

Appendix G

Skills, Games & Activities

Games - Space, Directions, and Body Awareness

Moving and Doing (Psychomotor)

- Identify, maintain, and use space adequately. (GCO 1; KSCOs 4, 7, 8, 9)

Understanding and Applying (Cognitive)

- Demonstrate an understanding of paths of motion. (GCO 2; KSCOs 1, 4)

Cooperation and Responsibility (Affective)

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4; KSCO 1)
- Demonstrate respect for the personal space of others. (GCO 5; KSCO 1)

Sample Activities

A. Spaceship Tag:

- Teach students the concepts of personal and general space (make sure that they know that personal space is their own self space and general space belongs to everyone).
- Each student will need a hula hoop which represents their "spaceship". This spaceship will define their own personal space and no student is permitted in another student's "spaceship".
- Students sit down inside the "spaceship" with their hands on their knees and wait for the teacher's signal to move. Tell them they are going to walk around the gym (or outside) in their spaceship, making sure not to bump into anyone or anything. Inform them if their "spaceship" bumps into another "spaceship," they must sit down inside their hoop with their hands on their knees. They cannot get up and walk until the teacher taps them on the head.
- At first, students move slowly around the gym and gradually increase speed. Encourage them to move in different pathways, at different levels and perform various locomotor movements.
- When students are successful at not bumping into each other, they are ready to play Spaceship Tag.
 - Choose 2-3 students as taggers. Taggers remain in their own "spaceships."
 - When they tag a student, they say "spaceship down." The tagged student must sit in their "spaceship" and wait for a non-tagging student to free her/him by gently tapping them on the head and saying "spaceship up."
 - Change the taggers frequently and assign different locomotor skills (hopping, jogging, galloping, etc.)

B. Pac Man/Ms. Pac Man Tag:

- Identify 2 or more students as Pac Man/Ms. Pac Man taggers (depending on the size of the group) and each tagger is positioned on a colored lined. The remaining students move to various locations in the gymnasium positioned on a colored line as well.
- The objective of the game is for the taggers to maneuver around the gym (on a line) and tag the other students who are also maneuvering on a line.
- Players can move any direction, however, all students must remain on a line at all times. When a player is tagged, he/she must perform a balance skill as directed by the teacher at the beginning of the game. They must remain in the balanced position for a count of 5 to 10 seconds to rejoin the game.
- **Variation:** Vary the method of locomotion to skipping, shuffling, galloping, etc.

Games - Locomotor Skills

Moving and Doing (Psychomotor)

- Demonstrate the mechanics of various locomotor skills. (GCO 1; KSCOs 1, 5, 7, 8)

Understanding and Applying (Cognitive)

- Demonstrate an understanding of basic concepts of human locomotion. (GCO 2; KSCOs 2, 4)
- Identify how movement affects the body. (GCO 3; KSCO 2)

Cooperation and Responsibility (Affective)

- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 5; KSCO 1)

Sample Activities

A. General: Free Exploration/Modelling:

- Students use free exploration to move around the general space. As directed by the teacher, students will change locomotor skills when cued.
- Modeling (self or student) is used to provide exemplars of proper locomotor skill technique for students to refine their skills. Discuss propulsion (pushing off a foot), force (an increase in force means a gain in speed) and level (low is best for balance).
- Students explore their refined locomotor skills to move with the rhythm of clapping, stomping, marching, counting of beats, drums and music.

B. Statue:

- Students are spread out in the general space on a poly spot ("Home" or "Special Spots"). The teacher demonstrates and explains a locomotor movement to perform. On the start signal (voice, music), students travel using the specified locomotor movement with proper technique. On the stop signal, students return to the poly spot (their own, different colour, closest/further, partner). Repeat the activity using a new locomotor movement such as jumping, hopping, walking, jogging, running, skipping, sliding or galloping.

C. Mr./Mrs. Wolf:

- Mr. or Mrs. Wolf is in the middle of the playing area. The end line players call "What time is it Mr. Wolf?" Mr. Wolf replies with a time between 1 and 12 such as 10 o'clock. End line players must take the number of steps corresponding to the time - in this case 10. Upon completion of the steps, the question and answer phase continue. When Mr. Wolf replies with "Lunchtime", all players must run back to the start line before being tagged. If tagged, they must join Mr. Wolf and help catch others.
- Alternatively, Mrs. Wolf could be on the same line as the students but facing the opposite direction. When "Lunchtime" is called all students must run back to the start line and avoid being tagged by her as well. Students tagged by Mrs. Wolf must join her. All other rules are the same as above. Use the names "Mrs. Werewolf, Mr. Claus, Mrs. Easter Bunny and Mr. Leprechaun" for a holiday flavour.

Games - Locomotor Skills

C. Follow the Leader:

- Assign one leader and several followers. You should have at least three players for a good game of follow the leader. Inform the leader that he/she is to perform a locomotor skill. This can include walking, running, dancing, singing, talking or any activity/combination of activities he/she wishes to do. Instruct the rest of the players to follow the leader and mimic the leader's actions. Students that do not follow the leader's actions are out of the game. Signal the end of the game when only one person is left following the leader. This student becomes the leader of the next game.
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Games - Non-Locomotor Skills

Moving and Doing (Psychomotor)

- Identify non locomotor skills that contribute to improved health and an active lifestyle. (GCO 1; KSCOs 2, 7, 8)
- Explore a variety of creative movements in individual and group activities. (GCO 1; KSCOs 4, 6)

Understanding and Applying (Cognitive)

- Create a variety and combination of non-locomotor skills using a range of body joints and positions. (GCO 2; KSCO 3)

Cooperation and Responsibility (Affective)

- Demonstrate an increasing attention span when performing non-locomotor movements. (GCO 6; KSCO 1)
- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 6; KSCO 2)

Sample Activities

A. Free Exploration/Modelling:

- Students use free exploration to move in their own self space. As directed by the teacher, students will change non-locomotor skills when cued.
- As a warm-up activity, teachers can model various and simple stretches to promote non-locomotor skills. It is important for the teacher to emphasize proper technique and to observe student performance to prevent injury.

B. Body Part Rhythm:

- Students listen to the rhythm of an instrument or music and the teacher directs them to move different body parts to the beat.
 - Hands – shake, clap, slap knees
 - Arms – circle, move up and down
 - Knees – bend, straighten
 - Elbows – point, small circles
 - Hips – swing, twist, bend, sway
- Some variations to this activity may include:
 - As students become more aware, introduce two or more movements at the same time.
 - Using the songs “London Bridge” and “Hokey Pokey”, the teacher directs students through non-locomotor movements.

Games - Non-Locomotor Skills

C. Animal Exploration:

- Children are encouraged to explore different animal movements as a way to experience non-locomotor movement (e.g. the teacher asks students to choose a small animal that would require bending, twisting, etc.). Then choose a large animal to promote the use of other non-locomotor skills). This activity can also be performed using numbers, letters, objects, shapes , individually and in groups.

D. Bean Bag Helper:

- Each student is given a bean bag to balance. The teacher selects the body part and students move carefully throughout the gymnasium while balancing their bean bag. If the bean bag falls to the floor, students must freeze with arms extended. When other students see a classmate in a frozen position they move to that student to provide assistance. They must bend down carefully and pick up the fallen bean bag and pass it to the frozen student to free them (Student must be careful not to lose their own bean bag).
- Some variations of this activity may include:
 - Students select their own body part.
 - Students move in pairs and each student is carrying their own bean bag (linking arms)

E. Animal Tag:

- Students are divided into two groups and go to opposite sides of the gymnasium. The teacher will huddle with one group and quickly have them select a common animal. Once the choice is made, students move as silent as possible up the length of the gymnasium mimicking the chosen animal.
- Once they all reach a designated location, they stand together side by side facing the opposite group. Under the direction of the teacher the other group takes a turn trying to guess the selected animal. If correct, the guessing team then chases the group back to the other side.
- Switch roles and let the other team choose an animal.
- **NOTE:** It is important to try to keep the children as active as possible. Therefore, if a student is tagged then simply give him/her a high five and allow them to remain in the game.

Games - Manipulative Skills: Projecting and Receiving Small Objects

Moving and Doing (Psychomotor)

- Project a small object in a variety of ways. (GCO 1; KSCOs 1, 3)
- Receive a small object in a variety of ways. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- Discuss body position in relation to projecting and receiving objects. (GCO 2; KSCOs 1, 2, 4)

Cooperation and Responsibility (Affective)

- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 6; KSCO 3)

Sample Activities

A. Target throwing, partner catch, large group catching games and carry activities:

- Play various target throwing, partner catch, and large group catching games.
- Challenge students to improvise a throwing and catching stunt (e.g. a two hand toss up, a clap, then catch). Increase the number of claps, add turns, bend down and jump up, through the legs, over the back and any other ways students can imagine.
- Carry various small objects in ways that do not use the hands.
- Push various small objects in ways that do not use the hands.

B. Introducing Courtesy Chicken:

- The concept here is to introduce a rubber chicken named Courtesy Chicken (Kurt for short). Emphasize that Kurt is courteous and all students must be courteous with the equipment we use. Through exploration and questioning such as “On how many different parts of your body can you place Kurt?”, encourage students to balance Kurt on as many different body parts as possible (head, forehead, nose, shoulder, elbow, hand, fingers, tummy, back, shoulder, knee and foot).
- Add dynamic movements such as sitting down, standing up, squatting, turning and twisting.
- Allow students to continue exploring by using various body parts to take Kurt for a ride in the general space. Encourage self expression, imagination, creativity in movements (levels: high, medium and low; directions: forward, backward, up, down, sideways, zig zag, circular and curved).

C. Card Catch:

- In groups of two or three, students will send and receive a small object of their choice back and forth. On a cue (music stop, hand raised), the student without the object in hand will go to the designated area, choose a playing card, return to their group to perform the number of throws indicated on the card. The group must complete this as quickly as possible. Change levels, directions and pathways (triangles & circles in groups of two or three) frequently. For the first few times, it may be necessary to have the teacher draw the card, show it to the class and everybody perform the same number of repetitions.

D. Blockers:

- Pylons are placed on the sidelines of the gym. Students are divided into two teams and stand in front of the pylons trying to defend them. The object of the game is to slide a beanbag or other object across the gym floor trying to knock over or move the other team’s pylon off the line. The “defenders” must receive the beanbag with their foot and absorb the force so that it doesn’t bounce off their foot and strike a pylon.

Games - Manipulative Skills: Projecting and Receiving Large Objects

Moving and Doing (Psychomotor)

- Project a large object in a variety of ways. (GCO 1; KSCOs 1, 3)
- Receive a large object in a variety of ways. (GCO 1; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- Identify basic rules and fair play principles. (GCO 3; KSCO 3)

Cooperation and Responsibility (Affective)

- Demonstrate concern for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)
- Exhibit increasing self confidence when using manipulatives. (GCO 6; KSCO 4)

Sample Activities

A. Sending and Receiving Stations

- Students learn skills of projecting and receiving large objects by participating in a wide range of activities.
 - Project a kinball: into the air, to a wall target, to a partner, to a floor target using two-hands and with one-hand underhand motions.
 - Send a soccer ball using a one-foot push and alternate foot pushes.
 - Receive an omnikin ball with two hands.
 - Receive a foam soccer ball with the bottom of the foot and inside/outside of the foot.
 - Using a playground ball: throw to varying heights and distances using a two-hand underhand throw; toss it up, let it bounce and catch it.
 - Roll a bowling ball to the wall or to a partner using a two-hand underhand and a one-hand underhand motion.
 - With two hands, catch and toss with a partner.
 - Dribble a playground ball with one hand.
 - Dribble a foam soccer ball with one foot and alternating feet.

B. Sending and Receiving Stations (individually or with partners):

- Bounce and Catch
- Basketball Shooting – use foam balls
- Soccer Score – use foam soccer balls and try to score on a net
- Bowling
- Soccer Dribble; Basketball Dribble
- Ring Toss
- Hoop Roll
- Passing and Trapping (Soccer)

C. Omnikin:

- Distribute red and blue pinnies as evenly as possible. Students stand around the circle alternating red and blue. Push an extra large omnikin ball within the circle. On cue, students start pushing the ball. Cooperatively determine which team is touching the ball. That team continues to push the ball around the circle while the other team runs to touch the nearest wall and returns to help push the ball. If both teams are touching the ball, everybody runs and returns. If nobody is touching the ball, everybody runs around the circle in a specified direction (clockwise, counterclockwise), returns to their spot and continues play.

Games - Manipulative Skills: Projecting and Receiving with Implements

Moving and Doing (Psychomotor)

- Project a variety of objects using various implements. (GCO 1; KSCOs 1, 3)
- Receive a variety of objects using various implements. (GCO 1 ; KSCOs 2, 5)

Understanding and Applying (Cognitive)

- Discuss fair play principles in relation to individual differences in performance. (GCO 3; KSCOs 1, 3)

Cooperation and Responsibility (Affective)

- Demonstrate an understanding of the effectiveness of group cooperation. (GCO 4; KSCOs 1, 2)

Sample Activities

A. Demonstrations:

- Demonstrate ways to send and project an object, using a variety of body parts and implements.
- Demonstrate ways to receive an object using a variety of body parts and implements.

B. Paddles:

- Modelling: Students model the actions of the teacher as he/she preforms various stationary tasks. For example, the teacher can demonstrate various levels and directions holding the racquet.
- Next, students place a beanbag on the paddle and perform the activities as in the step above. As a next progression, challenge the students to move in the general space of the gym while carrying a beanbag (from slow to faster movements).
- Children are encouraged to participate in fun relays that emphasize carrying a beanbag on their paddle.
- Next, students will strike a large stationary ball, while in a stationary position, against a wall.. Start in a kneeling position and progress to standing. Having the ball stay on the floor will ensure greater success.
- As students become more confident and their skill level improves, allow them to work cooperatively with a partner increasing distances over time. Start with larger balls first before proceeding to smaller ones.
- A great activity that encourages good swing technique and had/eye coordination is to have the student strike a large ball from a tee with a paddle. A smaller ball may be used if the teacher decides it is developmentally appropriate.

C. Scoops:

- Modelling: Students model the actions of the teacher as he/she performs various stationary tasks. For example, the teacher can demonstrate various levels and directions holding the scoop.
- Next, students place a beanbag in the scoop and perform the activities as in the step above. Include as well, tossing up and catching the beanbag in the scoop.
- As a next progression, challenge the students to move in the general space of the gym while carrying a beanbag and progress to pushing/carrying a whiffle ball (from slow to faster movements).
- Children are encouraged to participate in cooperative fun relays that emphasize carrying a beanbag. Progress to a whiffle ball in the scoop.
- Next, students are provided with stationary tasks involving a scoop and ball. Start in a kneeling position and progress to standing. Students will learn to scoop up a ball and low tossing/catching. As students become more confident and skill level improves provide time for them to individually toss the ball to the wall using the scoop. Increase the distance from the wall as appropriate. Start with large balls first before proceeding to smaller balls.
- A great activity that encourages high skill level and hand/eye coordination is to have students, in pairs, roll the ball to their partner and pick it up with the scoop.

Games - Manipulative Skills: Projecting and Receiving with Implements

D. Bats:

- The teacher needs to demonstrate the proper positioning, stance and grip for batting.
- Baseball tees are safely set up in a straight line and lengthways across the gym. Behind each tee is three to five students sitting and awaiting a turn. The first student from each group approaches the tee, places the ball on the tee and sets up in the ready position with the bat. This is an excellent time for the teacher to observe the first group of students and provide appropriate feedback where necessary. Students are only permitted to swing on the teacher's signal and retrieve the ball on a second signal. Once the student retrieves the ball they set it up for the next student and sit at the back of their group's line. The next student walks to the tee, assumes his/her position and waits for the teacher's signal.
- A great conclusion to this unit is to play a cooperative game using a tee. Students are divided into two groups. One team will play the field while the other team sits on a bench. Be sure to place two bases on the gymnasium floor. One base is placed next to the tee while the other is placed at first base. Each student takes a turn and hits from the tee. Immediately after contact the student runs to first base and then runs back to the home base. The fielding team must cooperatively work together. The student who catches the ball must immediately sit on the floor. All the team must then sit in a straight line behind this student before the student who hits the ball reaches home base.
- **Note:** To ensure every fielding player gets a chance to sit with the ball, the teacher can designate a student before each hit. If another student catches the ball then that student must give the ball to the designated student and immediately sit behind. **NO NEED TO KEEP SCORE!**

E. Hockey Sticks:

- First, the teacher needs to emphasize the safety associated with using this implement. Sticks must be close to the floor level at all times.
- The teacher should explain and demonstrate the proper grip using a hockey stick. First, allow students to choose the side that they are more comfortable with holding the stick. Ensure that the top hand is wrapped around the butt of the stick, place the elbow of the other arm so that it touches the top hand, and wrap the lower hand around the stick using a v-grip.
- Modelling: Students model the actions of the teacher as he/she performs various stationary tasks using a ball or puck. For example, the teacher demonstrates holding the stick and stick handling.
- Students are asked to slowly carry the ball or puck around the gymnasium keeping it close to them. Progress to faster and various patterns of movement.
- Next, students will learn to strike a ball or puck with a hockey stick ensuring that the stick remains close to the floor surface during the hit and follow through. First, do this activity against the wall before progressing to partner passing.

Games - Manipulative Skills: Accompanying Apparatus

Moving and Doing (Psychomotor)

- Manipulate various apparatus individually and in large groups. (GCO 1; KSCOs 1, 2, 3, 6)

Understanding and Applying (Cognitive)

- Demonstrate an understanding of the mechanics of using an apparatus. (GCO 2; KSCOs 1, 2, 3, 4)

Cooperation and Responsibility (Affective)

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 4; KSCOs 1, 2)

Sample Activities

A. Balls (Varying sizes):

- The teacher should emphasize bouncing or rolling a ball with 2 hands, 1 hand, alternating between hands or bouncing/rolling to another person. The teacher should have the students explore the movement in self and general space, using different forces and levels.

i.) *Ball Challenges:*

- The teacher can ask students to perform the following ball challenges: Bounce and catch the ball while standing/sitting; roll the ball around your body while sitting; bounce the ball high/medium/low; roll the ball in a straight line/zig zag.

ii.) *Partner Bounce Challenge:*

- Working with a partner, students stand facing each other (approximately 3 giant steps apart). One partner performs a skill and the other partner mirrors it. For example, students bounce the ball with two hands, back and forth to each other and catching the ball with two hands. After each successful catch, students move another giant step away from their partner. As an extension to this activity, students could bounce the ball using one hand and/or a smaller ball.

B. Hula Hoops:

- Hoops can provide the potential for a variety of movement experiences. The teacher must ensure that students have adequate space to perform their activity.
- Some individual challenges can include: spin the hoop like a top and see how long you can make it spin; roll the hoop and run alongside it, stopping on command; use the hoop like a jump rope.
- Group Challenge: Form small groups of five or six students and have them join hands in a line. Place the hoop at one end of the line so that children can pass through the hoop. The object of the task is for the students to move the hoop to the other end of the line without releasing their hands (The teacher will need to provide a demonstration for this activity).

C. Rope Skills:

- The teacher will introduce students to the rope emphasizing space for safety, taking breaks to avoid exhaustion and wearing proper footwear to avoid injury.
- Children will start with stationary rope activities, move on to rope movement (making waves, swaying the rope, etc.) and eventually progress to a full rope turn.

Games - Manipulative Skills: Accompanying Apparatus

i.) *Leap the Brook:*

- Students will place their ropes in a straight line on the floor. Students will jump over the rope in a variety of ways (forward, backward, one foot or two feet jumps, etc.). Students can also work with a partner, placing their ropes close to each other (one step apart), and complete the same activities using the two ropes. You can extend this activity by having the children increase the distance between their ropes

ii.) *Jump the Snake:*

- The teacher will place students in groups of three or more. Two children will hold the ends of the long rope and wiggle the rope from side to side on the floor, imitating a snake. The other children in the group will attempt to jump over the “snake” without touching the rope. You can extend this activity by moving the rope up and down like waves and have the children attempt to jump over the waves without touching the rope.

D. Parachute:

- Parachute games are excellent for upper body development and developing cooperation. The teacher should discuss parachute safety, care and proper grip with the students before beginning parachute activities.

i.) *Ocean Wave:*

- On the teacher’s signal “Ocean Waves”, slowly shake the parachute up and down. On the signal “the wind is getting stronger and stronger.... It’s a hurricane” progress faster and faster. Finally, make gentle waves as the wind is dying down... to a soft breeze.

ii.) *Umbrella:*

- Hold the parachute at waist level using the overhand grip. On the teacher’s signal, students thrust their arms overhead to allow air under the chute then quickly pull the edge to the floor to seal in the air making an umbrella shape. Students continue to hold the edges down until the canopy settles to the floor. You could extend this activity by walking forward three steps before sealing the chute, or have students go underneath the chute and seal it by sitting on the inside edge.

iii.) *Air Bubbles:*

- Players kneel and hold the parachute on the ground. At the signal, they all stand up and hold the parachute over their heads. As the parachute falls down to the ground the players bring their arms down so that the parachute sinks all the way down on the ground.

iv.) *Cat and Mouse:*

- In a kneeling position, players hold the parachute and make waves by moving their arms up and down. A hunter (cat) on the parachute tries to catch a (mouse) who is under the parachute. Players must crawl.

E. Bean Bags:

- The teacher will introduce children to the bean bag. Bean bags can be manipulated with different body parts of the body and used for balancing. Children can complete a variety of bean bag challenges, individually or in groups. These challenges can include: balancing the bean bag on different body parts of the body - stationary and in motion; moving a bean bag by pushing, throwing or sliding it toward a target.

Rhythmic Activities

Moving and Doing (Psychomotor)

- Perform non-locomotor and locomotor skills to music. (GCO 1; KSCOs 3, 4, 6, 9)

Understanding and Applying (Cognitive)

- Create simple rhythm patterns. (GCO 2; KSCOs 1, 3, 4)

Cooperation and Responsibility (Affective)

- Follow directions for the safety of self, others and surrounding environment. (GCO 5; KSCOs 2, 3)

Sample Activities

A. Space Awareness/Movement Concepts:

- Move around the general space using movement concepts such as time/speed (slow/ medium/fast, acceleration/deceleration)
- Using clapping, stomping, a drum, rhythm sticks or a tambourine, play a beat for the students to follow so that they can apply the movement concept of force (soft/weak, hard/firm). Play slow, medium and fast tempo music:
- From a stationary position, move the body slow, medium or fast. Progress towards moving in the general space with the tempo and extend to move lightly or loudly with the tempo. Students listen to music, determine the mood (sad, happy, mad, scared) and move to match the mood.
- Play slow, medium and fast tempo music. From a stationary position, move the body slow, medium or fast, progress towards moving in the general space with the tempo and extend to move lightly or loudly with the tempo. Students listen to music and determine the mood (sad, happy, mad, scared) and move to match the mood.

B. Emotion Commotion:

- Students move slowly around the general space showing emotions in three increasing levels. Emotions are called out and students mimic the emotion. For example, when the teacher calls out happy, students should show small signs of happy. Medium is then called and students will show stronger signs of that emotion. Large is then called and students should show very strong signs of the happy emotion. Use many different emotions.
- An extension would be to use non-locomotor and locomotor skills combined with small, medium, large, slow, medium and fast movements.

C. Please Don't Stop the Music:

- Move around the general space trying to feel the music. Use prompts such as "What does the music tell us to do?", "What does the music make us think of?", "How does the music make us feel?"

D. Pattern-Polka:

- As an introduction to group patterns, students will participate in step 1 of the Kinder-Polka. Have all the class stand in a circle to perform the dance. The teacher provides the verbal cues "step-close, step-close, stamp, stamp, stamp" as the students move towards the middle of the circle. Repeat the pattern stepping back to the beginning position. Once everyone has reached the starting position, a student will add two beats to the pattern. For example, stamps, marches, stamps, twirls, raises, crouches or circles for the class to repeat. All students perform the pattern using the two new beats.

Body Management and Orientation

Moving and Doing (Psychomotor)

- Demonstrate jumps, landings and turns. (GCO 1; KSCOs 1, 2, 4, 9)
- Demonstrate various rolls and balances. (GCO 1; KSCOs 1, 6, 7, 9)

Understanding and Applying (Cognitive)

- Participate in creative movement activities. (GCO 3; KSCOs 1, 2)
- Identify healthy food choices. (GCO 3; KSCO 4)

Cooperation and Responsibility (Affective)

- Demonstrate the ability to cooperate and work with others while respecting individual differences. (GCO 5; KSCOs 1, 2)

Sample Activities

A. Shapes:

- The following challenges are examples of activities that will help students perform different body shapes.
 - Make a curled body shape
 - Make a stretched body shape
 - Make a small, medium or large body shape
 - Make a teacher suggested shape (ex: letter of the alphabet, a number, etc.)
 - Make an individual and/or partner shape
 - Make a shape while moving (Challenge students to become different animals and adopt their shape/movement pattern.

B. Animal Tag:

- Animal tag is a great activity to encourage creative animal movements that focus on body shapes to enhance body awareness and orientation. Students are divided into two groups and are separated on opposite sides of the gymnasium. The teacher will go to one of these groups and have them select an animal. This group will then move towards the second group making this animal shape with their body. When the animal group reaches a designated line they stop. The second group will take turns trying to guess the animal. If they are correct, the animal group turns and runs back to their side of the gymnasium while being chased by the guessing team. The teacher will then go to the second group, those students select an animal and repeat the activity.
- **Note:** If a child is tagged by another student they give each other a high five and remain with their original team.
- For safety reasons, teachers should ensure that students know where the designated stop line is when chasing the other team.

C. Balance:

- The following challenges are examples of activities that will help students balance with confidence.
 - Challenge the student to balance on one body part, then two, then three.
 - Move and assume a balanced position on the teacher's signal (incorporate music and vary the type of balances)
 - Have students cooperate with a partner and perform various simple balances.
 - Start from the floor, and then progress to an elevated site (small balance beam, bosu ball, etc.). An example activity includes:

Body Management and Orientation

i.) Balance Tag:

- Balance Tag is a game/activity to practice a variety of balances. The teacher will designate two, three or more taggers depending on the size of the group. Students will move around the gym avoiding the taggers, however, when tagged students must perform a balance holding it for five seconds (or another designated period of time). Then they may re-join the game. Teachers should change the taggers frequently.
- Extensions to this activity include varying the type of balance (1, 2, 3, 4 points or body parts) and varying the holding time for performing the balance.
- Another variation involves the tagged students performing a specific balance. Students must balance on their bottom, their arms straight out to the sides and their feet in the air (v-shape). In order to re-join the game, a non-tagged student has to help them by gently holding their feet and spinning them once in a circle.

D. Weight Transfer: Jumps, Landings & Rolls:

- The following challenges are examples of activities that will help students understand the concept of weight transfer. Weight transfer is a travelling action that involves the transfer of weight from one adjacent body part to another (Werner, 1994).
- Students are taught different types of jumps and landings, through teacher demonstration, followed by practice. Start from the floor and progress to an elevated site for some of the activities listed below. To absorb impact upon landing, the teacher must ensure that students land on the balls of their feet with their knees bent.

i. *Some simple challenges include:*

- Jump up and down and progress to jumping for height
- Choose a spot/line on the floor and practice jumping and landing over the line. Begin forwards before backwards and sideways
- Practice landing with the feet together, then apart
- Jump and land quietly; Jump while turning (i.e. 1/4, 1/3 or 1/2 turns)
- Jump like various animals (a kangaroo, a rabbit, or a frog).

ii. *Introduction to Rolling:*

- When teaching rolls, students should be encouraged to move their body safely. The teacher can introduce the concept of rolling through the following activities:
 - The teacher asks students to demonstrate different ways of rolling (avoid using their head).
 - Place several mats together. In small groups, students roll from one end of the mat to the other. Students are encouraged to do a log roll (Lying in a stretched out position on your tummy, with your arms extended overhead and your hands clasped. Make yourself as long as you can; roll sideways onto your back and then onto your tummy again).
 - Students perform the log roll so that their feet and hands do not touch the mat.
 - Students are encouraged to do an egg roll (Lying on your back, hug your knees to your chest, elbows into your sides and chin tucked between your knees. Roll sideways so that you finish on your knees and be sure to push with your elbows and knees as you roll.
 - Challenge students to perform a simple sequence of log rolls and egg rolls.
 - If students can perform other types of rolls properly (shoulder rolls, forward rolls, etc.), encourage them to do so.

Body Management and Orientation

E. An activity suggestion for “Identifying Healthy Food Choices” is:

i. *What’s for Dinner?*

- One player (the teacher) stands in the middle of the playing area (the plate). The teacher is the tagger. Students are divided into four equal groups and positioned at the four corners of the playing area (one representing each food group). The teacher calls out a food and the food group to which it belongs. The players in that corner (food group), jog to the middle and continue to jog around the “plate” until all food groups are jogging around the “plate”. If a food is called that does not belong to either food group, the students do not move. Once all groups are jogging around the “plate” the teacher/tagger calls “it’s dinner time” (or lunch time, or breakfast...). All the “foods” try to return to their corner before being tagged. If a student is tagged, they become “food” on the plate and help the teacher (tagger). Students need to be reminded to be cautious of controlling body movement when turning to run away from the tagger and arriving back at the “food group” corner.

