

Appendix D

Sample Activities

3100 and 3101 Sample Activities

Number	Description														
1.	<p>i. Beginners can start with exercises done for 10 minutes to 20 minutes at most. When their bodies have adjusted properly they can start extending the time span of their exercises to 30 minutes and more.</p> <ul style="list-style-type: none"> Such a routine may include jogging, cycling, swimming, dancing, aerobics, climbing stairs, hiking or various sports such as soccer, basketball, hockey, racquetball, tennis, etc. During the activity have students test their pulse rate at various time intervals and determine if they have reached their target heart rate zone and intensity level. <p>ii. At the end of the class take 15-20 minutes to demonstrate various stretches. Start at the feet and work your way up to the head (ankles, calves, hamstrings, quadriceps, lower back, chest, biceps, triceps, shoulders, neck). The stretches can be lead by the teacher, student or choose various students to get involved.</p> <ul style="list-style-type: none"> Enforce the idea that stretches should be held for 15-30 seconds for each body part stretched and 3-4 times per each body part. <p>iii. The tests below would be an effective way to show individual students their level of upper and lower body flexibility and how they compare to others in the class.</p> <ul style="list-style-type: none"> Teach students how to measure their flexibility using the following tests: <table data-bbox="354 968 1122 1209"> <tr> <th><u>Trunk and Lower Body</u></th><th><u>Upper Body</u></th></tr> <tr> <td>- Sit and Reach Test (variations)</td><td>- Shoulder Rotation Tests</td></tr> <tr> <td>- V-Sit test</td><td>- Shoulder Flexion Tests</td></tr> <tr> <td>- 90/90 (AKE) hamstring test</td><td></td></tr> <tr> <td>- Groin Flexibility test</td><td></td></tr> <tr> <td>- Calf muscle flexibility test</td><td></td></tr> <tr> <td>- Trunk Rotation Test</td><td></td></tr> </table> <p>(Source: http://www.sport-fitness-advisor.com/flexibilitytests.html)</p>	<u>Trunk and Lower Body</u>	<u>Upper Body</u>	- Sit and Reach Test (variations)	- Shoulder Rotation Tests	- V-Sit test	- Shoulder Flexion Tests	- 90/90 (AKE) hamstring test		- Groin Flexibility test		- Calf muscle flexibility test		- Trunk Rotation Test	
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2.	<p>i. Students engage in activities where static, dynamic and partner assisted flexibility exercises are used and incorporated into activities. Teachers can introduce the different types of stretching and discuss with students when to use one type instead of the other. The benefits of each type of stretching and its impact on the flexibility component of fitness should be discussed.</p>														
3.	<p>i. Students play a series of badminton, pickle ball, short tennis, table tennis or similar activities. These activities can range from a full competitive game or a friendly rally between friends. As students get more engaged in the activity variations can be introduced. Popular variations of these activities include balloon badminton, pickle ball using volleyball or plying four a side badminton using a beach ball. Skills inherent to racquet sports should be introduced and taught so the full enjoyment of the activity can be realized. The recommended resource "Junk Yard Sports" provides alternative games of this type for reference. See the reference in the resources section.</p>														

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	<p>ii. Students are expected to play a leadership and cooperative role when participating in partner activities. In partners, the teacher will give one student the responsibility of designing an activity or activities (i.e. warm up, work out, cool down) which will either assist in improving the health and well being of their partner or introduce them to an activity which they have little experience. In the following class, the other student will be given the responsibility of designing the activity. The supplementary resources that may be used for such activities include Multicultural Games, Best New Games, Innovative Games, and Games Skills: A Fun Approach to Learning Sport Skills (See Section 3: resources).</p>
4.	<p>i. Through dance, students explore their knowledge, creativity and self-expression. Students will create and practice a dance sequence to music of their choice in consultation with the teacher. They may work individually or with a partner(s) and required to use equipment to learn a variety of basic movement skills and variables. The teacher should set standards (time limit, use of equipment, practise time, etc.).</p> <p>ii. Students can participate in some individual/dual activities such as hackey sack, juggling, martial arts, wrestling or any number of other activities to learn, develop and refine fine and gross motor skills, various movement patterns and basic movement variables. Skill-related components of fitness such as agility, balance, speed, coordination, power and reaction time can also be explored and discussed.</p>
5.	<p>i. Students participate in a series of jogs or runs that allow them to put into practice the FITT principle of exercise (Frequency, Intensity, Time and Type). As each day progresses, each of the parts of the FITT principle can be altered, changed and adjusted to demonstrate how each is integral to the development of cardiovascular fitness.</p> <p>Students could be encouraged to work with a partner while practicing the FITT principle in improving cardiovascular fitness. Students sometimes will work harder when they are both working towards the same goal. For example, in a 12 minute walk/run/jog, partners could take turns running alternate minutes and combine their scores to see how many laps they could get together. The next progression could involve running 2 minutes at a time and gradually increasing the time of the run until their fitness allows them to complete the full run on their own.</p> <p>ii. Students engage in a series of flexibility exercises that can be incorporated into their flexibility fitness wellness plan. Students must ensure that each of the main muscle groups are targeted and apply the FITT principle when establishing goals.</p>
6.	<p>i. Individual and partner activities provide an opportunity for students to explore movements and learn about other cultures at the same time. For example, students can learn about the cultures of other countries through learning native dances. Resources such as The Multicultural Folk Dance Series, A Multi-Cultural Approach to Physical Education or the section on Line Dancing on page 188 of Quality Lesson Plans for Secondary Physical Education-Second Edition may be useful. Students may also be presented with a Hip-Hop Challenge.</p> <p>ii. The use of obstacle courses require a variety of movements in various situations and may be an option or teaching strategy that could be employed. The book P.E. Games and Activities Kit for Grades 7-12 provides a section on obstacles course design on page 231.</p>

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Number	Description
7.	<p>i. Students engage in a discussion on the consequences of inactivity. Students plan a series of activities that will engage them in physical activity and will result in decreasing the risks associated with inactivity. Activities in which students may participate in outside of school time include hiking, cross country running, skiing, cycling, swimming and roller-blading.</p> <p>ii. Have students create charts to record daily routines and habits (i.e. nutrition, sleep, exercise) for two weeks. Ask them to use their charts to discuss the relationship between energy levels and physical exercise and develop generalizations about how daily routines affect energy levels. Each student can develop a <i>Best Practices Chart</i> showing an “ideal” routine. (Source: http://www.bced.gov.bc.ca/irp/)</p> <p>iii. Work with teams of students to design, perform and evaluate fitness plans for themselves and others incorporating the principles of training (progression, overload, specificity) and knowledge of cardiovascular, muscular and skeletal systems. Please use the Active for Life text on page 18, Healthy Bones and Muscles and the source http://www.bced.gov.bc.ca/irp/.</p> <p>iv. Provide students with various body-image messages presented in mass media (i.e. models, body builders). Ask students to critique and compare them with their own personal and preferred body images (Source: http://www.bced.gov.bc.ca/irp/pe11_12/peact11.htm).</p> <p>v. Encourage students to research how factors such as age, gender, culture and the environment may influence a person’s activity choices. Have them design activity programs for different groups (i.e. senior citizens and young adults) (Source: http://www.bced.gov.bc.ca/irp/).</p> <p>vi. Ask students to investigate the physiological effects of stress and then identify relaxation techniques and stress-management strategies to alleviate these effects. Have students select techniques, demonstrate them to the class, get feedback and show how to modify the techniques (Source: http://www.bced.gov.bc.ca/irp/).</p> <p>vii. Enrichment and reflection questions on page 17 of the Active for Life text allow for self-reflection and will help students demonstrate their understanding.</p>
8.	<p>i. View the Active for Life textbook (p. 11) for a list of cardiovascular and flexibility activities to use with your class.</p> <p>ii. Break the students up into small groups and provide them with a topic that they are required to present to the class based on the activity they are about to learn. For example, if the activity to be taught is aerobics or squash, break the class up into three groups and assign each of the groups either rules, etiquette or principles of play. The teacher may choose 1-2 students for each group that are experts in the chosen activity and able to be group leaders. Give the groups a week to prepare their lesson before they present to the class. They may use the internet for research.</p> <p>iii. The teacher will observe and score the presentations making notes of issues or concerns. See Appendix C for sample rubrics/checklists that may be used.</p>

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Number	Description
9.	<p>i. Ask students to develop criteria for safe participation in specific activities or movement categories. Criteria should focus on:</p> <ul style="list-style-type: none"> • Warm-up, stretching and cardiovascular work • Safe use of space • Safe use of equipment • Appropriate use of body mechanics • Cool down <p>ii. Have students generate a list of safety precautions that the class must follow during a specific activity. For example, if the activity was badminton, precautions may include no swinging of racquets when people are moving from court to court, no throwing of racquets and no hitting shuttles directly at people.</p> <p>iii. Create groups of 3-4 students and provide a card that has a specific scenario on it. As a group, students will have 5-8 minutes to come up with a role playing skit to demonstrate their understanding of the rules, routines, protocols and safety.</p>
10.	<p>i. Students log all physical activity in which he/she has participated during the week. After the first week, encourage students to set goals for the following week and to incorporate a variety of activities into their physical activity pursuits. Having a partner to review goals and monitor the achievement of goals will assist with goal setting.</p> <p>ii. While participating in class activities (i.e. pickle ball) remind students to always set a goal for what they would like to accomplish in the activity being participation. Remember to inform students to set goals that are realistic for themselves as all students are not equal in skill level. A simple goal can range from keeping the rally alive for as long as possible to helping a classmate become more successful at his or her skills while playing a game.</p>

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Number	Description
11.	<p>i. Ask students to lead the class in a dance from the 50s, 60s, 70s or 80s. Teachers can provide the resources required and give students the time to prepare. Rhythmic activities are often new to most students (and teachers) and this provides the opportunity for students to select something that they enjoy. It also allows the teacher to step back and become a learner along with the other students.</p> <p>ii. Teachers can assess the level to which students achieve the movement patterns and rhythmic movement while engaged in a series of rope-jumping classes performed to music. Skill development and experience can be attained over a series of classes with groups of students choreographing a routine using skipping ropes and music.</p>
12.	<p>i. Students participate in an orienteering course set up on school grounds, in a local park or on a camping/canoeing trip. The resources Teaching Orienteering by McNeill, Wright and Renfrew and the PSAP Orienteering Booklet both offer many different activities in which students can engage to explore and refine orienteering skills.</p> <p>ii. Students engage in an orienteering hunt throughout the school or gymnasium using a map of the school. For example, students may be required to find letters that are hidden using their orienteering skills. The letters make up a word or phrase which the students must try to reveal once they have found all of the letters. A good resource would be the Orienteering section on page 526 of Quality Lesson Plans for Secondary Physical Education.</p> <p>iii. Students participate in cross country skiing or snowshoeing activities. Many students will find the skills for these activities challenging and will rely on the teacher and each other to develop their skill base. Students who skate will quickly find that there are transferable skills from skating to skiing and success will come to them rather quickly.</p> <ul style="list-style-type: none"> • Skills and body mechanics important to success in cross-country skiing include, but are not limited to, single leg stride, double pole, skating, turns, stops and centre of gravity placement.
13.	<p>i. Cross Curricular Approach: This is a great opportunity for teachers to use a cross-curricular approach to teaching. For example, the physical Education and biology/science teacher may work together and develop a 1-2 day activity outside of the school environment.</p> <p>ii. The Newfoundland and Labrador outdoor environment offers so much for students. The physical education teacher can instill the components of active healthy living including physical health, social health, mental health and spiritual health. At the same time, the biology/science teacher can teach important concepts regarding ecosystems, flora, wildlife, geology, etc.</p> <p>iii. Students design, participate and reflect on an outdoor activities unit. They can decide from a broad range of activities such as rock climbing, snowshoeing, hiking (there are numerous trails throughout the province which are accessible) camping, canoeing, backpacking, etc. Alternative settings could also include activities such as in-line skating, skateboarding, skating, mountain biking, etc. The class could be divided into small groups with each group required to introduce an activity in a alternative setting for a class period.</p>

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Number	Description
14.	<p>i. The teacher can develop and provide a sports skill evaluation sheet. For example, if the teacher is teaching the skill of shooting in basketball a sheet would be provided with all the necessary components to complete that skill. Students can work together in pairs and evaluate each other based on the criteria provided.</p> <p>ii. To facilitate students understanding of movement concepts have them use various technologies including video and photo analysis to analyze and describe motor skills in alternative settings. In rock climbing, for example, have students use video analysis to analyze motor skills like speed, power, balance and agility while students performing the activity.</p> <p>iii. In groups, have students apply appropriate motor skills as they design and adapt activities for alternative environments. Prompt students by asking questions like, have you considered safety practices, equipment, resources and the environment.</p> <p>iv. Have students identify the different movement concepts and mechanics used in alternative settings. For example, rock climbing would require the activity-specific motor skills of rappelling, belaying and tying knots, whereas, soccer would require skills like trapping, passing and heading.</p>
15.	<p>i. Students can select their own music and activity/sport to create an original movement piece. A popular example that some students may be familiar with is the NIKE commercial that showcases professional basketball players performing basketball skills and tricks and creating a beat with a bouncing basketball and the squeaking of shoes. Students select the skills/movements and perform to the music/beat chosen. The class may also work together to decide on the movement piece requirements. For example:</p> <ul style="list-style-type: none"> • Include 3 or more locomotor skills and 3 or more non-locomotor skills. • Include at least 2 or more of space, time and force elements. • Include a particular piece of equipment or implement. • The theme of the movement is consistent with the movement performed. <p>(Source: PE Central)</p> <p>ii. Students generate examples of behaviors that show self-respect, self-confidence and fair play in rhythmic activities.</p> <p>iii. Students in small groups design and present their own rhythmic activities to music. This is a great opportunity to have fun using video production.</p> <p>iv. Encourage students to visit or take part in rhythmic activities at a local club or association. Students could visit numerous dance clubs throughout the province, local aerobic fitness classes, cheerleading competitions, etc.</p> <p>v. The teacher can lead the class in a variety of multicultural folk dances using Cristy Lane's Multicultural Folk Dance Treasure Chest Resource.</p>

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Number	Description
16.	<p>i. While on a hike or other outdoor event, present the students with a Scavenger Hunt challenge. Students have to work with their partner to determine the most efficient way to complete the course. Some students will split up while others will stay together – either option can be successful. The terrain may require some decision making and the location of some items may call for some creative thinking.</p> <p><u>ii. Capture the Flag:</u></p> <ul style="list-style-type: none"> • Step 1: Divide into two teams of three or more people each with their own territory. • Step 2: Decide what happens when captured. Either, players are “out” for the rest of the game, converted to the team that caught them or put in a “jail” to be rescued by their teammates. • Step 3: Retreat by team into your territory to hide the flag. The flag must be hung at head height and visible from 20 yards away. • Step 4: Split into attacker and defender groups within your team. Attackers and defenders can switch jobs as needed. • Step 5: Attempt to sneak across the border, find and capture the enemy flag and race back to your territory without being caught by the other team. • Step 6: Hide around your flag or along the border and try to intercept and catch any opposing players who sneak across if you are a defender. • Step 7: Capture enemy players by tagging them while they are on your side of the border. • Step 8: Win by capturing the enemy flag and carrying it back to your side of the border. • Step 9: Put captured enemy players in “jail” by picking an area with a clearly defined border to serve as the jail. • Step 10: Rescue teammates by sneaking across the border, finding the jail, tagging your teammate and racing back across the border. • Step 11: Recapture players by tagging them again before they reach the border. <p>iii. Have students create a list of alternative activities. Ask them to identify reasons for non-participation in these activities (i.e. cost, gender, culture, ability). Then, have students brainstorm strategies to increase involvement.</p>
17.	<p>i. Present students with examples of ethical and unethical behaviour in alternative sport activities (i.e. violence, use of performance enhancers) and engage them in a discussion from a variety of perspectives.</p> <p>ii. Ask students to design posters to stimulate interest in alternative activities, have them set up displays and provide opportunities for individuals to participate in these activities in the school community.</p> <p>iii. Books such as Innovative Games, Multicultural Games, Best New Games and Quality Lesson Plans for Secondary Physical Education are good resources for alternative activities.</p>

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18.	<p>i. Students identify activities and are responsible for planning and coordinating them to play the with a seniors or adult population. Activities such as bocci, lawn bowling, croquet, yoga, tai-chi and low impact aerobics are some of the activities students may identify. For this activity, the student must have a mentor available on hand to grade the rubric provided by the school/ teacher.</p> <p>ii. Students promote and co-ordinate a school, recreation or sports activity from an alternative activity category which is not currently offered (i.e. in-line skating, rowing, square dance, orienteering). They must present the alternative activity chosen to their classmates.</p> <p>iii. Encourage students to volunteer in an alternative activity program at a local school or community. To help students develop leadership abilities have them work with mentors in alternative activities (i.e. set up a mentoring partnership with a white water rafting instructor and determine leadership strengths in that particular activity).</p>
19.	<p>i. Team builder: To Be Or Knot To Be:</p> <p>You need an even number of students, ideally no larger than twelve. Form a circle facing each other (the difficulty of the activity increases the greater the number of students in the group). Students close their eyes and reach across the circle with their right hand to grasp the right hand of another student. They should pretend that they are shaking hands - but hold on! With eyes open, have each student reach across the circle with their left hand and grasp the left hand of a different student. No student should be holding both hands of the same person. Now, without letting go, have the students untangle themselves. The result should be a circle of intertwined circles or one large circle.</p>
20.	<p>i. Alternative Activities often prove challenging for students to participate in successfully. This is often due to a lack of experience students have in participating in alternative activities. Activities such as skating, skiing or swimming can be overwhelming to some. Students work as a group to develop a set of ground rules that will help support students as they venture into new activities. Rules may include, always encourage, praise when success is achieved, offer assistance, no put downs, no pressure and no 'making fun' of a classmate.</p>
21.	<p>i. Introduce students to various dance routines from the Multi-Cultural Folk Dance Treasure Chest. As an option, teachers may show a dance video to the class and teach it using the part-part-whole method. Students in the class that are dancers can be a great resource.</p> <p>ii. The Multi-Cultural Folk Dance Treasure Chest is a great resource that may be used as a cross-curricular teaching approach with the social studies department at the school. In the social studies environment students may research a particular country and include in their research information on a particular dance from that country. They may wish to include the location where the dance originated, flag of the country, traditional costume of the dance, history of the dance, the difficulty level of the dance, stance, music selection and time signature, number of participants, dance formation, directions and modifications. In social studies class the information obtained can be presented and the dance can be taught in the P.E. class.</p>

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22.	<p>i. Ask students to work in small groups to develop rules, procedures, safety practices and etiquette for the different physical activities that they have selected to participate in for the course. Checklists can be developed for the activities (i.e. camping/canoeing settings). As an example see the diagram below.</p> <table border="1" data-bbox="277 548 1365 1066"> <tr> <th data-bbox="277 548 824 590">Activity</th><th data-bbox="829 548 1365 590">Camping/Canoeing</th></tr> <tr> <td data-bbox="277 596 824 701">Rules</td><td data-bbox="829 596 1365 701"> <ul style="list-style-type: none"> • Canoes must stay close together. • Everyone must wear a life jacket in the canoe. </td></tr> <tr> <td data-bbox="277 707 824 812">Etiquette</td><td data-bbox="829 707 1365 812"> <ul style="list-style-type: none"> • A student must pass the canoe skill test prior to going on the overnight camping trip. </td></tr> <tr> <td data-bbox="277 819 824 1066">Safety Practises</td><td data-bbox="829 819 1365 1066"> <ul style="list-style-type: none"> • Students must be in the tents and quiet by 11:00 p.m. • Fire must be placed in designated areas. • Nobody is to go off into the woods by him/herself. • All students must have a compass on them at all times. </td></tr> </table>	Activity	Camping/Canoeing	Rules	<ul style="list-style-type: none"> • Canoes must stay close together. • Everyone must wear a life jacket in the canoe. 	Etiquette	<ul style="list-style-type: none"> • A student must pass the canoe skill test prior to going on the overnight camping trip. 	Safety Practises	<ul style="list-style-type: none"> • Students must be in the tents and quiet by 11:00 p.m. • Fire must be placed in designated areas. • Nobody is to go off into the woods by him/herself. • All students must have a compass on them at all times.
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23.	<p>i. Students create daily and weekly logs of alternative activities that they take part in outside of their normal recreational pursuits.</p> <p>ii. Students work with each other and assist each other in developing goals for a more active lifestyle using alternative activities.</p> <p>iii. Students work in teams to design, perform and evaluate fitness goal plans that can be used while participating in alternative activities. Once the plan is in place it is the responsibility of the student to monitor the progress and record the results.</p> <p>iv. Students should be encouraged to select appropriate community based recreational and alternative environmental opportunities to develop a personal functional level of physical fitness.</p>								
24.	<p>i. Bumpity Bump Bump is a large group activity but can be played in smaller groups if desired. Students (and teacher) stand in a circle. The teacher or student leader starts the game by starting in the middle, pointing at someone in the circle and saying “Left” or “Right” immediately followed by “Bumpity Bump Bump.” The person to whom the teacher or student leader pointed must respond by saying the correct name of his/her neighbour on the designated side before the leader finished saying “Bumpity Bump Bump”. If the person does not do so, then they must move to the middle and try their luck with another classmate. Eventually you can place more than one person in the middle.</p>								

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Number	Description
25.	<p>ii. Gotcha is another circle game and a great icebreaker. Students put their right hand, palm up, in front of the stomach of the person to their right. Next, ask them to take their left index finger and point it into the middle of the palm that is now in front of their own stomach. On the count of three, each student has two tasks: to catch the finger in their right palm and to keep their own index finger free. If students catch someone, they turn to them and say “Gotcha.”</p> <p>iii. Bat and Moth: The purpose of this game is to learn a little bit about how animals like bats use echolocation to find their prey.</p> <ul style="list-style-type: none"> • The students stand in a circle, holding hands. • Select one player to be the bat (predator) and another to be the moth (prey). The bat and moth stand inside the circle, the bat is blindfolded. • The object is for the bat to find and tag (eat) the moth, however, the bat cannot see where it is going! Instead, it uses echolocation to find its food. • Tell players that the bat emits high-pitched sounds which bounce off surrounding objects and give the bat a picture of its surroundings – including where dinner is! To simulate echolocation the bat claps. Every time the bat claps, the moth must clap back within two seconds. Both bat and moth must stay inside the circle of players and the circle must remain quiet in order for the bat to be able to hear. • After playing a few rounds of the game it will become quite evident that some of your moths are very tricky! Discuss with the players some strategies they think moths might really use to escape a hungry bat. • If the group contains both males and females, it may be necessary for the ‘bat’ to tag using a swim noodle or rolled up newspaper. <p>iv. Have students from the class introduce/develop an icebreaker or team building activity they may have learned from participation in recreational programs/school programs.</p>
	<p>i. How do you do is a game similar to Duck, Duck, Goose that most children played in elementary school. Students form a large circle and one person starts in the middle. The middle person approaches someone in the circle, looks him/her in the eye, shakes his/her hand and says How do you do? The person approached says Fine thanks. They repeat this three times. After the third handshake the pair splits, one running one direction around the circle while the other runs in the opposite direction. When they meet half-way around the circle they must stop, shake hands, say How do you do once and continue running around the circle. Whoever home last goes in the middle. While the runners are running around the circle the other participants can extend their hands whenever they like, which requires the runner to stop, shake hands, say How do you do. This slows down the runners and incorporates everyone into the game.</p> <p>ii. Card Pair Share: Using a deck of cards give each student a card and tell them not to show anyone in class the card.. Ensure that there are equal numbers, if possible (three 4’s, three 5’s, etc). On the signal, have students form groups based on a characteristic of their card (i.e. same number, suit, etc.). Once groups are formed, the teacher will give instructions to each group. For example, the teacher could ask each student to tell the group their favorite type of music, sport, hobby, etc.</p> <p>iii. The activity Teamwork Walk on page 37 of Team Building Through Physical Challenges is an example of an activity that provides ample opportunity to use various strategies in team-building activities.</p>

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Number	Description
26.	<p>i. Students engage in a game of team handball, lacrosse, rugby or soccer that requires them to be active for a set period of time. The frequency will vary depending on the number of classes that teachers and students wish to devote to the activity. The intensity is directly related to the effort and level of participation of the students in the activity and the time is controlled by the class and the teacher. As these measures are changed or altered by the class or teacher students can assess their effect and its impact on their activity levels. Before doing this activity re-address the FITT Principle (Active for Life Textbook, P. 67).</p> <p>ii. Inuit Games are a great way to contribute to a student's level of fitness. Inuit games involve many components of fitness such as strength, power, agility, endurance, cardiovascular, balance and flexibility. For a description of such games you may use the Physical Education Lesson Resource or the internet sites below:</p> <ul style="list-style-type: none"> • http://www.athropolis.com/news-upload/11-data/ • http://www.k12.nf.ca/jenshaven/IGgrassroots/Page_1x.html
27.	<p>i. Students progress through a series of stations and use task cards to practise specific game skills either individually or in groups (i.e. lay-up in basketball or serving in volleyball).</p> <p>ii. Teachers can set up an iron man circuit in the gymnasium that combines cardio, strength, flexibility, balance, foot speed, agility, etc. All of these components are essential for students to improve fitness levels and contribute greatly to success in all other activities and games.</p>
28.	<p>i. If you have the ability to take your students rock-climbing or other adventure sporting events, have the students analyze the best way to proceed and accomplish the activity. For example, if rock-climbing, ensure that the students have a strategy before attempting the task to climb up the wall. The teacher may wish to discuss the strategies with the students before the climb and discuss the effectiveness of these strategies after the climb.</p> <p>ii. Break the class up into small groups of 5 - 6 students. Each group is responsible for selecting an activity or game that they would like to teach all other groups. The activity must be submitted to the teacher for approval and must involve many movement tasks or challenges (i.e. tai-bo; aerobics; yoga; etc.). Such activities will allow the students to analyze their movement abilities such as balance, coordination, flexibility, stamina, etc.</p> <p>iii. A great game that involves movement and cooperation is alphabet or numbers scramble. Students are put in groups of 4, 5, or 6 depending on the size of the class. The teacher poses a question to which a letter, number or symbol is the answer. Once the group figures out the answer, they must perform it with their bodies on the floor. For example, the teacher could pose the question, In the NHL, which number did Wayne Gretzky wear on his jersey? The students would then have to work together to form the number 99 on the floor.</p> <p>iv. Divide the class into small groups and give each group 2 gym mats. Start the teams at one end of the gym/field and tell the students that they have to move to the other end without touching the floor (i.e. start on one mat, jump to the next, pass the back mat forward and repeat the sequence). If any of the team members touch the floor the group is sent back to re-start. This is a great way to encourage students to cooperate and builds team spirit. A few extensions to the above game include the following:</p>

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Number	Description
	<ul style="list-style-type: none"> As the children are making their way across the gym one of them should be blindfolded. This makes the team think more carefully. In the middle of the gym you could place an obstacle that the teams have to climb over or go under. A time limit could be placed on the game <p>(Source: http://www.teachingideas.co.uk/pe/raftgame.htm)</p>
29.	<p>i. If a student has a parent in the health/physical activity related field encourage Take Our Kids to Work Day.</p> <p>ii. Encourage students to volunteer outside of school time with an organization dealing with physical activity/health.</p> <p>iii. Students complete a research project on a specific health/physical activity career. The teacher provides the criteria (pay, work schedule, availability in the world, start up costs, education, etc.).</p>
30.	<p>i. Teachers should strive to choose an activity in which students have not yet had the opportunity to participate. An example would be sepak takraw (kick volleyball), eclipse ball, or paddle tennis. Students will be taught the game(s) of sepak takraw, eclipse ball and/or paddle tennis as a means to show that there are many new games these days that can contribute to lifelong personal fitness and health. The focus is on activities that are new to all students and that all have an equal opportunity to participate.</p> <ul style="list-style-type: none"> http://www.eclipseball.com/ http://www.takrawcanada.com/files/TakrawPlayersGuide_2006.pdf http://www.paddleball.com/1Wall/1WallPaddleballRules.htm http://www.padelcanada.ca/ <p>ii. Have student analyze daily activities such as walking, climbing, lifting and various household chores for their ability to provide fitness benefits. For the activities discussed, have the students analyze the activity in relation to the components of fitness.</p>
31.	<p>i. Choose individual students or small groups to present activity selections to the class. All students must engage in the activity for evaluation purposes. There is criteria that students should meet when planning and presenting the game/activities. Students must:</p> <ul style="list-style-type: none"> Identify the reasons why an activity has been chosen (low risk of injury, safety, physical ability or mobility issues, etc.) Establish boundaries Demonstrate strategies and tactics (offensive, defensive, cooperative) Allow for group cooperation Outline all important rules <p>ii. Ask students to list various activities, identify reasons for non-participation in each activity (i.e. age, time, gender, cost, etc.) and brainstorm strategies to increase involvement. The activities chart in Section 2: Curriculum Outcomes may prove to be beneficial.</p>

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Number	Description
32.	<p>i. Prior to participating in a game (i.e. medic) students have to come up with rules, etiquette, safety practices, roles/responsibilities, inclusion and fair play principles. Students must adhere to those rules throughout the game. For a game like medic (which is a form of dodgeball) students set the rules:</p> <ul style="list-style-type: none"> • No one can hit the medic • Provide a safe zone where no throwing is allowed • Only boys can throw at boys and girls can throw at girls • Only throwing below the shoulders, etc. <p>ii. Knots (6-12 players; moderate activity): The circle of players stand close together putting their hands in a clump in the middle, mingling them. Everyone closes their eyes and take hands. Upon opening the eyes, check to see that all students have two different hands. Players, without losing contact, try to untangle into a circle. To add a challenge, ensure that players do not take the hand of the person next to them.</p> <ul style="list-style-type: none"> • Variation: Have the students hold hands in a circle to start. Then, have them tangle themselves to form a Giant Knot. This way the class will always end in a circle, regardless of numbers. (Source: http://www.sonoma.edu/kinesiology/pppep/experts/team.htm) <p>iii. Give the class scenarios of problems which have arisen in the past during a team building exercise (i.e. one student who is not participating or a student who is participating but at the detriment of the team). Have them troubleshoot possible suggestions to remedy the conflict.</p> <p>iv. The text "Team Building Through Physical Challenges" is a great resource.</p>
33.	<p>i. A suggested teaching strategy is to take an existing traditional sport (i.e. Floor Hockey) and put a different twist on it. Students decide on the rules and procedures for the game. For example, tell the students that they will be playing floor hockey today, however, all players must play on scooters. Students must brainstorm ways to play the activity taking into account safety, responsibility and cooperation.</p>
34.	<p>i. Arrange students in groups consisting of 6-8 students. Give each group various equipment (i.e. skipping ropes, ribbons, balls, etc.) and provide them with their own space scattered throughout the gymnasium. Select a song or arrangement of music and play it for the class. The selection should only last for 30-40 seconds. Then instruct the class to perform some dance or athletic routine which is choreographed to the music. Do not give any further instructions and allow the class 10-15 minutes to work as a group and come up with a performance. During this time frame the teacher should only observe and look for behaviors such as support, encouragement, etiquette and praise. At the end of the practice time ask the groups to perform their routine. Note any reluctance from the teams. At the end of class tell them that were being evaluated solely on the aforementioned attributes. In the next class pick a different music selection and see what happens.</p>

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Number	Description
35.	<p>i. The praise phrases and positive adjectives listed on pages 7 and 8 of the book <i>More Team Building Challenges</i> provide examples of appropriate terms to be used in physical education classes. An introductory activity to assist in students in using praise phrases would be line toss. Let students form groups of 6-8 of which they must make a circle. Give them 1 ball. The student with the ball must say something nice or compliment a student in their circle and pass the ball to that student. The student who receives the ball must thank the student for the compliment and give a compliment to someone else in the circle followed by a pass.</p> <p>ii. A team building activity that would provide ample opportunity to practice giving and receiving praise would be Team – A – Pod page 38 of <i>More Team Building Challenges</i>.</p>
36.	<p>i. The teacher can develop a circuit training course in the gym whereby students can work through a series of exercises to build an understanding of muscular strength and endurance. Stations could include crunches, push-ups, jump rope, jogging, etc.</p>
37.	<p>i. Students can enhance skills through practicing the illustrated sport progressions. In volleyball, for example, students may improve the skill of spiking. Students would be instructed to practice the activities on pages 225-230 then implement what they learned in a cooperative game of volleyball (Source- <i>Sport Progressions</i> by Roy R. Clumpner).</p>
38.	<p>i. The teacher provides opportunities for activities such as badminton, pickle ball, short tennis or similar activities that students may choose from. These activities can be individual or partner activities and can range from a full competitive game or a friendly rally between friends.</p> <ul style="list-style-type: none"> As students get more engaged in the activity, variations can be introduced. Popular variations of these activities include, balloon badminton, pickle ball using a volleyball or playing four a side badminton using a beach ball. Students are expected to play a leadership and cooperative role when participating in partner activities.
39.	<p>i. Students can participate in some individual/dual activities such as hackey sack, juggling, martial arts, wrestling, badminton, pickle ball or any number of other activities to learn, develop and refine various movement skills. Skill-related components of fitness such as agility, balance, speed, coordination, power and reaction time can also be explored and discussed.</p> <p>ii. Through pickle ball students explore basic movement patterns and skills such as the forehand, backhand, overhead, volley, sending and receiving. See <i>Quality Lesson Plans for Secondary Physical Education</i>, pages 554-556.</p>
40.	<p>i. For this outcome students will be required to develop their own personal wellness/fitness plan. Students should be aware that:</p> <ul style="list-style-type: none"> Fitness/wellness plans must address the components of fitness that students wish to consider. Ensure records are complete, clear and concise. Charts include summaries of current fitness levels. <p>ii. Students will be required to participate in a variety of health related fitness components. Please refer to pages 70-83 in the <i>Active for Life Textbook</i>.</p>

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Number	Description
41.	i. Students participate in a series of jogs or runs that allow them to put into practice the FITT principle of exercise (Frequency, Intensity, Time and Type). As each day progresses, each of the parts of the FITT principle can be altered, changed and adjusted to demonstrate how each is integral to the development of cardiovascular fitness (Active for Life, pages 106-07).
42.	<p>ii. Students could be encouraged to work with a partner while practicing the FITT principle in improving cardiovascular fitness. Students sometimes work harder when they are both working towards the same goal. For example, in a 12 minute walk/run/jog partners could take turns running alternate minutes and then combining scores to see how many laps they could get together. The next progression would have them run 2 minutes at a time and gradually increase the time until their fitness allows them to complete the run on their own.</p> <p>iii. Students engage in a series of flexibility exercises that can be incorporated into their flexibility fitness wellness plan. Students ensure that each of the main muscle groups are targeted and apply the FITT and SMART principles when establishing goals (Active for Life, p.100).</p> <p>iv. In pairs, students use one piece of aerobic fitness equipment (i.e. elliptical, bike, treadmill) and start with short increments gradually increasing the frequency, intensity and time. They record their progress in a specified chart form.</p>
43.	<p>i. The teacher provides class computer time for research. Students use the Internet or other sources to research and write a report or include in their fitness/wellness plan information on the positive benefits of participating in physical activity and the consequences of inactivity.</p> <p>ii. In a computer session, the teacher asks the students to create charts to record daily routines and habits (i.e. nutrition, sleep, exercise) for two weeks. Using the chart results students must be able to discuss the relationship between personal energy levels and physical exercise. Students can also develop generalizations about how daily routines affect energy levels. Ask each student to develop a "Best Practice" chart showing an "ideal" routine (i.e. Best practise = proper warm-up before exercise and a cool down after; eating a small nutritious snack before exercise; at least 8 hours sleep per night).</p> <p>iii. The teacher asks the students to complete a daily log of activities for a week and create a pie chart to compare their level of participation in various types of physical activities to other activities on a typical day (i.e. sleep, computer games, television, homework, school, etc.). Students collaboratively create what would be considered to be an ideal pie chart that represents "Best Practice" and then compare it to their own personal pie chart.</p>
44.	<p>i. Have students work in groups of 4/5 to create a fitness circuit that emphasizes the muscular strength and muscular endurance components. Students are encouraged to use the Active for Life textbook and Fitness Charts for activity ideas. Have each group explain and lead the class through the designed fitness circuit routine.</p> <p>ii. Students develop fitness plans and record their progress. The teacher notes the extent to which they:</p> <ul style="list-style-type: none"> • Include the components of fitness. • Use the correct terms and apply the FITT principle of training (Frequency, Intensity, Time and Type)(Active for Life, pages 106-07).

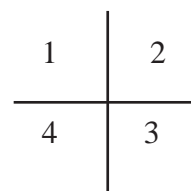
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Number	Description
45.	<ul style="list-style-type: none"> Keep complete and up-to-date records that include frequency, intensity of training and time. Show a variety of activities in their plan. Include summary statements describing feelings or ideas about their improvement in fitness performance. <p>i. There is an abundance of information in The Active for Life Text book and Teacher's Resource that covers wellness, fitness goals and personal health. It would be valuable for the students to read and discuss pages 2-17 (Personal health and wellness) and pages 98-113 (Fitness Goal Setting). This can be assigned reading for home or class work.</p> <p>ii. Students can develop a showcase presentation on food choices ranging from vegetarian types to the balanced food guide eating opportunities. This could be presented to varied groups within the school (i.e. K-6 grade levels).</p> <p>iii. Using the energy balance equation (Active for Life, pages 161-63) students can determine their daily caloric requirement and record the information in a fitness journal.</p> <p>iv. Students can collect samples of nutrition labels from food boxes and pop/energy drink cans found at home. Working within groups they can analyse the nutrition facts to make better informed choices at the grocery store (Active for Life, pages 173-76).</p>
46.	<p>i. Choose individual students or small groups to present activity selections to the class. All students will engage in the activity. There is criteria that students should meet when planning and presenting the game/activities. Students must:</p> <ul style="list-style-type: none"> Identify the reasons why an activity has been chosen (low risk of injury, safety, physical ability or mobility issues, etc.). Establish boundaries. Demonstrate strategies and tactics (offensive, defensive, cooperative). Allow for group cooperation. Outline all important rules. <p>ii. Ask students to list various activities, identify reasons for non-participation in each activity (i.e. age, time, gender, cost, etc.) and brainstorm strategies to increase involvement. You may provide a copy of the Activities Chart in Section 2: Curriculum Outcomes.</p>
47.	<p>i. Students break into small groups and work through a warm-up session that they develop. The session would include a cardiovascular and stretching routine. At the end of class they get in the same group and complete a successful cool-down.</p> <p>ii. Students can go to the weight room and perform a series of exercises and ensure that safety measures are being taken (i.e. spotting a partner if a heavy weight is being used, use proper body mechanics while performing individual activities).</p>
48.	<p>i. The students can keep a log of all physical activity in which he/she has participated. After the first week, encourage students to set goals for the following week and to incorporate a variety of activities into their physical activity pursuits. The use of a class peer may be useful for reviewing goals and monitoring the achievement of goals.</p>

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Number	Description
49.	<p>ii. A student could pick a goal such as improving their set shot in basketball. A fun cooperative game that should help a student improve their set shot would be basketball golf. Prior to the start of class the teacher sets up a 9-hole golf course using the basketball nets in the gym. The teacher tapes paper to the floor throughout the gym indicating the hole number and par (i.e. hole #4, par 3). The students must take a set shot from the area where the paper is located and see how many shots it takes to score a basket. If a player makes the shot after 2 attempts on a par 3 then they are 1 under par (birdie). Each group then continues on to the next hole until they complete all nine holes. The student with the lowest score wins that round of golf. In order to increase team building and camaraderie have groups compete against each other to see which group gets the lowest total score.</p> <p>i. While canoeing or kayaking students are encouraged to explore the effect different angles and different applications of force have on the movement of the canoe/kayak.</p> <p>ii. Students engage in a series of activities such as wrestling or judo and observe the effect different applications of body movement and technique have on an opponent while practicing various moves. Students must be made aware of the safety precautions for such activity and self-responsibility for one's actions must be emphasized.</p> <p>iii. Discuss and explore the effects of weight distribution on the spine and its effect on balance. For example, improperly displaced weight will potentially lead to back issues. A top heavy backpack will potentially lead to the inability to perform the correct walking gait cycle. Students explore and attempt different styles of backpacks during hiking opportunities.</p>
50.	<p>i. Students develop a lesson plan on an alternative activity such as aerobics, cheerleading or skipping rope. The teacher can provide a sample lesson template for students to follow. Students will be required to submit their pre-plan and have their alternative activity topic approved by the teacher. Students will present their alternative lesson to classmates with guided instruction from the teacher.</p>
51.	<p>i. <u>Badminton 4-Square:</u></p> <ul style="list-style-type: none"> Materials Needed: 8-12 badminton nets, a class set of badminton racquets and 4-10 birdies. Equipment Setup: 4 nets as appropriate to the facility. Game play: Have students pair up with a partner with two students per section on the giant court. Designate one court to be the head (number 1 court) which becomes the first service. Also designate the number 2, 3, and 4 courts. The #1 square is allowed to serve to any of the other 3 teams. If a team misses a shot they are to move to the designated fourth square and the team in the first square serves.

**Diagram: Badminton
4-square**



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Number	Description
	<p><u>Variations:</u></p> <ul style="list-style-type: none"> • Add another shuttle and have the fourth square serve at the same time as the first square. • No designated numbers for teams and courts. Let the teams accumulate points for a shot that another team misses. • Every team must hit the shuttle at least once before any team can score a point or be removed from their square. • Have 3 students per team for large classes. • If there are enough 4-square court arrangements, have each student occupy a square as a single player and rotate one or two players in from the outside. The rotating students can be referees/judges. <p>(Source: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4110)</p> <p>ii. <u>Dr. Dodge ball:</u> Divide the class into 2 teams with each team going to opposite sides of the playing area. Each team chooses a doctor which must be kept secret (you may need 2 doctors for larger groups).</p> <p>The game is played like team dodgeball with teams throwing soft type balls at the legs of the opposing team to eliminate them. When someone is hit below the knee, they must sit.</p> <ul style="list-style-type: none"> • The Doctor however may touch the injured and bring them back into play. • When the doctor is hit he/she is out. There is no way of bringing players back into the game. <p>The game is over when all players are eliminated.</p> <p>52. i. <u>Orienteering Unit:</u> To increase the student's success, the teacher can ensure that students are exposed to and have acquired skills related to map and compass in a sequential progression (i.e. introduction to orienteering, reading maps, using a compass, experience various lead orienteering meets-point to point).</p> <p>ii. Students learn how to use a compass and incorporate its use into their outdoor activities. The concepts of true north, magnetic north, declination, the reading of a map and using a compass and map together are all useful skills to attain.</p> <p>iii. Once students have developed competencies in orienteering skills, have them take part in a number of teacher-created orienteering meets (Teaching Orienteering 2nd Edition). Orienteering meets will give students the opportunity to work cooperatively to complete tasks and solve associated movement challenges.</p> <p>iv. <u>Differentiated Instruction Strategy (Creating a Safe Environment):</u></p> <ul style="list-style-type: none"> • In order to ensure student inclusivity, creating a safe environment is paramount. One method of creating a safe environment is by allowing students to work in pairs. By allowing students to work in pairs it reduces and/or eliminates any incompetency related to orienteering while increasing confidence. The teacher may want to consider pairing students with strong orienteering skills and confidence with those of less ability and confidence. <p>53. i. Students organize a class adventure activity (i.e. hiking, canoeing and camping). Prior to the activity, students must develop a plan to describe the steps they will take to demonstrate an understanding of personal responsibility (i.e. suitable fitness and training, nutrition, group selection, behavior) and how to minimize impact on the environment (i.e. no trace camping, nutrition, types of food).</p>

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Number	Description
54.	<ul style="list-style-type: none"> • For example, organize a group hike (note: this can be incorporated with additional activities such as a Geo Caching, clean as you go hike). • Students can be divided into mini-groups prior to the class hike. A selected number of groups can be assigned topics to present during the class activity. Sample topics can include: <ul style="list-style-type: none"> - The impact of littering on the immediate environment. - Proper hydration and fuel intake for an outdoor activity pertaining to hiking. - Creating a survival shelter showing concern for the environment (i.e. using all dead debris as opposed to destroying live vegetation). - Discuss the use of natural products such as organic shampoos and soaps on the local water supplies. <p>ii. <u>Student directive:</u> develop a cooperative effort with municipal government for the purposes of community clean-up.</p> <ul style="list-style-type: none"> • Teacher Extension: Invite a guest speaker from the Department of Fisheries and Oceans to discuss the impact of construction, land development and littering on the local environment. <p>iii. Create a visual presentation (i.e. poster, slide show, educational pamphlet) that illustrates the personal and environmental benefits of the “reduce, reuse, recycle” and “get to half” concepts.</p> <p>i. <u>Hiking Etiquette and Courtesy Tips</u></p> <ul style="list-style-type: none"> • Pack it In • Pack it Out • Don't leave anything on the trail that was not already there before you came. Pick up all of your garbage and pack it in a large plastic garbage bag. • Stay on established trails unless the area you are hiking specifically allows you to explore off trail. • Make room for others on the trail, walk single file on wide trails or step off the trail to allow others to pass on narrow trails. Pass on the left under most circumstances. • Yield to uphill climbers. • Don't collect rocks or plants. Leave rocks and plants where they are found. This will help to prevent erosion and it will preserve the beauty of the trail. <p>ii. <u>Hiking Safety Tips</u></p> <ul style="list-style-type: none"> • Hiking itinerary keeper. Always give someone reliable a copy of your hiking plan. Be certain they know who to call if you don't return when expected. • Know where you will step. Ensure footing, avoid hazards and make a conscious effort to step in stable and safe places. • If you fall, fall safely. On dangerous ground or slopes, consider the safest place to fall if a fall is inevitable. Lean toward the safest place on the trail and keep your hands free to help you gain stability if you go down. • Hiking poles - consider bringing hiking poles in all types of weather for increased balance and stability and less stress on the legs and back. • Hike quietly unless in bear country. Enjoy the silent serenity of the wild when possible and allow others to do so. In bear country announce yourself with vocal calls and other noises.

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Number	Description
55.	<p>iii. Ask students to work in small groups to develop rules, procedures, safety practices and etiquette for different physical activities. Ask students to develop a checklist that can be used by the class for an activity the class will participate in (i.e. camping/canoeing).</p> <p>i. Many activities using music are met with some resistance due to unfamiliarity with the activities. Allowing students to engage in some introductory activities before participating in or learning a full dance or new activity will help ensure success. For example, in groups have students devise a 30 second rhythmic routine to present to the class.</p> <p>ii. The Multi-Cultural Folk Dance series offer a wide variety of dances from various areas around the world.</p>
56.	<p>i. Students work in pairs. One student is blindfolded and led by their partner (or guide) through an obstacle course while completing a series of tasks. The game/activity focuses on leadership, communication, teamwork, etc.</p> <p>ii. Students set goals and monitor/change their routines and habits to address their level of fitness. Teachers note the extent to which they create realistic goals based on current strengths and interests and modify their lifestyles to reflect their ideal charts.</p> <p>iii. Students create daily and weekly logs whereby they take part in some form of alternative activities outside of their normal recreational pursuits.</p> <p>iv. Students offer their assistance to other students who need help in developing goals for a more active lifestyle using alternative activities. Students work in teams to design, perform, and evaluate fitness goal plans that can be used while participating in alternative activities. Once the plan is in place it is the responsibility of the student to monitor the progress and record the results.</p>
57.	<p>i. <u>Radioactive River:</u></p> <ul style="list-style-type: none"> • Purpose of Activity: To work together as a team, show positive sports-personship and figure out solutions to the problems presented. • Materials Needed: 6-8 cones, 2-3 scooters (depending on the number of teams you have), 3-8 carpet squares, potato sacks, juggling scarves, hula-hoops. • Set half of the cones up on one side of the activity area spreading all the way down the long side of the area. Set the other half of cones on the other side of the activity area across from the first set of cones. This will be the “river” and you can determine the width of the river depending on the number of students. • Form the class into two teams and provide each team with one scooter and two or three carpet squares. Explain to them that their mission is to get their entire team across the “river” without having anyone touch the radioactive river. If any member of the team touches the river at any time the whole team must start over. • If the team has to start over make sure the students know that the next person to go across the river is the next person in line. The students that were already across the river go to the end of the line. This allows for everyone to have a chance to get across.

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Number	Description
	<p><u>Variation</u></p> <ul style="list-style-type: none"> If desired, students can perform any number of physical activities as opposed to starting over from the beginning (i.e. activity dice, a small group balancing task at an appropriate safety mat location). <p>(Source: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=507)</p> <p>ii. <u>Activity selections</u></p> <ul style="list-style-type: none"> Minefield: See Jones, Alana, More Team building Activities for Every Group, p. 72. Heel Walk: See Jones, Alana, More Team building Activities for Every Group, p. 122. Ball Ring: See Jones, Alana, More Team building Activities for Every Group, p. 136. <p>iii. In groups, ask students to brainstorm cooperative games that could be used in class. Ask students to lead their peers through these games. The teacher can apply a cooperative skills rubric and a presentation rubric for assessment.</p>
58.	<p>i. Tchoukball : In this activity, students will draw upon previously learned skills to enhance performance in the game. Skills such as teamwork, spatial awareness, throwing, agility, etc. are incorporated and should be discussed. Information including rules and lesson plans can be obtained on the world wide web.</p> <p>ii. Archery: In this activity, students transfer skills learned from team based activities such as hand-eye coordination, fine motor skills, accuracy, decreased degrees of freedom, safety and cooperation. Information including rules and safety can be obtained on the world wide web. Do to the safety component of this type of activity, teacher experience is essential. Otherwise, an expert should be brought in.</p> <p>iii. Kinball: This activity will incorporate spatial awareness, hand-eye coordination, energy transfer from large muscles to small muscles. Information including rules and lesson plans can be obtained on the world wide web.</p>
59.	<p>i. Capture the Flag has many variations and students can probably assist in devising the version they would like to play. The classic version includes two flags in a home zone, two jails and two teams of players playing in ½ of the space available. The object of the game is to have possession of both flags at one time. Players can be caught, go to jail and teammates can free them. Specific roles have to be assumed and self-responsibility for “doing your job” and contributing to the success of the team are all direct measures of success.</p> <p>ii. Students select familiar activities and then adapt them to other activities. Examples include six-a-side indoor volleyball to three-a-side outdoor beach volleyball or full regulation basketball to territorial basketball (players are only allowed to play in certain regions of the floor - this emphasizes passing, team work, cooperation and fair play).</p>
60.	<p>i. Side-Line Soccer is a modification of traditional soccer that involves all students. It allows students to assume different roles during a game and is great practice for offensive and defensive strategies. The skills and concepts inherent to soccer and other invasion games can also be practised, refined and used during play.</p> <ul style="list-style-type: none"> Split the class into two teams and ask each team to line up against the wall on the sides of the gym or field (if using a field outline the boundary with cones). Assign each student of both

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Number	Description
	<p>teams a number (each student will have an opponent on the other team with the same number as him/her).</p> <ul style="list-style-type: none"> There are two goals on either end of the field, one for each team. Teams need to decide who will be in goal (a fun alternative for the goal is to assign two or three goalkeepers or place a target inside the goal. If a target is used, players will have to hit the target to score). The teacher or student leader calls out a series of numbers (3 to 4 players at a time is a good guideline), those players enter the playing area, play soccer and attempt to score a goal. Players on the sideline are also involved in that, if the ball comes towards them they can play the ball, receive a pass and send a pass to one of the players (one restriction to impose is that side-line players cannot leave the side to play the ball). After a goal or a set amount of time change the players who are playing in the general area and change the players who play in goal. <p><u>Variation A</u></p> <ul style="list-style-type: none"> Instead of having players sit off on the side lines, players waiting for their turn can act as active boundaries. This means that players on the sideline are in play and can return a ball to the game using a proper inside-foot soccer pass. The individual teams can determine how the sideline players are positioned as part of their team building activity strategy. <p><u>Variation B</u></p> <ul style="list-style-type: none"> Instead of having players sit off on the side lines, players waiting for their turn can act as goalies with the “net” occupying the entire back wall of a playing area. These players substitute in play when their number is called.
61.	<p>i. <u>Team-A-Pod</u></p> <ul style="list-style-type: none"> Members must physically assist and balance one another while traveling across a designated space. The group will creatively sculpt with their bodies a large millipede-like creature that moves with only a limited number of body parts touching the ground. Task: The team will move themselves across an area (about 30 feet) collectively with only five body parts in contact with the ground. This challenge is set-up for a seven member team. The number of floor contact points can change depending on the number of team members. Equipment: Cones to mark the start and finish points and a soft surface to go across (grass will work). <p><u>Rules</u></p> <ul style="list-style-type: none"> If more than the number of specified contact points touches the floor the entire team must return to the starting line. No last names or put-downs may be used.
62.	<p>i. Provide students with a list of both cooperative and traditional games and activities. Choose four or five of the activities to play with the students.</p> <p>ii. The teacher places the students in groups to create a game that involves all students and maximizes participation. The criteria that could be provided to students for creating a game include:</p>

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Number	Description
63.	<ul style="list-style-type: none"> • Create a cool name • Start the game with a specific action (serve if appropriate, whistle, ball in air etc) • Create a scoring description • Establish boundaries • Allow for group cooperation • Outline all important rules • Demonstrate strategies and tactics (offensive, defensive, cooperation) while engaged in the activity. <p>i. <u>Minefield</u>:</p> <ul style="list-style-type: none"> • Scatter a variety of objects into a defined area. Pair up participants and blindfold one of the pair. The other student verbally guides the blindfolded partner through the minefield without allowing him or her to touch any object or anyone else. If a touch is made, the person takes off the blindfold and returns to the beginning to start again. <p>ii. <u>Ultimate Frisbee</u>:</p> <ul style="list-style-type: none"> • Ultimate Frisbee is played with the rule called "spirit of the game". Unlike other sports, ultimate frisbee does not rely on a referee to tell players that their action is illegal. It calls on players to demonstrate honesty and fair play without the presence of referees. <p>iii. Give the class several scenarios of problems that have arisen in past team building exercise (i.e. one student who is blaming others or a student who is overly aggressive during physical activity. Students can then discuss strategies to remedy the conflict.</p>
64.	<p>i. <u>Journal writing</u>:</p> <ul style="list-style-type: none"> • Journals are a great way for students to respond privately on how they felt about the activity presented. • Students create daily and weekly logs regarding various experiences while engaged in cooperative games and activities. • Students need to reflect on the type of activity in which they are participating and determine if: <ul style="list-style-type: none"> - They are doing enough activity - The activities in which they participate are appropriate and adequate to fulfill their goals and needs in Physical Education.
65.	<p>i. The teacher asks students to develop criteria for safe participation in specific activities or movement categories. Criteria could include but is not limited to:</p> <ul style="list-style-type: none"> • Warm-up, stretching, cardiovascular work • Safe use of space • Safe use of equipment • Appropriate use of body mechanics • Cool down • Method for development

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	<p>ii. As part of a lesson (i.e. a teacher led or student led activity) students are to perform a safety check of the playing area and equipment prior to engaging in the activity. The check could include:</p> <ul style="list-style-type: none"> • Performing a visual inspection of the equipment. • Performing a visual inspection of the playing area to check for safety hazards. • Performing a student check for proper clothing, removal of earrings, watches, etc. <p>66. i. <u>Kick Basket</u>: (described in P.E. Games and Activity Kit by Lumsden).</p> <ul style="list-style-type: none"> • Kick basket is a game that involves cooperation and encourages students to develop both offensive and defensive strategies for play. Kick basket is a modified game that combines elements from basketball and soccer. • The class is divided equally into two teams and positioned at opposite ends of the playing area. This is their zone. In the zone players are goalies and help defend against a point being scored. • Typically, four players from each team enter the playing area (adjust as numbers and space permit). Basketball rules apply when a ball is passed and caught and does not hit the ground. Once the ball hits the ground, wall or ceiling soccer rules apply. • One point is scored for a kick of the ball to the opposing wall, two points are scored for a basket shot inside the three-point line and four points for shots outside the three-point line. • Stop play every 2-3 minutes and rotate new players into the game. • A ball other than a traditional basketball or soccer ball should be used such as a nerf, gator skin or suitable sponge ball. • Heading the ball, dribbling and travelling is not permitted, however, players may take one step to pass or shoot. • A more detailed description is provided on page 47 of P.E. Games and Activity Kit. <p>67. i. Badminton - during a badminton game, students will be required to exhibit behaviors such as:</p> <ul style="list-style-type: none"> • Calling line faults during regular play in an appropriate and positive manner. • Providing praise to another student when they execute a good serve, net shot, drop shot or a clear shot. • Shaking hands after the game time has expired. • Providing additional opportunities to execute a shot during game play (i.e. student A serves with their foot outside of the service block. Student B allows Student A to reserve to attain success). <p>ii. Students design a cooperative game in which the skills and concepts they have acquired can be implemented and demonstrated. Praise phrases (as outlined by Midura and Glover, pages 7-9), positive feedback and encouragement should all be provided by students during the game/activity.</p> <p>iii. During a resistance training/fitness unit students will be working cooperatively in pairs. Students will be required to display positive and safe behaviors including:</p> <ul style="list-style-type: none"> • Spotting a partner while performing a resistance exercise (i.e. student A is performing a squat exercise with the barbell across his/her shoulders. Student B provides the correct safety spot during the exercise).

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68.	<ul style="list-style-type: none"> Encouragement to push physical barriers (i.e. student A is performing a cardiovascular exercise (i.e. 12 minute run). Student B encourages student A with praise phrases such as “great job”, “keep up the pace, you’re almost there). Students return the equipment to the appropriate place after activity time. <p>i. Have students keep a log book of all physical activity in which he/she has participated during the week. After the first week, encourage students to set a goal(s) for the following week and to incorporate a variety of activities. Peer assessment may be useful for reviewing and monitoring the achievement of goals.</p> <p>ii. While participating in class activities (i.e. pickle ball) remind students to set a goal for what they would like to accomplish in the activity being performing it. Remember to inform students to set goals that are realistic for themselves. Not all students are equal in skill level. Review the goals with the students and offer feedback.</p>
69.	<p>i. Have students set a goal for the class period. For example, set a goal for a specific number of times to perform a certain action during class like jumping jacks. The trick is that at least ten minutes have to pass between each performance of the action. Your helper’s job is to remind you of your goal.</p> <p>ii. Goals Assignment: The teacher informs the students of short and long term goals that he/she has for the semester in regards to cooperative games/activities. Have students spend 5 minutes with a partner to brainstorm or talk about what goals they might have for the semester. Then give them an assignment that requires them to return their goals and structured plan within a week. This type of assignment is important as it gets students thinking about cooperative activities on a personal level and they begin to realize that everyone in the class has different goals/needs.</p> <p>iii. <u>Wiki:</u></p> <ul style="list-style-type: none"> A similar type of internet website is the Wiki. A wiki can be developed by a physical educator to deal with aspects of the physical education program or could be accessed by instructors to provide support and continuous professional development for novice teachers (Baert, 2008). Wikis can be used to provide students with homework related to physical education, and having students use the wiki for their assignments and projects encourages communication, literacy and technology skills. This can contribute to the creation of positive relationships between students and between students and their teacher (Schwartz et. al, 2004). A wiki can also be used for collaborative writing projects. A few students can be assigned to a topic (invent a game), online portfolios (Wiki folios), and P.E. websites to share with students and parents (Baert, 2008). <p>Scott Short - Physical Education Teacher (NCSD)</p> <p>iv. <u>Dartfish:</u></p> <ul style="list-style-type: none"> Dartfish is a motion analysis system program that may be may be presented to students. This program shows students a split screen allowing students an opportunity to observe themselves next to a professional simultaneously. This feature shows an immediate comparison of movement of one performance against another, which enables performance evaluation. Overlays of the image of a student over a professional’s image highlight key attributes of movement, strengths and areas for improvement (Koh & Khairuddin, 2004). <p>Scott Short - Physical Education Teacher (NCSD)</p>

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	<p>v. <u>Digital Camera:</u></p> <ul style="list-style-type: none"> A digital camera can also be used to let students make videos of their technique. A video can be played both forwards and backwards to show the correct techniques and/or weaknesses. A smartboard can provide similar feedback to students. If an instructor has the technology to combine smartboard and internet technology, access could be provided to students on the proper instruction and technique in basketball, for example. Scott Short - Physical Education Teacher (NCSD) <p>vi. <u>Pedometers:</u></p> <ul style="list-style-type: none"> Pedometers can also be used to motivate students to participate. Students can easily read the steps and distance they travel using a pedometer and can compare it to previous sessions to determine their level of engagement during a class. A pedometer is individualized and does not make any comparisons with other students. Rather, it charts individual progress and therefore appeals to most students. It spurs students on to be more active since it provides immediate feedback. Scott Short - Physical Education Teacher (NCSD) <p>vii. <u>Geocaching and Hiking:</u></p> <ul style="list-style-type: none"> To satisfy the outdoor component of our Province's curriculum, geocaching and hiking are possible activities that an instructor may choose. These activities use the global positioning system (GPS) to aid students in enjoying and being safe in the great outdoors. Geocaching is "a fun activity that combines satellite navigation, orienteering, computer skills, treasure hunting and walking. It's a super cross-curricular game that your students will love" (Moss, 2008, p. 1). "Using GPS and geocaching in the core curriculum has become a powerful tool in enhancing student understanding of geography, scientific inquiry, math concepts, physical education, problem solving and language arts" (La Mar & Ferguson, 2006). Activities in geography (finding longitude) or in mathematics (determining coordinate positions and distances) are two examples where the GPS can be used in other curricular areas. This type of activity provides a break from the classroom and may appeal to those interested in the outdoors as well as those students interested in technology. Scott Short - Physical Education Teacher (NCSD) <p>viii. <u>Nutrition Jeopardy 1:</u></p> <ul style="list-style-type: none"> This activity was created by Jill Rowe and submitted by Megan Conroy. Both are teachers at St. Paul's Jr. High (ESDNL). This activity requires a powerpoint file that can be downloaded at the virtual teacher website (NLTA). It is very easy to use and could be used on a computer with a smart board or simply using regular computer and screen/projector. The questions are at a very basic level, but, can easily be changed to suit the unit you are completing with your students. Categories, questions and answers can be changed to suit any subject. Megan Conroy and Jill Rowe - Teachers (ESD)

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<u>Number</u>	<u>Description</u>
	<p>ix. <u>Nutrition Jeopardy 2:</u></p> <ul style="list-style-type: none"> • This activity was created by Megan Conroy and involves the use of smart board technology. It is a jeopardy game created to use with Healthy Living 1200 during the Healthy Eating Unit. All questions/answers are taken directly from the Healthy Living 1200 text book (LIFECHOICES: Healthy & Well) and cover the main topics in that unit. • This activity is used as a fun way to review the unit once it has been completed. You could organize the class however you wish or split them into two groups. The teams are allowed several "Lifelines" such as checking the textbook, ask a friend, ask a teacher, etc. The questions can easily be changed to suit the unit you are completing with your students. Categories, questions and answers can be changed to suit any subject. This activity requires a file that can be downloaded at the virtual teacher website (NLTA). Megan Conroy - Teacher (ESD)