set ground rules to increase the challenge for students.
3. Have the students check their heart rates and record them on sheets of paper every two to three minutes while participating. Speed should be adapted to ensure appropriate working heart rates are maintained.
4. While students stretch their ankles, calf muscles, hips and low back, discuss their ability to maintain their working heart rates during the walk, run or wheel.

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



### Resources



For a template on which to record findings during the Alphabet Walk, visit Teacher Resources—Teaching Tools—PDF Resources at <http://www.education.gov.ab.ca/physicaleducationonline>.

### Appendix

For stretching ideas, see **Appendix 1: Stretching Exercises**.

### Cross-curricular Linking

#### Language Arts

Challenge students to complete the alphabet walk/run in another language.

#### Science

Have students search for evidence of learned concepts in the environment, e.g., mechanical change, simple machines, or look for and classify living and nonliving things.

# Capture the Flag

**Divisions II, III**  
**Outdoors**

**Equipment:** flags, rubber chickens or coloured snowballs, snowshoes (optional), two sets of different coloured pinnies, pylons

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide students into teams and review the rules for the game:
  - Two teams spread 10 flags out around the field (a different coloured flag is used for each team). Rubber chickens or coloured snowballs could be used for flags.
  - Each team is on their side of the field wearing different coloured pinnies.
  - Each team makes a small area with pylons called a “snow hut” somewhere on their side. Increase the challenge for older students by having one player guard the snow hut.
  - Students must try to locate and obtain their opponent’s flags; however, if you are touched on the other team’s half of the field, you must go to their snow hut as a prisoner. Students could also play the game wearing snowshoes or with a partner tied to their legs.
  - To be set free, a teammate will need to enter the opponent’s snow hut and tag the teammate that is being held prisoner.
  - The game is over once a team captures all 10 flags from the opponents. Use fewer than 10 flags if time is limited or if the participants are young.
2. Organize a challenge to other classes. The students could also challenge the staff of the school during outdoor lunch intramurals.

## Cross-curricular Linking

### Mathematics

Write equations or other number problems on the flags and have the teams find the correct solutions to each flag they capture (all answers must be correct to win).

### Science

Write science trivia on the flags and have the teams answer the questions on each flag they capture (all answers must be correct to win).

### Social Studies

Write social studies trivia on the flags and have the teams answer the questions on each flag they capture (all answers must be correct to win).

# Memory Orienteering

**Divisions II, III**  
**Outdoors**

**Equipment:** master map of the school, controls (pieces of tape with letters), student score cards, coloured pinnies

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Place several markers (controls) with letters or symbols on them throughout the field and school yard. Each control is given a point value depending on its distance away from the starting point and its accessibility.
2. On a map of the school grounds, accurately mark where the symbols are located to create a master map called the control map. Provide each pair of students with a scorecard. During the game, upon arriving at a control, students record a description and the clue letter or symbol of each control on their scorecard before moving on to find the next control. Make sure there are many more controls than students could possibly locate in the given time period.
3. On the signal to start, students study the control map and memorize as many different locations as possible before setting out to find the controls. Students can choose to start with any of the controls so they do not need to be located in a specific order. Staying together, pairs locate as many controls as possible and return to the start before the predetermined time limit is up (20 minutes). Pairs can return to the start to review the control map at any time.

## Appendix

For a sample orienteering scorecard, see **Appendix 12: Memory Orienteering Scorecards**.

## Cross-curricular Linking

### Language Arts

Use a word or phrases at each control with the goal of finding as many words and phrases as possible. The more controls the students get to, the better their chances are at completing the story. Partners could then act out the “story line” to the rest of the group, or create their own story line from the clues they have located.

### Mathematics

Post a mathematics problem on each control for students to solve and record.

### Science

Post a science trivia question on each control for the students to answer and record.

### Social Studies

Post social studies trivia questions on each control for the students to answer and record.

# Orienteering

**Divisions I, II, III  
Outdoors**

**Equipment:** small red flag, whistle, clue sheet, treasure (pencils, snacks, stickers), snowshoes (optional)

Benefits Health	
Functional Fitness	<input checked="" type="checkbox"/>
Body Image	<input type="checkbox"/>
Well-being	<input type="checkbox"/>



Do It Daily...for Life	
Effort	<input checked="" type="checkbox"/>
Safety	<input type="checkbox"/>
Goal Setting	<input type="checkbox"/>
Active Living in the Community	<input type="checkbox"/>



**Note:** This activity can be completed on foot or on snowshoes.

1. Hide a small red flag somewhere on school grounds.
2. Give verbal or written clues that lead students throughout the school grounds. Every three to four minutes, blow a whistle to provide a clue. Encourage students to move quickly when following clues. Each clue directs students closer to the flag.
3. After each clue, have students place their hands over their chests to feel their hearts and take note of their heart rates. Emphasize that their hearts should be beating faster than when they started (be sensitive to students' differing fitness levels). A modified course on the tarmac may be offered or an additional flag may be hidden in a more accessible location for some students.
4. The student who finds the flag brings it to the teacher and wins a treasure for the entire class.
5. As an extension, challenge students to create or follow a map of the walking trails in the community.

## Appendix

For sample orienteering scorecards, see **Appendix 12: Memory Orienteering Scorecards**.

## Cross-curricular Linking

### Language Arts

Address language arts skills and content in the clues; e.g., solving riddles, comprehension or editing.

### Mathematics

Address mathematics skills and content in the clues; e.g., cracking a code using patterns or number operations.

### Science

Address science skills and content in the clues; e.g., solving riddles using content such as flight and aerodynamics, chemistry, hearing and sound, or mechanical systems.

### Social Studies

Address social studies skills and content in the clues; e.g., solving riddles using content such as communities around the world, physical geography of Canada, Renaissance Europe or economic systems.

# Rockin' Rally

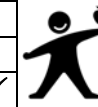
**Divisions I, II, III**  
**Outdoors**

**Equipment:** one paddle and ball for every student, a variety of balls suitable for rallying, 40 hoops

Activity	
Basic Skills	✓
Application of Basic Skills	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



1. Have students hold paddles with a handshake grip, where the thumb and forefinger form a 'V' as they grip the paddles. Challenge students to complete the following skills using the paddles and balls:
  - walk with a ball or beanbag balanced on the paddles
  - strike the ball in the air and catch the ball between the paddle and hand
  - strike the ball in the air and let the ball bounce before catching it
  - rally the ball in the air using a forehand and backhand grip.
2. Have students try to set personal goals for the number of times they can rally the balls continuously. Provide appropriate feedback, demonstrate proper technique and use student demonstrators when appropriate. Some students may benefit from using a beanbag instead of a ball or by tethering a whiffle ball to a paddle bat. Some students may benefit from sitting so they can better concentrate on the task at hand.

## Cross-curricular Linking

### Science

Ask multiple choice questions and for each response have students bounce balls against targets marked A, B, C and D to identify the correct answer.

### Social Studies

Ask multiple choice questions and for each response have students bounce balls against targets marked A, B, C and D to identify the correct answer.

### Health

Ask multiple choice questions and for each response have students bounce balls against targets marked A, B, C and D to identify the correct answer.

# Outdoors

## More Physical Activities

### Amazing Asphalt Activities

**Divisions I, II, III  
Outdoors**

**Equipment:** paint, chalk, skipping ropes, utility balls, rocks, sticks or small objects to use as markers, marbles

Activity	
Basic Skills	
Application of Basic Skills	✓

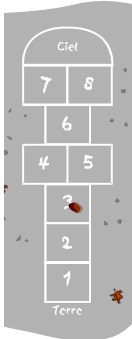


Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Encourage students to play activities on the school’s blacktop play areas and sidewalks. Permanently paint lines on the tarmac so that students can enjoy the various games anytime. Chalk can also be used to allow a group to create, play and teach their game to another group. Some hopscotch activity ideas include:

**Basic Hopscotch:** The first player throws the marker to square number one. They hop on one foot over square number one, continue through the hopscotch, picking up their marker on the way back. The marker is then thrown to square two. They hop on one foot to square one, hop over square two and hop through the hopscotch, picking up their marker on the way back. Players lose a turn by stepping on a line, hopping into a square occupied by another marker, touching the ground with any part of their body other than their feet, touching another player’s marker, tossing their marker into the wrong square or having it fall on a line or outside the hopscotch markings.



**Create a Hopscotch or Share a Hopscotch:** Students work together in groups to create a hopscotch game following the rules of basic hopscotch. The group determines the layout of the hopscotch pattern, how to move through the pattern (hop, jump, straddle left foot, right foot), in what direction to move (forward, backward, sideways) and any special rules. A group member remains at their own game to explain their hopscotch to the other teams as they rotate through all the games.

**Hopscotch Tag:** Define the play area by using pylons in close proximity to the hopscotch patterns. Choose several students to be “it.” The “its” move around the play area trying to tag the rest of the students. When students are tagged, they go to the hopscotch patterns and hop and jump through the pattern. Players cannot be tagged while they are completing the hopscotch. Once a student finishes jumping the patterns, he or she is back in the game. Change the students who are “it” often so that all get a chance to tag others.

# Baseball/Softball Games

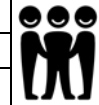
**Divisions I, II, III**  
**Outdoors**

**Equipment:** softballs, baseballs, gloves, bases, bats and pylons

Activity	
Basic Skills	✓
Application of Basic Skills	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



Baseball and softball games can take place on traditional baseball diamonds or diamonds created with pylons and can be played with any number of participants at any skill level. Baseball and softball can also be played indoors using a padded or plastic bat and a soft ball. Schools can make bats and balls available for students at recess or after school. Teachers can also highlight the opportunities to participate in local community baseball or softball leagues.



When playing baseball or softball with younger students, their participation and interest can be limited due to long waiting times between play (waiting to get up to bat, fielding) and difficulty hitting a moving ball and catching a hard ball. Consider using a soft sponge ball, padded bat, stationary ball stand, fewer players and only three bases or modifying games like those listed below.

## Sample Modified Baseball/Softball Games

### Modified Pitching

Have teachers or other adults pitch to all the students on each team to increase the pitch consistency or play the game with no strikes to increase success for students. This translates to students receiving as many pitches as necessary to hit the ball. Students who struggle to hit the ball could hit the ball from a stationary object; e.g., ball on top of a tall pylon. All team members could get to bat each inning and then switch the team up to bat.

### Duck on a Rock<sup>12</sup>

Divide the students into groups of five, give each a beanbag (ducks) and have them line up on a home line. This can be a home plate that is extended on both sides. Place a tall pylon in front of them (the rock). Have the students all throw their beanbags at the rock and the player who throws farthest from the rock is the guardian. The guardian's duck is placed on top of the rock. The students then line up on the home line and throw their beanbags, trying to knock off the guardian's duck. The goal is to retrieve your duck and return to the home line. When they retrieve their ducks, they can be tagged by the guardian and then they must switch roles. Players are safe when standing with their feet on their ducks for a count of three and then must pick up their duck and attempt to make their way back to the home line. When a player knocks off the guardian's duck, all the other players can run back to the safety of the home line.

### Goof Ball<sup>12</sup>

Divide the students into two teams and assign one team to the field and the other team to bat. The batters are numbered and each takes a turn at bat. To bat, a player may choose to throw, kick or drop-kick a ball. They only have one chance to hit the ball and, when they do, they run around all of the bases and back to home. To put a runner out, a fielder gets the ball and the rest of the fielders line up behind him or her. The fielders stand with their legs apart and pass the ball back to the last fielder, who then yells "Stop!" The runner scores one point for each base touched before the play is stopped.

12. These activities adapted with permission from Jo Brewer, *A Mitt Full of Baseball and Softball Type Games* (Box 10, Aldersyde, AB: The Creative Network, 2002), pp. 89, 101.

# Broomball Games

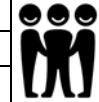
**Divisions II, III  
Outdoors**

**Equipment:** household broom, straw curling broom or broomball broom, skates/snowshoes (optional), balls, pylons or nets, pinnies

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓

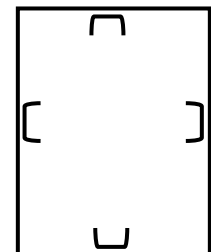


1. Have students use the broom to advance the ball, dribble around an obstacle course or create relays to practise and improve skills before beginning a broomball game. If students are playing the games on ice, they should wear helmets.
2. Introduce the concept of “give and go” with the students (one student passes to a teammate, then moves ahead to receive a pass back again). Review the rules and have the students participate in one of the games below:

**Truck and Trailer:** One student stands in front of his or her partner with a small playground ball and broomball stick. The other student stands behind him or her with a broomball stick. The student in front is called the “truck” and he or she stick handles the ball around the open area. The student behind the “trailer” follows, trying to stay close and mirror the student in front. Give the instruction “drop pass” and the front student passes to the student that is behind and then moves to be positioned behind the partner with the ball. Now have the students reverse roles. Add pylons and hoops around the area to serve as obstacles in the course.

**Broomball Pirates of Alberta:** The students each have a broomball stick and about  $\frac{3}{4}$  of the players are given a small playground ball. The students that do not have a ball are the “Pirates of Alberta.” The object of the game is to keep the ball away from the pirates. If a pirate is successful in stealing the ball away from a student, he or she becomes a player and tries to keep his or her ball away from the other pirates. The person who lost the ball becomes a pirate.

**Broomball Craze:** Set up four goals that are across from each other spread out in a large area in the shape of a square or rectangle. A number of balls (one ball per student) are placed in the middle of the playing surface. The class is divided into four teams identified by different colours of pinnies. Each student will have his or her own stick. Each team will select one goalie and two defenders. All other students are on offence. Signal the start of the game and all of the offensive players will run to get a ball with their sticks and try to score on any of the opponents’ nets except their own. The defensive players try to prevent anyone from scoring on their net. The object of the game is to have the least number of goals scored upon your net. After all the balls have gone into the nets, play stops and the goalies will count the number of balls in their net. Rotate the goalie, defenders and offence and play once again.



# Down, Down, Down<sup>13</sup>

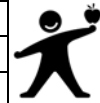
**Divisions II, III  
Outdoors**

**Equipment:** tennis balls for half the class

Activity	
Basic Skills	
Application of Basic Skills	✓



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. In partners, students throw a tennis ball continuously back and forth until somebody drops the ball.
2. When someone drops the ball, the partner says “Down on one knee.”
3. If the same person drops it a second time, the partner says “Down on two knees.”
4. If the same person drops the ball again, the partner says “Down on one elbow.”
5. The progression continues with the next direction being “Down on two elbows” and then “Down on your chin.” If the ball is dropped after this, you are out and the game is over.
6. To add more of a challenge, increase the distance apart for the throws or use two tennis balls.

13. Adapted from Games Kids Play, “Down Down Down,” *Games Kids Play*, 1995–2006, [http://www.gameskidsplay.net/games/ball\\_games/down\\_down\\_down.htm](http://www.gameskidsplay.net/games/ball_games/down_down_down.htm) (Accessed November 2005).

## Double Ball (*We Pitisowewepahikan*)<sup>14</sup>

**Divisions II, III**  
**Outdoors**

**Equipment:** curved sticks about a metre long, a dumbbell-shaped beanbag or any two small balls fastened together

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



This is a Cree game, played primarily by women, that demands very good physical conditioning. Originally, the goals were placed up to a mile apart and the double ball was made from two bags of deerskin stuffed with buffalo hair.

1. The game can be played on a football or soccer field or on any area where the goals are at least 100 yards apart. There can be between 4–8 players on a team.
2. The game is similar to shinny, except the ball is moved only by throwing it with the curved stick. It cannot be touched with the hands or feet.
3. The game begins with one player throwing the ball toward centre field.
4. The ball, once caught by a player, cannot be carried on the stick. It must be passed from one player to another. Players can try to hook the ball by knocking it off their opponents' stick.
5. The team that throws the ball across the goal line wins the game.

14. Adapted from Pat Atimoyoo, *Nehiyaw Ma Tow We Na: Games of the Plains Cree* (Saskatoon, SK: Saskatchewan Indian Cultural College, Curriculum Studies and Research Department, 1980), p.23.

# Field Circuit

**Divisions I, II, III**  
**Outdoors**

**Equipment:** skipping ropes, hoops, pylons

Activity	
Basic Skills	✓
Application of Basic Skills	



Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Have the students complete a circuit that includes the following five stations:

**Station One:** Lay two lanes of three hoops each on the grass an even distance apart. Students are to hop from one hoop to the next. Complete twice.

**Station Two:** Space two, three-foot pylons four feet apart and lay a plastic golf tube across the top. Students are to crawl underneath the tube once.

**Station Three:** Set out a course using six pylons. Students are to run zigzag through the pylons once.

**Station Four:** Lay skipping ropes in pairs across the grass. Students are to jump over the lines of skipping ropes. Graduate the distance the lines are apart and encourage students to challenge themselves to jump the widest section possible. Complete 10 times.

**Station Five:** Lay down three skipping ropes on the grass or mark with pylons (a start line, a change line and a finish line). They should be 10 metres apart. Students start hopping on their left foot at the start line. They switch to their right foot at the change line and continue hopping to the finish line. Complete three times.

# Hoops Games

**Divisions I, II**

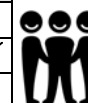
**Outdoors**

**Equipment:** hoops, balls, beanbags and paddles

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



## Paddle Hoops

1. With a group of 45 students, scatter approximately 35 hoops on the ground throughout the activity area. All students should have a paddle and a ball.
2. Allow one student to sit in each hoop holding a paddle and ball. Students without hoops stand alongside waiting for the game to start.
3. On the start signal, challenge the students in hoops to rally balls with their paddles by hitting them straight up in the air. If they lose control, the students run out of their hoops to retrieve the balls. Variations of this activity include using no-bounce balls or tossing and catching a ball (no paddle).
4. Students who are not in hoops may steal hoops and start to rally. Students must be rallying a ball to stay in a hoop.
5. After three minutes, stop the game and assign a special task to students not in hoops; e.g., demonstrate a paddle skill or sing a verse of the school song.

## Hoop It

1. Divide the students into partners and give each student a hoop and a beanbag.
2. Have the students stand inside their hoops about two to four metres from their partners.
3. The students take turns trying to throw their beanbags into their partners' hoops without bouncing or sliding out. Their opponents can block their shots to defend their hoops.

## Hoop Rally

1. Divide the students into partners and give each set a hoop and a ball. Have them place the hoop on the ground or tarmac between the partners.
2. Have one partner drop and bat the ball (with hand or arm) so that it bounces inside the hoop toward his or her partner. The ball must bounce only one time inside the hoop during the pass. The receiving partner returns the pass by batting it back to his or her partner.
3. Points are scored if the ball cannot be returned by the receiver, if it bounces more than once or if it is caught.

# Jolly Jumping

**Divisions II, III  
Outdoors**

**Equipment:** skipping ropes and elastic jump ropes

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	
Active Living in the Community	✓



1. Provide groups of three to four students with one elastic jump rope (a loop of ½ inch elastic two to three metres long with the two ends tied together to form a large circle). Students unable to skip may hold one end of the elastic while another student jumps. Some students may find it easier to use large hoops and demonstrate a more traditional jumping action. Other students may participate in alternate challenges; e.g., throwing beanbags over or in between ropes hung at different heights. Some students may be challenged by simply stepping over or on a rope placed on the floor.
2. Have two students hold the ends while the others jump the rope. Each holder slips the rope around his or her ankles. The holders stand five to six feet apart so the rope is fairly taut and forms the shape of a rectangle. The jumpers complete a predetermined jumping routine.
3. When successful, the rope is moved to the mid-shin height, then up to the knees or hips. When jumpers make an error in their routines, they trade places with the holders.
4. Have students take note of their increased heart rates and breathing rates while jumping.
5. Have each group member create a jumping routine that includes 10 jumps. Elements include jumping with each foot on one rope, jumping with both feet on the same rope, jumping with both feet straddling one rope then the other, jumping between both ropes or outside both ropes.
6. Have students share their jumping patterns with other groups to music of their choice.
7. Increase the level of difficulty by introducing the use of props or a ball. For example, students could do their jump routines while trying to dribble a basketball.

## Appendix

For other skipping activities and ideas, see Jump Rope Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

# Jumping Jack Rabbits

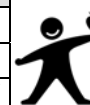
**Divisions II, III**  
**Outdoors**

**Equipment:** pylons or skipping ropes to create the jumping arena

Activity	
Basic Skills	✓
Application of Basic Skills	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



1. In a level area, measure off a length of 10–20 metres, depending on the age and abilities of the students. Have a start line and an end line.
2. With toes touching the start line, students jump to the end line and count how many jumps it takes them to cross the space. Students should bend their knees and keep their weight on the balls of their feet. Arms are bent at the elbows and brought back in a pumping action. Begin each jump from a standing position and from the exact spot where they landed from the previous jump.
3. Have students jump without using their arms or bending their legs. Ask them how it affected the distance achieved.
4. Have students do a brief running start to the jump and then jump using only one leg. Have them compare the results.
5. Have students team up in partners and take alternate jumps in a forward motion or have jumping relays in which each partner jumps only in one direction and tags his or her partner to jump back home.

# Meet in the Middle

**Divisions I, II**

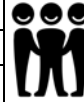
**Outdoors**

**Equipment:** none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Help students choose partners; e.g., find someone with the same number of family members, same height or same coloured socks.
2. Have the partners stand on opposite sides of the activity area facing each other.
3. On the signal to begin, partners run forward toward each other to meet in the middle of the activity area, where they give each other a “high five” and return to their original positions. Consider the abilities of the students and adjust the distance to be travelled accordingly.
4. Have the students try other variations, such as meeting in the middle and return to their original positions running backward; meeting in the middle, circling each other and returning; meeting in the middle, do-si-do-ing (square dance move) and returning moving backward.
5. Have the students complete an exercise when they meet in the middle, for example:
  - 10 jumping jacks
  - hold a plank position (prone push-up) for 15 seconds
  - 10 crunches or curl-ups
  - 360-degree jump turn in each direction.

# Merry-go-round

**Divisions I, II, III  
Outdoors**

**Equipment:** whistle

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



1. Players position themselves around a track.
2. Blow a whistle and tell the students how they must move around the track; e.g., skip, gallop or hop. Everyone moves in the same direction.
3. Select exercises to suit group requirements and balance strenuous and less strenuous activities. Ideas for “laps” may include:
  - Jog slowly for one minute.
  - Walk with high knees for 30 seconds.
  - Walk normally for 30 seconds.
  - Run fast for 15 seconds.
  - Walk slowly for 30 seconds.
  - Walk with hands on knees, right on right, left on left, for 30 seconds.
  - Walk with hands holding lower shins for 30 seconds.
  - Walk backward for 30 seconds.
  - Walk backward with long strides for 30 seconds.
  - Run backward for 30 seconds.
  - Walk forward with giant strides for 30 seconds.
  - Touch the floor with one hand at each step for 30 seconds.
  - Crab walk for 30 seconds.

# Playground Challenges

**Divisions I, II  
Outdoors**

**Equipment:** none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	
Active Living in the Community	✓



1. Consider the abilities and challenges of the students and create personalized playground challenges. Consider a supervised visit to the playground when fewer students are present, allowing the students to explore the apparatus more safely.
2. Have students line up side by side along the edge of the playground equipment. On a signal, students move onto the playground equipment to complete a challenge and then return. Challenges may include:
  - run around two objects or pieces of equipment
  - go under three objects or pieces of equipment
  - step or jump over four objects or pieces of equipment
  - complete an up and down on four things (mount or dismount)
  - hang from four things in the playground holding body weight for a count of four
  - make two bridges on the playground—one tummy up and the other tummy down.

Modify challenges for some students and allow the assistance from a buddy or aide.

3. Have the students develop a sequence using the challenges; e.g., run to the equipment and go around one thing, jump over one thing and mount and dismount from something else.

## Resources



For playground safety information, visit Teacher Resources—Teaching Tools—PDF Resources at <http://www.education.gov.ab.ca/physicaleducationonline/>.

# Playground Circuit

**Divisions I, II  
Outdoors**

**Equipment:** hoops, pylons, benches, flags, playground equipment

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



1. Organize a walk or run through the schoolyard. On a signal, have the students walk or run through the schoolyard, encountering obstacle challenges that they complete before continuing on their way. Mark the course and set up obstacle challenges, such as:

**Hanging Out**—involves hanging from a part of the playground equipment to a count of four.

**Bench Pull**—involves lying on your stomach using your arms to pull your body from one end of a wooden bench to the other end.

**Slalom Run**—involves running around pylons in a zigzag pattern.

**Slide Run**—involves running through the creative playground and climbing up the slide and sliding down.

**Through a Hoop**—involves picking up a hoop, placing it over the head and pulling it down to the feet and stepping out of the hoop.

**Balance Beam**—involves balancing on three body parts on a piece of playground equipment to a count of four.

Older students or parent volunteers may be used at obstacle challenges to ensure that the obstacles are reset or assistance provided if needed. For larger groups, double the sets of obstacles to decrease overcrowding and move students quickly and safely through the obstacles. Flag the course with survey flags (metal wire with a small plastic flag attached to the top) to guide students. A course is easier to follow if the students always keep the flags on the right.

2. As a variation, identify a route in your community that students could follow, such as a trail, local park, wooded area or garden. Have students check in at stations manned by volunteers as they cover the route. Additional obstacles can be included at any check point to increase the challenge and to add variety.

## Appendix

For an example of how to set up a playground circuit, see **Appendix 10: Sample Playground Circuit**.

# Playground Golf

**Divisions I, II, III**

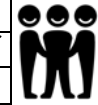
**Outdoors**

**Equipment:** beanbags, hoops, balls/flying discs/balls with tails attached, pylons

Activity	
Basic Skills	
Application of Basic Skills	✓



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



1. Have the students warm up with target practice. Divide them into partners and have them practise the underhand throw standing at varying distances away from each other. The object is to try to throw the ball as close to the feet of your partner as possible.
2. Set up the field or schoolyard like a golf course. Equipment can be varied by using balls with tails, flying discs, foam balls and tennis balls. Pylons with a number on them will represent the tee-off areas. Hoops with a flag placed in the middle will serve as the holes. You can also set up the course to include any equipment that is permanently on the playground; e.g., create a hole with a dog leg around a swing set.
3. Explain the rules of playground golf to the students, for example:
  - The object of the game is to get the throwing implement into the hoop with the least number of throws.
  - The students could work with a partner to alternate throws or challenge each other to see who can finish the hole with the least number of throws.
  - For older students, use a wooden paddle or track-and-field baton for the golf club and hit a tennis ball to the hoop.
4. Have the students play the game for a set amount of time or until they have completed the course.

# Rounders

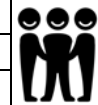
**Divisions II, III**  
**Outdoors**

**Equipment:** plastic tube, softballs, gloves, bases, bats and pylons

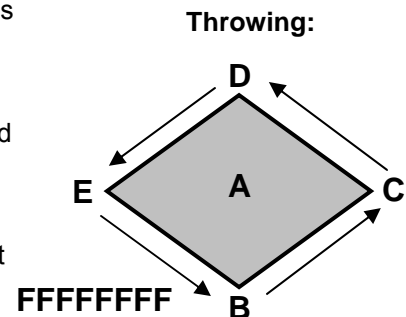
Activity	
Basic Skills	✓
Application of Basic Skills	



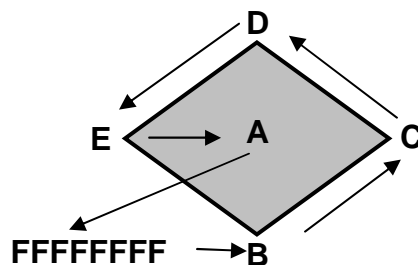
Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



1. Divide the class into two groups of 8–10 members. One group is arranged around the bases of a softball diamond and given a letter for each position. For example, the pitcher's mound is A, the home plate is B, first base is C, second base is D and third base is E. The other group forms a line near the home plate and they are called F (up to bat).
2. When the whistle blows, A throws to B, B throws to C, C throws to D, D throws to E, and E throws to B who is on home plate. At the same time that A throws the ball to B, F (the first student in line at the home plate) takes off for first base and tries to touch all 4 bases, including home plate, before the ball is thrown back to B. If they are successful in doing so, they score a run and the next batter at F takes a turn.
3. Players at F position advance forward in the line to take a turn and eventually rotate through to take a turn on the bases as well.
4. The players at the bases rotate after each run. The player in the A position goes to F (the last student in line at the home plate), B to C, C to D, D to E and E to A. Everyone shifts one position in a counter clockwise rotation. The students not running bases in the F position could be doing jumping jacks, lunges or stretching while waiting in line.



**Rotation:**



# Running Fun

**Divisions II, III**  
**Outdoors**  
**Equipment:** none required

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	✓
Safety	
Goal Setting	
Active Living in the Community	



## Buffalo Run

1. Divide the students into groups of four to six and have them move through the activity space in single file, following a leader's walking, jogging or running pace.
2. On a signal, have the students at the back of each line run to the front and become the leader. Encourage varied footwork; e.g., a crossover step, shuffle, skip, moving forward and backward.

## Rectangle Rush

1. Have students seat themselves in a large rectangle. The students number off, one through four. Students are to remember their numbers.
2. Call out a number and, when students hear their number, have them stand and run around the rectangle. Challenge students to use different locomotor movements; e.g., gallop, skip or hop on one foot. Allow students 30 seconds of running time.
3. On another signal, students stop running and walk back to their starting places. Continue to call out different numbers until each group has had at least four turns.
4. To encourage maximum movement, create several triangles in the play space and have the students run around the triangles.

## Running Games (*Peseputuwenu*)<sup>15</sup>

**Divisions I, II, III**

**Outdoors**

**Equipment:** sticks, blanket

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Long ago, the survival of many Aboriginal peoples depended on their skills as hunters. Games filled an important role in educating young people by teaching life skills and physical and social development.

**Hopping Race:** This competition determines who can hop the farthest on one foot. Racers are allowed to change feet, but they can stand on only one foot at a time.

**Holding the Pail Game:** Students lock hands in a circle, chanting “*ne-chi-min-an-askikos*.” Whoever is “it” starts in the centre and tries to force his or her way out of the circle by breaking through (without going over or under arms). When it breaks through, everyone chases him or her and whoever touches “it” first becomes the new “it.”

**Choom-choom Game:** Two teams of equal numbers each form a single file, each person grasping the waist of the person in front of them. They squat down, chanting “choom-choom” and seeing which team can squat down the farthest without falling over.

**Snatching Places:** All the players except one stand in a ring; each marks his or her place with a blanket or other object. One player stands in the centre of the ring. The others change places constantly and the person in the middle tries to take a place when it is vacant. If they succeed, the person whose place was taken goes to the middle of the circle.

**How They Are Brought Up:** A leader is chosen. Everyone else takes a place behind him or her. The followers must do whatever the leader does, without stumbling. Anyone who stumbles or falls is out. The course can go over fallen trees, through gullies and up hills.

**Hide and Seek:** Hiders whistle when they are ready. Everyone who is found is a servant of the seeker and must follow the master in a single file, in the order they were caught, while the other players are found.

15. Adapted from Pat Atimoyoo, *Nehiyaw Ma Tow We Na: Games of the Plains Cree* (Saskatoon, SK: Saskatchewan Indian Cultural College, Curriculum Studies and Research Department, 1980), pp. 28–29.

# Snow Relays

**Divisions II, III**  
**Outdoors**

**Equipment:** beanbags, snowshoes, buckets, tennis balls, hoops

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	✓



## Snowshoe Relay

1. As a warm-up, have the students form a line of five students. Have them place their snowshoes on top of the person's in front of them. In unison, the students will lift their right foot up and place it down. They will repeat this motion with their left foot working together to move forward. You can join two groups together to have a group of 10 students working together.
2. Divide the class into teams of four students. Each team will wear snowshoes and has a bucket of 20 tennis balls or beanbags.
3. The first student on the team snowshoes a predetermined distance to the bucket and throws five balls to the hoop hanging or laying a set distance away.
4. Upon completion of the task, the student snowshoes back to the start and the next student takes a turn. They continue the task until the last person returns to the start line.
5. At the end of the relay, the team counts the number of balls or beanbags in the hoop and the activity is repeated to try to improve the score.
6. Try this activity using two hoops as targets. Also try these events wearing skis. Throwers could use various objects, such as beanbags, tennis balls or rings.

## Snowball Relay

1. Divide the students into groups of three.
2. Give one upside down pylon to each group of three students.
3. Line up each group at a starting line to begin the snowball relay.
4. Each team of three students will need to make a snowball large enough to fit on the opening of the pylon (like a snow cone).
5. On the signal, the first student places the snowball onto the pylon. He or she runs with the pylon and snowball to a designated line, touches the line with a hand, and turns around and runs back to the start line. The first student then passes the pylon and snowball to the next student in line. Then the second student runs to the line and back and so on. If the snowball falls off the pylon or inside the pylon, the student must stop, pick it up, repair it and place it back on the pylon to continue.

# SPUD<sup>16</sup>

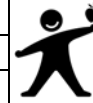
**Divisions I, II, III  
Outdoors**

**Equipment:** 5–6 soft, pliable playground balls

Activity	
Basic Skills	
Application of Basic Skills	✓



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	



1. Create groups of five with one ball per group and spread the groups out around a field.
2. Determine who “it” will be first. The person who is “it” counts to 10 out loud as the rest of the players scatter.
3. When they reach 10, players freeze in their spots.
4. The student who is it takes four giant steps toward the closest person and throws the ball, trying to hit them below the waist. If they hit the person, the person gets the letter S. If they miss, then “it” gets a letter.
5. The game continues until one person gets hit four times or misses four times and gets the letters S, P, U and D.
6. To increase the challenge, use a bigger ball that is difficult to throw or have “it” count to 15.

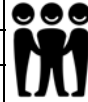
16. Adapted from Games Kids Play, “Spud,” *Games Kids Play*, 1995–2006.  
[http://www.gameskidsplay.net/games/ball\\_games/spud.htm](http://www.gameskidsplay.net/games/ball_games/spud.htm) (Accessed November 2005).

# Tantalizing Cooperative Tasks

**Divisions I, II, III  
Outdoors**

**Equipment:** juggling balls, blindfolds and beanbags

Cooperation	
Communication	✓
Fair Play	
Leadership	
Teamwork	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



Cooperative games during free time help to build positive student relationships and help to cut down on behaviour problems. Examples of cooperative games include:

## Co-op Tag

The player who is “it” tries to tag other players while they run (skip, hop, walk) to avoid being tagged. A player is safe when involved in a designated cooperative behaviour, such as:

- **Back-to-back**—students are back-to-back with another player, separating after five seconds.
- **Elbow**—students link elbows with a player.
- **Ball balance**—students balance a ball between each other with a designated body part, such as heads, sides or backs.

## Beat the Clock

Students form a circle facing inwards, touching shoulder to shoulder and holding hands. Everyone takes two steps back. On a signal, the whole group moves clockwise all the way around the circle until students are back at their original positions. The goal is to record the same number of seconds to do this group turn as there are students. For example, if there are 20 students, see if the group can do this turn in 20 seconds. If you break the circle by letting go of hands, you must join hands and start again. For more of a challenge, try to move around the clock twice or move around the clock in a counterclockwise direction.

## Merry-go-round Ride

Divide students into groups of eight. Four players lie on the floor with their feet in the middle of a circle. The students on the floor cross their right foot over the left ankle of the person next to them. The remaining four students grasp the wrists of the students on the floor and at the count of three move in a clockwise direction. The goal is to turn the merry-go-round a complete turn without letting go of hands. After attempting each rotation, switch the students so that the standing players get a turn to be the merry-go-round.

## Human Chair

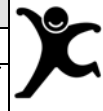
All the students stand facing in one direction, one behind the other with their hands on the waists of the people in front of them. The objective of the activity is to sit at the same time on the knees of the people behind them. The last person tries to hold this position on his or her own. Upon the direction “1-2-3 sit,” everyone sits down at the exact same time to create a stable human chair. To add to the challenge, have the students remove their hands from the waists of the people in front of them. Students can do this activity with their hands on the shoulders of the people in front of them as well.

# Tennis Can Be Fun

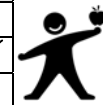
**Divisions II, III**  
**Outdoors**

**Equipment:** one tennis ball per student, one empty tennis can per student

Activity	
Basic Skills	
Application of Basic Skills	✓



Do It Daily...for Life	
Effort	
Safety	✓
Goal Setting	
Active Living in the Community	



1. Have the students scatter throughout the activity area, each with an empty tennis ball can and tennis ball. Some students may benefit from having balls tethered to the cans. Others may wish to use a large roaster pan as a target or as a catcher.
2. Demonstrate and have the students practise various tricks with the ball, for example:
  - Balance the balls on the end of the cans and walk, jog, gallop or skip while balancing the balls.
  - Toss the balls up with one hand, let them bounce once and catch them in the cans held in the other hand. Repeat several times and switch hands.
  - Catch the balls in the cans without letting them bounce off the floor. Switch hands and repeat.
  - Throw the balls against a wall, let them bounce once and try to catch them in the cans. Practise and switch hands.
  - Toss the balls up, spin around once and catch them in the cans on the first bounce. Try again, turning in the opposite direction. Switch hands and try again.
  - Toss the balls up, kneel down and catch the balls on the first bounce.
  - Throw and catch the balls while sitting.
  - Balance the balls on the closed ends of the cans, send the balls upward, quickly flip the cans over and catch them on the first bounce. Then try again, catching them before they bounce.
  - Toss the balls under one leg and catch them in the cans.
3. Divide the students into pairs and have them toss underhand and try to catch the balls in their cans on the first bounce or with no bounce; repeat with overhand tosses.
4. Have students invent a move of their own and teach their moves to the class.

# Ultimate Flying Disc

**Divisions II, III**  
**Outdoors**

**Equipment:** flying discs, snowshoes (optional), two sets of pinnies

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



**Note:** This game can be played without snow or snowshoes.

1. Divide the students into two teams and review the rules for Ultimate Flying Disc. Ultimate Flying Disc is a game in which players must monitor their own scoring and following of the rules, so fair play should be emphasized.
  - Each player wears snowshoes (optional) and the game is played on a soccer pitch or a football field. The size of the playing field can be adjusted to involve four teams playing two games.
  - Determine which team will receive the initial toss; e.g., by a coin toss.
  - Start the game by throwing the flying disc from the centre of the field to the other team.
  - The object of the game is to advance the flying disc down the field so that it can be caught in the end zone.
  - The team with the flying disc cannot run with it and must advance it by passing it down the field.
  - The team loses possession of the flying disc when it falls on the ground or an opponent intercepts the pass.
  - Once a team scores, they return the flying disc from their end of the field by throwing it to the other team.
  - Players may hold the flying disc for no more than three seconds and are only allowed to take three steps before releasing the flying disc. Once a player has caught the disc, they are allowed three seconds before they can be tagged. Once tagged, they lose possession of the flying disc.
2. Have the students play the game up to a predetermined score or for a set period of time.

# Walk/Run/Wheel Challenge

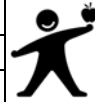
**Divisions II, III  
Outdoors**

**Equipment:** four cones, audio equipment, music with a fast beat, tally sheets and pencils, stopwatch

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	✓
Active Living in the Community	



1. Have the students set individual goals and try to improve their cardiorespiratory fitness. They can choose to run, walk or wheel laps for 10 minutes, or vary these activities.
2. Have the students chose partners to tally the laps. This number is recorded and used to set personal goals in the next challenge.
3. Students who are participating scatter themselves throughout the course and those who will tally first set themselves up inside the course. Remind recorders of the tally mark system:  $\text{N}|| = 5$ .
4. Provide feedback and encouragement and let participants know how much time remains. Check that recorders are focused and counting accurately.
5. Upon completion, students walk one lap and get a quick drink while recorders total the laps and write positive comments for their partners on the sheets. Lead the entire group through another warm-up.
6. Repeat the activity with the second group. Students hand in the tally sheets or keep them to be placed in an activity log.
7. Challenge students to complete a partner run in which the partners attempt to walk, run or wheel for 10 minutes straight and complete as many laps as possible. One partner must be walking, running or wheeling at all times, but they can switch off to take a break when they choose.
8. Encourage students and staff to participate in a walk, run or wheel club and have them fill in activity logs. Post the logs in a colourful monthly display; e.g., use a different coloured paper for each month or season and post the logs as leaves on a tree display—watch the leaves change colour as the year progresses.

Have students and staff compete against other classes for a “Golden Shoe Award,” which is given to the class with the most participants or who has completed the most distance or steps travelled in a specific period.

## Appendix

For sample activity logs, see **Appendix 3: My Daily Physical Activity Log**, **Appendix 5: My Fitness Shoe Activity Log** and **Appendix 6: My Pedometer Log**.

# Walking Programs

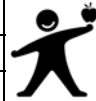
**Divisions I, II, III  
Outdoors**

**Equipment:** pedometers, walking logs, flags, hoops, playground equipment

Benefits Health	
Functional Fitness	
Body Image	
Well-being	✓



Do It Daily...for Life	
Effort	
Safety	
Goal Setting	
Active Living in the Community	✓



## Pedometer Challenge

Have students participate individually or collectively in a “pedometer challenge” in which individuals or groups set goals and challenge their personal bests. Have the students use pedometers to record the number of steps taken in a day, week or month.

Have students log the minutes or distance they walk. Display the logs along the hallways to promote physical activity. Have parents join the activity by colouring in their own shoes and display them along side their childrens’.

Have students log their steps, distance or minutes walked to and from school every day for a week. Calculate the total for the classroom. Try and improve the total achieved for next week or challenge another classroom.

Have the students adapt their walking by taking backward steps, sidesteps, walk three-legged with a partner, carry a backpack, wear snowshoes or wear inline skates. Also vary the number of participants, the length of the walk, the intensity (run, walk) and the objective (flat for speed, hilly terrain or staircase for training).

## Walking Tour of Canada

Have students go to the “Walking Tour of Canada” Web page (<http://www.goforgreen.ca>) and record the distances walked. As the students “walk” through each province or territory, they will find information that relates to history and social studies. They will also be able to use the Travel Mode Calculator to compare how various modes of transportation impact climate change and the health of our environment.

## Trek Across Alberta

Explore the province of Alberta through 30 sites linked to the Alberta Community Development Web pages that challenge students with grade-specific activities linked to various curriculum outcomes. Go to [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed/default.asp#trek](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/default.asp#trek).

## 25-km Club

Create a line drawing of a caterpillar, snake or other suitable character with 25 body sections. Every time a student completes a kilometre of walking, they colour in one section. When the picture is coloured in, the student becomes a member of the 25-km Club.

## Lap the World

Choose a province or country that the students can “travel” across. Before beginning, have the class walk one lap and count the number of steps, average the whole class’ results and arrive at an average number of steps per lap. Have the students walk, jog, run or wheel around the track or course and record the number of steps completed. Each week, tally up the number of kilometres travelled by the class and mark their progress on a map of the province or country.

<b>Alberta:</b>	900 000 steps
<b>Canada:</b>	9 600 000 steps
<b>World:</b>	80 150 000 steps

## Partner Walk

Have students choose partners and walk side by side in a line around the playground area. After several minutes of walking, the partners at the front step to the side and join the end of the line as it goes by. The second pair now becomes leaders. Continue until all pairs have had a turn being leaders.

Change the activity by having the two walkers at the end of the line walk up the side of the line to become leaders. The whole group continues to walk as students at the back walk to the front to become leaders.

## Wall of Walking

Pick a wall in the school that can be easily viewed by everyone and label this the “Wall of Walking.” Make cutouts of shoe prints or footprints and distribute to all students involved in the walking program. Allow students to decorate and colour the cutouts. Make sure the name of the participant is included on the footprint. Post the footprints on the “Wall of Walking.”

Over time you can watch the “Wall of Walking” grow as more students get involved with the walking program.

## Greening of the Trees

Conduct this activity before and after a walking program. Each morning for one week students are handed a leaf to be posted on the classroom tree. Classroom trees can be photocopies of a simple drawing, or students can design a tree for the class.

The colour of the leaf indicates how the student travelled to school.

- Students who biked or walked to school colour their leaves green.
- Students who travelled by car part-way, but walked at least a block colour the leaf half green and half yellow.
- Students who car pool or take transit colour the leaf yellow.
- Students who are driven to school colour the leaf red.

Classes attempt to make the tree greener as more students walk or bike to school.

## Appendix

For more student logs, see **Appendix 5: My Fitness Shoe Activity Log**, **Appendix 6: My Pedometer Log** and **Appendix 8: Travel to School Chart**.

# Winter Tag

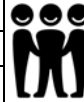
**Divisions I, II  
Outdoors**

**Equipment:** snowshoes (optional), hoops

Benefits Health	
Functional Fitness	✓
Body Image	
Well-being	

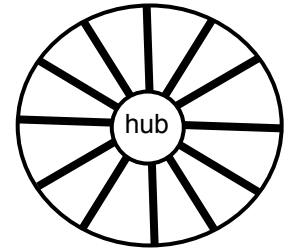


Cooperation	
Communication	
Fair Play	✓
Leadership	
Teamwork	



Warm up with the students and review the rules of the tag game before starting one of the games below. The following tag games can be played with or without snowshoes. To create homemade snowshoes, use plastic containers that are cut into a snowshoe shape and tied to the students' boots.

**Fox and Geese:** Make the shape of a big wheel with your feet in the fresh snow using paths to represent the spokes and a flattened down area of snow for the hub. Designate one student to be the fox and the rest of the class become geese. The fox tries to catch the geese, who once caught becomes the fox. If a goose steps out of the snow path, they will also become the fox. The only safe area for a goose is the centre hub, but only two geese are allowed in the hub at one time.



**Snow Angel Tag:** One or more students are "it" and they try to tag other students. Once tagged, the student must create a snow angel and then wait for someone to free them by touching them. Students could remain safe if they perform a certain move and hold the position for three seconds, such as a squat or a one-foot balance.

**Hoop Safety Tag:** Four hoops are placed around the playing area in a large circle. Choose four students to be "it." The students that are it chase the other students. If they tag someone, the tagged person squats down in the place that they were tagged. Students tagged can be rescued by another player by bringing them to an empty hoop. Only one player can remain in the hoop at a time, and once freed they must leave the hoop and resume the game. When you call out "hoop," the players that are in the hoops become "it."

## Resources



For more ideas on winter activities, visit <http://www.winteractive.org>.