

Whole School or Large Group

Physical Activities

Whole School or Large Group

The activities included in this section require the most in terms of teacher organization and equipment; however, they also offer a variety of benefits. For example, they:

- allow students to complete physical activity over a sustained period of time
- encourage the development of school identity and cooperation skills in students of different social groups, skill levels, cultural backgrounds and classes
- get the community and parents/guardians involved and interested in the school
- expose students to activities they might not otherwise experience and potentially foster new hobbies and interests.

Tips for Whole School or Large Group

- Include parents and other community members in these events.
- Use these events as an opportunity to build school spirit and to improve/enhance student and teacher relationships.
- When organizing whole school or large group events, use resources such as *Western Play Days* for ideas on how to organize and motivate the entire school community.
- Consider existing school and community equipment, resources and space when planning events and activities.
- Increase intramural opportunities as a positive way to increase physical activity in the school setting. For innovative intramural ideas, visit <http://www.ciraontario.com> or <http://www.cahperd.ca>.
- Encourage students and staff to use active modes of transportation to get to school, such as walking, cycling, wheeling or inline skating. Encourage community groups and parents to sponsor safe, active transportation by providing bike paths and lanes, well-lit walking trails, pedestrian-friendly neighbourhoods and secure bike parking.
- Organize a school sports equipment swap in which families and the community bring in unwanted or unused sports equipment and trade it with other families.
- Have students complete an inventory of the recreational opportunities (including walking, wheeling or cycling routes) available to them in their community. Complete the Community Map Activity in Section 2: Teachers.
- Have the entire school participate in morning energizers led by teacher-trained students. Student-lead activities are most effective when teachers participate as well, so don't forget your running shoes.
- Start a Student Leadership Initiative in which older students volunteer to organize and promote school spirit days, special events and dances.

Whole School or Large Group

Physical Activities

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Appendix

For resources related to planning whole school or large group events, see Whole School Activity Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

Whole School or Large Group

Physical Activities

Curling Mini-bonspiel

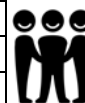
Division III
Whole School or Large Group
Equipment: brooms and sliders, curling rink

Divide students into teams with at least one student from each grade per team. Assign the Grade 9 students as the skips, filling the other positions equally with grade 7s and 8s. To make the most efficient use of your time at the curling rink, review curling terms before the day of the bonspiel. Review the hack, hog line, use of broom, rocks and hammer, the four positions played and scoring.

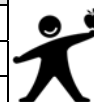
Invite community members to assist in the supervision of students for a full or half-day mini-bonspiel. Invite parents/guardians to attend and support the students. The Alberta Home and School Councils' Association could provide healthy nourishment throughout the day with the proceeds going to their association or to a charity.

1. Each game could consist of playing four ends. Assign one community member for every two sheets of ice or one per 16 students to offer advice and assist with scoring.
2. After the four ends, the teams who won could score two points and those who tied could score one point.
3. Teams could then change opponents and begin a new game according to the schedule. This schedule would be created prior to the event with a designated sheet of ice assigned for each draw.
4. Continue this rotation until all teams have played each other (as in a round robin) or until your time limit has been met.
5. At the end of the bonspiel, add up the total points and provide a reward donated from the community, such as a discount at a local store or a trophy donated by the Alberta Home and School Councils' Association. Make this an annual event and award the trophy yearly as part of the school's yearly events.

| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | ✓ |
| Leadership | |
| Teamwork | |



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



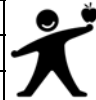
Family Dance

Divisions I, II, III
Whole School or Large Group
Equipment: DVD, audio/video equipment and appropriate music

| Benefits Health | |
|--------------------|---|
| Functional Fitness | |
| Body Image | |
| Well-being | ✓ |



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



There are many different kinds of dance that promote fitness and fun, such as line, square, folk, hip-hop, creative, country and western. Each dance style is as unique as the people who express themselves through their participation. Community resources such as local dance schools can often provide instruction if needed.

Attempt to provide instruction on a variety of dance styles. Encourage dancing independently, with a partner, in a group of four or more (square dance) or with an entire group (line dance). Dances can be adapted based on music preferences, mobility and creativity.



A family dance is the perfect opportunity for students to demonstrate the variety of dances learned in class. The dance could be held in conjunction with a special time of year, such as Halloween, Valentine's Day or Easter. Some themes also lend themselves well to "dressing up" in costumes, such as a 50s sock hop.

If you are hosting a family dance, encourage students to attend with a parent/guardian or another family. Identify a parent/guardian and student dance committee to determine details, such as the date, time, themes, decorations, publicity, music, sound system, healthy refreshments, staff supervision and clean-up.

Consider including a "Dance Around the World" event as part of a school multicultural festival and have students from various language and culture classes demonstrate cultural dances. Have students lead classes in traditional dances and play traditional music.

Resources



For an example of how to organize a school-wide dance extravaganza (including parent/guardian invitations, judging criteria and organizational tips), see the "Dance" curriculum organizer under General Outcome A at <http://www.education.gov.ab.ca/physicaleducationonline>.

Appendix

For more dance ideas, see Dance Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

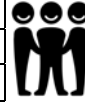
Ice Castles/Snow Sculptures Festival

Divisions I, II, III

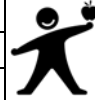
Whole School or Large Group

Equipment: plastic containers, food colouring, various decorations

| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | |
| Leadership | |
| Teamwork | ✓ |



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



Create a Castle

Students make coloured ice blocks prior to the day of the activity. Use paper milk cartons to freeze water that is coloured with food colouring. Divide students into small groups of five to make their own ice castles. Students can vary the sizes of the ice blocks by using different sized containers. It may take a while to build the castle and, therefore, is a good project to schedule over a number of days.



Students will be given directions to find the answer to two or three questions. The questions should be based upon information in the area. The following examples are questions that could be asked:

- How many blocks of ice were used in building your entire ice castle?
- How many blocks of ice are found on the bottom layer of your castle?
- How many different colours of ice were used in the construction of your castle?
- How many different shapes of blocks were used for the ice blocks you used?

Note: For safety reasons, ensure that the castle does not have a roof.

Snow Sculpture

Students can work in groups of four to build their snow sculptures based on a theme, such as animals. The students could give their animal a name upon completion. Students may want to bring various items that they could fill up with snow to help them build their sculptures.

Frosty the Snowman

The students could work in groups of four to build a snowman. They could bring items from home to decorate their snowmen. Encourage the students to go home and build snowmen with their families.

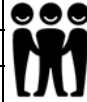
Scavenger Hunt

Divisions I, II, III

Whole School or Large Group

Equipment: a list of items, pencils for each person or group leader, a stopwatch if a timed event, pedometers and compasses

| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | ✓ |
| Leadership | |
| Teamwork | |



A scavenger hunt involves the students searching individually or as a group for a list of items and can take place both indoors and out. Scavenger hunts can be as straightforward as a list of 10 things to gather (four-leaf clover, a white rock, antlers, fallen branches that resemble antlers, wild roses). Each item can be given a point value based on its degree of difficulty. After a predetermined amount of time, points can be calculated.



Note: Review the proper safety precautions regarding boundaries, staying with the group.

Students could record the locations of various items versus collecting the items to avoid ecological damage. Pedometers could be used to record distances travelled. Alternatively, the scavenger hunt may include the use of compasses to help students navigate a course and find specific landmarks or clues. To increase the level of difficulty, students may walk backwards, sideways or three-legged with a partner. They could carry a backpack, wear snowshoes or wear inline skates while searching.

Outdoor Activity Hunt

Prepare a list of ten activities using the suggestions below. Put the activities on ten cards and place the cards outside around the schoolyard. Students are to locate the cards and complete the exercises in any order as long as they finish all ten. Before anyone can move to the next card location, each member of the group must complete the activity. As groups finish the Activity Hunt, have them stretch in the middle of the play area.

Sample activity tasks for the activity cards:

1. Touch a tree, then a fence and lastly a swing.
2. Have your group squat in single file. The last student leapfrogs over the other students and then squats at the front of the line. Leapfrog until the group has completed a total of twenty leapfrog jumps.
3. Give “high tens” with ten different students who are not members of their group.
4. Go through or under five different playground objects.
5. Run around one garbage can located in the playground.
6. Hang for fifteen seconds from a reachable horizontal bar on the playground.
7. Have your group form a circle, link elbows and sing one verse of a song while moving in a clockwise direction.
8. Have the group lie down side by side, one foot apart. The person at the end of the row runs over (without stepping on) all of their teammates and lies down at the end of the row. The group continues until all have run through.
9. Do a wall stretch for your hamstrings at a tree, pole or fence.
10. Decide on a team name and make up a cheer to go with it.

Incorporate cooperative activities, for example, form the letters of your school’s name using body parts, carry one person through an obstacle course by having all group members linking arms and forming a platform.

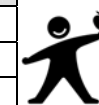
Skating

Divisions I, II, III

Whole School or Large Group

Equipment: skates, helmets, stopwatches, hockey sticks, soft pucks, pylons, nets and chairs

| Activity | |
|--------------------------------|---|
| Basic Skills | ✓ |
| Application of Basic Skills | |
| Do It Daily...for Life | |
| Effort | |
| Safety | |
| Goal Setting | |
| Active Living in the Community | ✓ |



Skating is a lifetime activity for all ages and ice rinks are readily available in most communities. Any number of participants, partnerships and teams can take part in timed events, team relays, tag games and modified hockey games.

For Division I classes, parent/guardian volunteers or older students could assist in a variety of ways; e.g., teaching nonskaters to skate, tying laces and organizing games. Some skaters could push chairs around to help them to balance. Dividing the ice to accommodate the needs of all students provides for a more enjoyable experience; e.g., blueline to end zone for beginners and between bluelines for free skating.

Skating Warm-up

As students get on the ice, allow for a few minutes of free skating around the rink counterclockwise. Remind beginning skaters to stay close to the boards for assistance. Have students take a few steps, then glide, reminding students to bend their knees for more power.

Pylons can be placed at the corners of the rink to create an oval pathway around which to skate. Remind the faster skating students to pass with caution. Ask students to march on the spot, or in a circle, balance on one skate and then the other, jump on the spot, stretch their arms up and then touch their toes, squat and stand up. Have students skate lollipop style (skates together and apart) to one end of the ice rink and back.

Skating Trains

Have students pair up to make a train. The student in front glides while the partner pushes from behind. At the end of the ice rink have skaters switch positions and skate back. Modify the distance for beginning skaters.

Stopping

Describe and demonstrate two methods of stopping. The pizza stop involves both skates turned inwards pressed into the ice. The side stop turns both skates parallel to one side, pressing into the ice. Pair up more advanced skaters with beginners and have them work as “Student Coaches” to practise both ways of stopping.

Lightening Drill

Starting at the end of the ice rink, skate to the blueline or a line designated by a pylon, back to the starting line, skate forward to the next blueline and back to the start, continuing until students have skated the entire length of the rink and have returned back.

Frozen Tag

One student is chosen to be “it.” On a signal, all students skate around the ice rink. If a student is tagged, they are then “frozen” and must stand with their arms outstretched to the side and march on the spot. To become unfrozen, another skater must glide under the frozen student’s arm. Keep changing the student who is “it.”

Other Activities

Many traditional games and activities can be modified for skating, such as partner tag, red rover, shark and a variety of other games.

Skiing

Divisions II, III
Whole School or Large Group

Equipment: ski equipment (rented or from home), buckets of balls, planks, rope

| Activity | |
|-----------------------------|---|
| Basic Skills | ✓ |
| Application of Basic Skills | |



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



Alpine Skiing

Alpine or downhill skiing is a wonderful way to be active and experience the outdoors at the same time. Book lessons at your local ski hill for students. Include a lesson on ski safety for all students.

Nordic Skiing

See the great outdoors and transverse its beauty while receiving a workout at the same time. Experience cross-country skiing at local groomed trails, schoolyards and golf courses. Students can demonstrate an understanding of being able to move in straight, curved line and zigzag pathways.



Relay Biathlon

Divide the students into equal teams. An individual from each team skis without poles to a bucket that is filled with balls. They must throw a certain number of balls at a target. Upon completion, each team member skis back to the start and the next member takes his or her turn.

Plank Walk

Use two long wooden planks and pairs of short ropes. Attach the pairs of rope to a plank at equal intervals, creating boot straps for two to five people. Alternatively, have the small group of students stand one behind the other on the plank and tie their boots to both planks. The students then have to work together to walk by lifting and moving the wooden planks forward one at a time.

Resources



For more information, visit <http://www.albertaalpine.ca>.

For more information, visit <http://xcountryab.net>.

Appendix

For more skiing ideas, see Skiing Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

Swimming

Divisions I, II, III

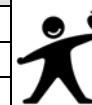
Whole School or Large Group

Equipment: appropriate swimwear, rings, rope, balls, nets, floatation devices and life jackets

| Activity | |
|-----------------------------|---|
| Basic Skills | ✓ |
| Application of Basic Skills | |



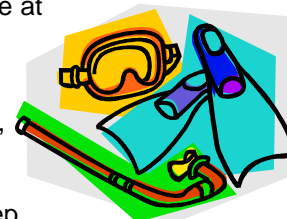
| Do It Daily...for Life | |
|--------------------------------|---|
| Effort | |
| Safety | |
| Goal Setting | |
| Active Living in the Community | ✓ |



Due to the individual nature of this activity, students should be able to participate at their own comfort level and ability.

Swimming could be as structured as lessons provided by trained lifeguards, swimming lengths for fitness (forward crawl, sidestroke, butterfly), games of tag, modified water polo, underwater hockey or cooperative activities.

Adaptations will vary depending on the ability of each student. Challenges may include diving for rings, racing across the pool or jumping off the rope in the deep end (if available).



Water Polo

This is best played in the shallow end of the pool, unless the students have strong swimming skills. Play occurs across the width of the pool with two targets, such as floatation boards, set on end and balanced against each other to form goals (or proper goals if available). Students are divided into two teams and one student on each team is designated to be goal keeper. Rules include:

- Once a player holds the ball, they cannot move and must try to score a goal or throw the ball to another player. All other players are free to move, but must remain in the water (including goal keepers).
- Play is continuous, except if the ball goes outside the pool, in which case it is handed to the nearest goalkeeper as a goal throw.
- Once a goal is scored, the ball is given to the referee to be thrown into the middle as a “toss up” between teams, or it can be given to the scored-upon goalkeeper to throw to a teammate to resume play.

Colours

One person is chosen to be “it” (the catcher) and faces away from the pool. All the remaining players in the pool choose a colour. The catcher continues to face away from the pool and asks “Do you have your colours?” and when the players answer they do, the catcher starts calling out various colours. When a player’s colour is called, they try and swim across the pool quietly without being heard. If the catcher hears a player moving, he or she can then turn around and try to tag the player before he or she reaches the safety of the other side of the pool. The catcher can use different categories; e.g., animals, cars or flowers.

Life Saving Skills

Arrange for the lifeguard or other qualified staff to show a few simple lifesaving skills, such as throwing a rope from the side of the pool and the proper way to tow someone through the water.

Appendix

For more swimming ideas, see Swimming Resources in **Appendix 30: Resources to Support the Implementation of DPA.**

Themed Play Day

Divisions I, II, III

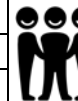
Whole School or Large Group

Equipment: varies depending on your activities; e.g., stopwatches, pylons, flying discs, utility balls, skipping ropes

| Benefits Health | |
|--------------------|---|
| Functional Fitness | |
| Body Image | |
| Well-being | ✓ |



| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | ✓ |
| Leadership | |
| Teamwork | |



Themed play days can take place over any time period and include games and activities that promote physical activity. Create your own activities to complement a chosen theme, such as winter festival, dinosaurs, pioneer days, travel the world, protecting the environment and summer slide.

Play days provide opportunities to create multigrade groupings. The oldest students can be given the responsibility of a leadership role and operate as captain.

Events can be adapted to appeal to the grades 1–9 students in the group. For example, decrease the distance, increase the intensity or add more difficult locomotor movements to personalize the events based upon student abilities.

To increase the fun and participation, equip your leaders with a variety of short games and energizers for when they find themselves waiting at a station. For example, a quick game of Rock, Paper, Scissors will help the group to stay on task.

Sample Play Day: Ecology Play Day

From *Playday! The Manual and An Ecology Playday*, by Mo Antoniuk, Gerri Blake, Linda Richards and Brenda Vickers, 2001.

Set up activity stations related to ecology and the environment, such as:

Dash for the Trash – Students pull a wagon around a set course, collecting items of trash at designated points along the way.

Toxic Round Up – Students identify various toxic symbols on different objects and sort them into bins.

Car Pool – Students move around a set course in a “car” (hoop), collecting passengers and transporting them to work.

Recycle – Students sort various recyclable objects.

It’s in Your Hands – Students plant and water grass seeds using a watering gun or can.

Beach Clean-up – Students sift sand and remove garbage (ice cream sticks, wrappers).

Ecology Can-can – Students complete an obstacle course that involves doing the can-can, grabbing a can, crushing it and putting it in the recycling bin.

Animal Adaptations – Students choose an animal they would like to be and adopt their characteristics while moving through an obstacle course.

Appendix

For more ideas, see **Appendix 30: Resources to Support the Implementation of DPA.**

Track and Field Activity Day

Divisions II, III

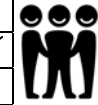
Whole School or Large Group

Equipment: could include cones, flags, hoops, stopwatches, batons, skipping ropes, high jump standards and mats

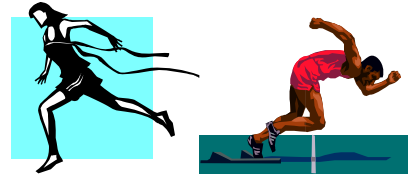
| Activity | |
|-----------------------------|---|
| Basic Skills | |
| Application of Basic Skills | ✓ |



| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | ✓ |
| Leadership | |
| Teamwork | |



Once students have been taught the basic skills of running, jumping and throwing, a culminating event could be a track and field activity day. For maximum participation, have at least as many stations set up as you have teams. The events can be run to accommodate any number of participants or teams. Teams should be equal in numbers and ability.



Record individual results of data reflecting personal best accomplishments or provide team passports for marking participation. Award points in each event to create a friendly challenge based on skill and or have awards for the team that exhibits the most enthusiasm, cooperation or respect.

Create a self-directed play day that operates on the premise that students will strive to meet the objectives of the day. They are given the freedom to choose when and which stations they will visit. A record book or passport is given to each student. Once all stations are completed, the students are invited to revisit their favourite stations.

Adaptations could include having different levels at the same station. For example in a throwing event, students could aim at different sized targets or choose to stand at one of three boundary lines.

Running events could include: short 50–200 m sprint, distance runs of 1000 m to 2000 m (dependent on age), slalom, hurdles

Jumping events could include: high jump, standing long jump, running long jump, modified activities such as “jumping the river” in which students jump across two skipping ropes that are laid out parallel to one another 0.5 m to 1 m apart

Throwing events could include: ball throw, modified javelin throw using pool noodles, beanbag toss, discus or flying disc, shot put

Appendix

For a sample of how to set up track and field stations, see **Appendix 13: Track and Field Sample Set Up**.

For more track and field ideas, see Whole School Activity Resources in **Appendix 30: Resources to Support the Implementation of DPA**.

Triathlon

Division III

Whole School or Large Group

Equipment: stopwatches, pylons (50), neon vests for marshals, blow horn for pool, signs for transition areas

| Benefits Health | |
|--------------------|---|
| Functional Fitness | ✓ |
| Body Image | |
| Well-being | |



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



This is an event of three activities involving swimming, biking and running. Any number of students, staff and parents/guardians can participate. All individuals or teams participating should attend an information meeting beforehand explaining the course, transition areas and other details. On event day, a brief review should be given at each event site prior to the start of the triathlon. All participants require a race number to be written on their arms and legs prior to the start. Participants may enter as an individual, completing in all events on their own, or they may enter a team of three people (one swimmer, one biker, one runner). Members of teams will all have the same number. Allow at least four hours for all students to complete in this event.

Swim—Choose a 100 m or 200 m swim (dependent upon age). Assistance is needed for each lane as well as transition area staff. If a swimming pool is not easily accessible, try having your first event as rollerblading or an obstacle race or have students perform a “swim” motion while lying on their stomach on a scooter board.

Bike—Choose a distance of 3–8 km for the cycling portion. All riders should have a previously checked bike and helmet in the transition area. Individual participants leave the pool and enter the transition area, dry off, put on their biking gear and *walk* their bikes to the appropriate clearly marked starting area. Bikers can then mount their bikes and begin the race. Team participants tag each other in the transition area and only then can the biker begin the bike race. When competitors finish the bike race, they dismount their bikes at the marked area and *walk* the bikes into the transition area, parking their bikes in the area provided before moving on to the running portion of the race. Station marshals along the course and the transition area are required to make sure riders are headed in the right direction.

Run—Choose a 1–2 km course based on the fitness levels and ages of participants. Individual competitors can leave the transition area as soon as their bikes are parked and they are ready to run. Team runners “tag” their teammates before they leave the transition area. Participants run the course clearly marked with pylons and marshals along the way. If possible, position the finish line where many students and staff can see and cheer on the finishers!

Invite the nonparticipating classes in the school to come out and cheer on the finishers. Ask your local running store to set up the finish line with an official timing apparatus. Many students have never been in any sort of formal athletic event and a great experience can spark a desire to become involved in many more events! One way to reduce the pressure for participants is to start a timing clock when the first heat of students begins their swim. Award all participants with an identical ribbon or medal to reinforce the participatory nature of the event.

Safety precautions include clearly marked routes, bicycle helmets, neon vests for marshals and first aid readily available if needed.

Resources



For more information, visit <http://www.triathlon.ab.ca> or <http://www.xcountryab.net>.

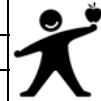
Walk to School Day

Divisions I, II, III
Whole School or Large Group
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 | ✓ |



Host a weekly or monthly walk to school day, such as Trekking Tuesdays, Walking Wednesdays or Footloose or Fuel-free Fridays.

1. Choose a day when everyone is encouraged to walk (even part way) to school.
2. Notify parents/guardians, students, teachers and neighbours of the event in advance.
3. Clearly outline your plans, how children can participate and the reasons for the event (health, fitness, environment, fewer vehicles).
4. Create a festive atmosphere and encourage participation.
5. Set up a drop-off zone for children who are driven to school a block or two away from school and have senior students or adults greet these children and join with the other children in walking to school.
6. Give a token (a hand stamp or sticker) to each child who participates and or perhaps a chance to win a door prize for senior students.

Consider establishing a walk to school day on a weekly or monthly basis.

Related Walking Activity Ideas¹⁷

Walking Festival

Organize a launch day to kick off the start of a walking program or a one-time event to promote physical activity. Send notices home with children announcing the date and reasons for the event and encourage everyone to participate by walking or biking to school.

Students and parents/guardians can carry signs celebrating all the good reasons to walk: walking for safety (traffic and personal safety), walking for health, walking for the environment, and walking for the community. Invite organizations to set up booths at the school and hand out information related to alternative transportation choices. Students each receive a passport, which is stamped at each booth.

Treasure Hunt

This event can take place in combination with an already existing walking program or can be a one-time event to promote physical activity. If the treasure hunt is scheduled during an already existing walking program, more time should be allotted for students to walk to school on that particular day.

17. These ideas adapted with permission from Safe Healthy Active People Everywhere (SHAPE), *Alberta's Active and Safe Routes to School Resource Manual* (Edmonton, AB: SHAPE, n.d.), pp. 33–34, 35.

Create a list of items and objects, based on the route the students will walk, that children need to find. For example, find a house with a blue door, fire hydrants, a black dog, a tire swing or a lilac tree. Make sure to include Block Parent houses, neighbourhood watch signs, and street and traffic signs.

Distribute a list of the items to be found and specify where to hand in the completed lists. Provide or help students to make a tracking sheet listing what item was found and where it was found.

When all entries are handed in, draw for a prize (the pirate's treasure) donated by a local sponsor or parent. Give all participants a keepsake.

Walking School Bus

A walking school bus is a school bus that operates with “kid power” instead of gasoline. Parents/guardians are the bus drivers and each parent/guardian is responsible for a shift or two per week. The bus driver walks a prescribed route, at a designated time, to and from school, picking up children along the way. Bus drivers are responsible for the children's safety and supervision, and can help children practise safe traffic behaviours as they walk to and from school. Remember to tell children that they should **ONLY** walk with the bus driver and not follow anyone else.

When organizing a walking school bus, choose the best route based on safety and location of children wanting to participate. Determine if there are any traffic dangers that you will have to address.

Make a schedule for volunteer bus drivers. If there is a specific after-school event, then a later bus can be scheduled or alternative arrangements can be made. Make a list of substitute drivers for days when the regular bus driver is unable to walk the route. Bus drivers may wear specific clothing such as a yellow scarf, an identity badge, a baseball cap or a brightly coloured article of clothing for identification.

Students could sign pledges to agree that they are willing to follow the bus rules, be on time and obey safety rules. Walking buses for younger children may have a bright yellow rope for children to hold on to and coloured caps or clothing that identifies them as walking school buses.

Appendix

For more walking tips, information and ideas see Section 2: Teachers, **Walking Ideas and Information**.

For a chart to track student and staff transportation to school, see **Appendix 8: Travel to School Chart**.

Also see the **Walking Programs** activity under Outdoors in Section 3: Physical Activities.

Winter Festival

Divisions I, II, III

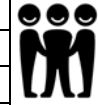
Whole School and Large Group

Equipment: determined by the events chosen; e.g., soccer ball, softball, football, basketball, pylons, rope, toboggans

| Activity | |
|-----------------------------|---|
| Basic Skills | |
| Application of Basic Skills | ✓ |



| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | |
| Leadership | |
| Teamwork | ✓ |



The event consists of various activity stations. The order of stations and groupings will be dependent upon the total number of participants involved. Be sure students are dressed appropriately.

Snow Angel Line Race

Divide students into teams of four. On a signal to start, the first in line races to a designated spot, lies down and makes a snow angel, and then races back to the start and touches the next team member in line. The students create the angels, one after another, connected in a straight line. The objective of this event is for the team to cover a predetermined distance (e.g., length of a football field). The first team to complete a snow angel line to the marked finish line wins. The number of teams participating will depend on the number of teachers available to monitor.

Chariot Races

Students create teams of five; four members are “horses” and one is the “rider.” Teams will race a predetermined course with their chariots and the first team to complete the course with its rider on the chariot wins. Create the chariots by providing precut squares of cardboard. Or, allow students to be creative and design their own chariots. This can be integrated with the Grade 3 (Building with a Variety of Materials), Grade 4 (Building Devices and Vehicles that Move), Grade 7 (Structures and Forces) and Grade 8 (Mechanical Systems) science curriculums. Students may stay on the chariot using ropes, handles or just by hanging onto the sides as they pull the chariot through the snow.

The Ultimate Snow Relay

Teams of four will participate in this four-legged relay. Each member does one leg of the race. Distances are approximate and can easily be altered.

Log Roll involves one team member laying out straight and rolling for 20 m in the snow.

Seal Walk involves one team member seal walking (lying on his or her stomach, lifting upper body off the ground with arms and walking forward, dragging legs) 10 m in the snow.

Winter Hare Hop involves one team member hopping with his or her feet tied together for 20 m in the snow.

Polar Bear Crawl involves one team member who speed crawls (sit in the snow, lift buttocks off the ground with legs and hands and walk forward) for 20 m in the snow.

Winter Mini-Olympics

Divisions II, III

Whole School or Large Group

Equipment: determined by the events chosen; e.g., toboggans, beanbags, milk cartons, balls, hockey sticks

| Benefits Health | |
|--------------------|---|
| Functional Fitness | |
| Body Image | |
| Well-being | ✓ |



| Cooperation | |
|---------------|---|
| Communication | |
| Fair Play | ✓ |
| Leadership | |
| Teamwork | |



A number of activity stations can be set up around the school that provide team winter activities for an afternoon of fun and exercise. Treat students to hot chocolate during a break in the activity. Each class could represent a country competing in the Olympics. Students could put their country's flag on their jackets.

Opening ceremonies could be held to introduce all the countries that are participating. Have students perform a group stretch with the members of their country before going outside. Incorporate several classes or the whole school in the half-day event. Examples of events for the Olympics could include:

Broomball/Hockey/Ringette

Different countries could play against each other in a game. Use the rules of the regular game.

Nordic Skiing

One team of students could cross-country ski around a designed route.

2-Person Bobsled

Two students could sit on a toboggan and the other two students could pull them around a designated area.

Biathlon

Each team of students throw a certain number of beanbags into a hoop that is placed about 20 metres away, and then run to the finish line. This activity can be set up in a relay format.

Speed Running/Skating

The students can run around an oval track or, if a skating rink is accessible, they could skate 10 laps around the rink.

Curling

On the tarmac, set up "curling sheets" with circles drawn or spray painted at each end of the sheet. Teams try to throw frozen plastic milk cartons down the sheet to land in the circle.

Other station ideas could include toboggan pull, bowling on snow, snowshoe races, scavenger hunt, ring toss on pylons and hockey net shoot out.

Teams could gather together to have a closing ceremony. A point system could be organized to encourage friendly competition among the students. Parents/guardians could be invited out for the day to assist with the various events or participate as an honorary member of the team. Schools could invite a Winter Olympics athlete to visit and share their experiences and to discuss active living.