

Appendix E

Samples of Skills, Games and Activities

Alternative Activities: Grade 7

Sample Activities

A. Musk Ox Wrestle:

- The competitors kneel on the gym mats while supporting themselves on their hands and knees. They tuck their heads under each others collarbone pressing against each other's shoulder. Upon a signal, the competitors attempt to push each other off of the mat.

B. Steal the Bean Bag:

- Each student is given a bean bag and a cone or spot bot. They move to a space in the gymnasium and place the bean bag in their cone or on their spot bot. When the music starts players have to try and steal one bean bag at a time and return it to their home base. Once the music stops players return to their home base and count their bean bags. The student with the most bean bags is declared the winner.

C. Builders and Bulldozers:

- Designate half of the class to be Builders and the other half to be Bulldozers. Scatter pylons around the gymnasium. When the music starts or on another signal, the Bulldozers attempt to knock over the pylons while the Builders attempt to stand them up straight. The winner is the group that has the most pylons up or down at the end of the time allocated.

D. Minefield:

- Students match up with a partner. With a variety of objects scattered all over the gym floor, one partner is blindfolded and verbally guided through the objects by the other partner. This is a great activity for concentration, cooperation, communication and listening skills.

E. Protect your Turf:

- Two teams are selected with players standing across from each other lengthways in the gymnasium. Each player stands next to an upright cone. Each team throws balls or bean bags at the other team's cones attempting to knock them down while at the same time protecting their cone. Once a players cone has been knocked down they can continue to play but they cannot replace their cone. The game ends after a designated time or when all the cones have been knocked down. The team with the most cones standing is declared the winner.

F. Kneesles:

- This activity is a lead-up activity to wrestling skills. Each player has a knee pad on each knee. The object of the game is for a player to try and slide a knee pad down his/her opponents knee while protecting their own knee pad. Players must remain on a mat at all times.

Court and Field Activities: Grade 7

Sample Activities

A. Tag, Relays, Lead-up and Modified Games:

- Games such as tag, relays, lead-up and modified games can all be used as warm-up activities. Warm-up activities should be designed to reflect the chosen Court and Field activity. For example, if basketball was the unit of instruction, partner tag can be used as the warm-up game as it incorporates a great variety of movement skills/concepts used in this sport of basketball. Players are required to stay in their own space while using all of the general space and various pathways to be successful. They need to get near and far from their partners. When tagging they need to use the appropriate force. Balance and coordination are fundamental in any movement.
- As an alternate warm-up activity, place lacrosse balls in the middle of the gymnasium and designate four teams (one in each corner). Each team has a lacrosse stick used to retrieve a ball from the centre, stick-handle it back to the team's bucket and pass the stick to the next person to repeat the task. This practices scooping and carrying (cradling) techniques while also preparing the body to work at a higher level in a cooperative and competitive atmosphere. Another variation is *Basket Case* which requires participants to retrieve balls from around the gym and put them in the basket in the middle of the gym faster than the person standing beside the basket can empty them out one by one. Again, the appropriate implement, such as a lacrosse stick, would be used.
- Modified games offer students the opportunity to understand the effects of various movement concepts in court and field activities. A great modified game is *Six-a-Side* (or *Four-a-Side*) *Tennis* where teams of six students occupy the doubles tennis court and set themselves up in two lines (three in front court and three in back court). The game is played similarly to volleyball. The serve is completed by the middle player in the back court who hits the ball to their middle teammate in the front row. This player sends the ball cleanly over the net. The ball **must** bounce once before each hit, may be hit three times on a side, the same person cannot hit the ball twice in a row, the overhead smash is prohibited and fifteen points wins. This modification allows students to practice racquet skills, demonstrate fair play concepts and show awareness of safety.

B. Stretching:

- During stretching exercises, a discussion about the history of field games can be initiated. Canada's national sport - lacrosse, has been receiving more attention over the last several years with games on T.V. The discussion of lacrosse's origins as a Native Canadian game which was used to settle disputes in place of wars can be used to illustrate its place in Canadian history. Also, highlight the fact that athletic pursuits were often developed due to the culture. Lacrosse was developed to limit blood shed while other activities were developed merely as past-time pursuits. Football, being an American adaptation of England's "soccer", shows the relevance of modifying games to invent a new one. A link between history and physical education is also found through such discussions, thereby, presenting to students the view that school subjects do not exist in isolation of other subjects and that physical education is global.

C. Touchdown:

- Touchdown is a team activity. A team must select one player from their group to conceal a small object and try to get it across a "goal line" without being tagged by a player from the other team. Cooperative and competitive strategies must be developed and refined by the group to continually reach the desired goal(s)/outcome(s).

D. Sending/Receiving Activities:

- Design activities which provide the students with the opportunity to understand, practice and demonstrate specific court and field activity skills. One of the skills used in team handball is sending/receiving. Setting up students in a circular group of 5-6 and have them pass across the circle and move to an open space around the circle. This drill highlights the concepts of space, pathways, range, force and relationship of body parts to each other.

E. Double Paddle/Double Racquet:

- A skill used in table tennis is the forehand stroke. Students play a game of *Double Paddle* where a student has a paddle in each hand. This not only ensures that the forehand stroke will be used on every stroke but it develops the ability to play with either hand. The concepts of range (near/far), force (strong/weak) and relationship of body parts to each other (grip, action, follow through and foot placement) can be emphasized.

F. Patterns:

- One of the skills used in football is patterns. Placing students in groups of 2 - 3 provides one quarterback, one receiver and one person that observes and provides specific and positive feedback. The person with the ball (quarterback) calls a pattern such as button hook, slant, in and out, 5 and 45, down out and down, banana or fly. The receiver does the pattern while the quarterback throws the ball. The observer provides positive specific feedback to either the quarterback or receiver before roles reverse. The receiver becomes the quarterback, the quarterback becomes the observer and the observer becomes the receiver repeating the same activity. In addition to the movement concepts of pathway and direction, the relationship between range, force and time can be highlighted during this activity and/or later in the assessment.

G. Scoop Up:

- Lacrosse balls are placed in the center of the gym and the class is divided into four equal teams. Each team is given their own bucket that must be placed in their assigned corner. Each team must send one player at a time with a lacrosse stick to the center to retrieve a ball. The player must stick handle the ball back to their team and place it into the bucket. The game continues until all the balls have been retrieved.

H. Partner Tag:

- Players are required to stay in their own space while using all the general space and various pathways to be successful. They need to get near and far from their partners. Teams of two are divided into A and B and on the signal, A must chase and catch B. When caught, B becomes the chaser and the game continues. When tagging, appropriate force is required.

I. Badminton Hoops:

- Place several hula hoops at one end of the badminton court and have students stand at the serving line on the opposite side of the net. In groups, students take turns serving the shuttles over the net attempting to place them into the hoop. Several variations can be used including decreasing the size of the targets, points for getting close to the hoop and making a challenge among the groups for most points received. To increase active participation have a student on the opposite side of the server hold a cone trying to catch the shuttle.

J. Volleyball:

- Volleyball requires a high skill level in specific tasks (i.e. forearm pass). By adding variations, students are given a chance to develop these skills and take part successfully in the activity. Based on class and student capabilities, modified lead-up games can be implemented before the regulation game. Variations to volleyball could include beach ball volleyball and/or one bounce volleyball.

K. Scooter Handball:

- Students will become more reliant on passing skills by adding scooters to the game. The speed of the game is decreased as the ability to move about becomes more difficult. Other modifications can be added such as incorporating no steps, a 5 second clock to move the ball and prohibited use of the feet to move the ball.

L. End Line Soccer:

- Allows all players to practice their skills and play all positions. Students are divided into two teams, one on each base line. Each member has a number and when called, must run to the center to play regulation soccer using the defined general space. All other players become goaltenders on their baseline. A goal is scored by kicking the ball at a medium to low level (below waist) over the opposing teams goal line. Line players whose number has not been called are goalies.

M. Zone Basketball:

- Divide the playing field into 3 zones (defensive, offensive, neutral). Players in the defensive zone are required to move the ball into the neutral zone and those in the neutral zone to the offensive zone. Once the ball reaches the offensive zone a shot can be made at the net. To increase chances of success, points can be awarded for hitting the backboard, rim or getting it in the basket.

N. Steal the Bacon:

- Divide the playing field into two zones (use a rope or pylons), place a hula-hoop on each side to house the flag and a gym mat on each side to act as the "jail". The jail is used to place members of the opposing team if captured. Students must attempt to run into the other team's zone to retrieve the flag and bring it back to their own team. If tagged while in the opposing team's zone the student will be placed in "jail". They can be freed if tagged by their own team. If a student is freed, they must return to their team's zone before retrieving the bacon. If a student makes their way into the opposing teams hula-hoop they cannot be caught until they leave that safe zone. If caught while holding the flag, the flag is returned and the game continues.

O. Cooperation and Movement Concepts:

- Cooperation and movement concepts are used in many Court and Field activities. In the pickle-ball lead-up game *Horse*, a small group of 4-6 students send and receive the ball amongst themselves to see how long a rally can be maintained before the rally is lost. After a person sends the ball, the ready position should be emphasized for the next time the ball comes their way. When a loss of rally occurs the group receives a letter toward the spelling of the word "horse" (any word can be substituted). After a while students switch teams and choose different partners. Students would use the basic skills of the forehand and backhand pass to send/receive the ball and the movement concepts of balance, range, level and force would be emphasized.

Fitness Activities: Grade 7

Sample Activities

A. Roll “n” Go

- This warm-up activity is similar to Monopoly. Students roll a dice, move to a square and go to an open space to perform the activity stated on the square. They then return and continue. The “jail” traditionally used in Monopoly can be an opportunity for groups to get drinks and take rest periods.

B. Fitness Hustles

- Fitness Hustles are a sequence of movements performed to music which allow for muscles to be stretched and oxygenated. There are different levels of fitness hustles which allow for increased duration as well as more advanced movements. Teachers should post diagrams and explanations of the movements which are easily accessible to students. Students should periodically compare their technique to that of the recommended technique and make the appropriate adjustments to ensure safe movements. Heel touches, knee touches, knee bends, step-kicks, karate kicks, scissors, twist and bounce, the grasshopper, heel and arm swings, knee dips and elbow pulls, a diagonal jog and rocker steps are just some of the moves which can be provided and sequenced to music for a personal or group warm-up.

C. Toilet Paper Aerobics:

- Provides the opportunity for students to cooperate, be competitive and become more fit. During an aerobics routine get partners to wrap a piece of toilet paper around their ankles. If it breaks, continue with the routine. The last group with the toilet paper intact wins.

D. Dragon's Tails:

- Make 4 or 5 teams. All teams must make a train consisting of hands on shoulders. The student in the front of the train has their hands free and the last student in the line has a tail hanging from their shorts. The object of the game is for each train to try and steal the tail from the other dragons. If a team's tail is stolen, the teacher will provide an additional dragon tail.

E. Fish Gobbler:

- A designated student is given the role as "Head Fish Gobbler" and calls out the commands port, starboard, bow and stern. The last student to run to a corner becomes Fish Gobbler (F-G) as well. F-G's assist the head fish gobbler tag people. The game continues until there is one player remaining. He/she resumes the role of head fish gobbler in the next game.

F. Military Jog:

- Students run in a straight line. On a signal, the last person sprints to the front and continues until the leader is back to the front.

G. Caterpillar:

- Make 4 teams with each stretching from one end of the gymnasium to the other. Each team must pass the ball through their legs in a straight line until it reaches the end person. This person sprints to the front and every player shifts down one spot until they are back in their original positions.

H. Dice Choice:

- Students choose a warm up activity (i.e. laps, sit ups, push ups, etc.). A student rolls the dice to determine how many repetitions the class performs.

Leadership and Cooperation Activities: Grade 7

Sample Activities

A. Team Workout Warm-Up:

- Students form in groups of 6-8 and one student is appointed or volunteers to be the organizer. On a signal the organizer runs to the instructor and collects a list of exercises to be completed by all group members in the order in which they appear on the card or the group may choose to the order. Exercises can include (but possibilities are endless) 10 jumping jacks, 20 crunches, 10 pushups, team laps around the gym, rope jumping for 15 jumps. Some important rules to remember include: 1. Teammates must wait until all teammates are done before going to the next exercise and the organizer signals when the group moves on to the next exercise. 2. Team members can “huddle” to choose which exercise they do next (develops team togetherness and belonging) 3. No put downs or negativity.

B. Blinder, Minefield, The Fallen and Circle Pass:

- Development of self-confidence and trust of one's partner or group can be achieved through various activities that help students learn how each person depends on others in a group to varying degrees. Trust activities that can be used in partner or larger groups are: Blinder, Minefield, The Fallen and Circle Pass.
 - Blinder:* One student is blind-folded (or agrees to close his/her eyes) while the other person leads him/her around the gym, field or other space. The leader ensures that the blinder does not trip, bang into anything or come to any harm while engaged in the activity. Safety is emphasized as the blinded person must be able to trust the leader absolutely. After a time, partners switch roles.
 - Minefield:* Equipment is scattered all over the floor from one end of the activity area to the other. One partner wears a blindfold while the other works as a guide to instruct their partner across the mine field. The instructing partner is not to touch his/her partner at any time. Once they cross the minefield (i.e. activity area) they switch places. If they touch a mine at any time they are to switch places but they go back to the beginning. Make the activity harder or easier by adding or subtracting equipment. It is interesting to observe students who are initially reluctant to move and be led but very quickly learn to trust their partner and move through space.
 - Fallen:* One person closes his/her eyes (or is blindfolded) while the other person stands directly behind them. The partner whose eyes are closed allows him/herself to fall back into the waiting arms of his/her partner. The task begins with the leader or catcher saying “ready” and if the person who is falling is ready he/she responds with “ready”. Then the leader says “falling” followed with the person who is falling responding with “falling”. The final cue is for the leader or person who is catching to say “go”, at which point the person who is falling proceeds to fall into the arms of the waiting catcher. Proper catching technique would also be covered prior to the activity with students. Secondly, gym mats can be placed for extra safety. Thirdly, it must always be emphasized that under no circumstance does someone “fool around” and allow someone to fall to the floor.
 - Circle Pass:* One person is blind-folded and allows themselves to fall into the arms of waiting teammates. The difference here is that the person falling is in the centre of a small circle of several people (about six). The objective is for each person in the circle to catch his/her falling teammate and pass him/her to another teammate. Again, safety must be emphasized, the use of mats are required and remind the groups to keep their circle small.

C. Pin Ball:

- The class is divided into two teams and the gym, court or field space is divided into two halves. The equipment needed is several balls of varying sizes and several pins. The number of pins placed in a team's half of the court will be determined by the size of your gym, court or field. The objective is for one team to knock down the other team's pins while safely guarding their own. The pins are placed randomly around the court, once placed cannot be moved and the teacher may want to impose some restrictions or guidelines as deemed appropriate. The balls are to be randomly entered into the playing area and play commences on the teacher's signal. Balls used should be of a soft material, should not be overly heavy and are not to be thrown at participants. Teams have to devise strategies and appoint people to guard the pins and/or attempt to knock the other team's pins down. The team that knocks down the pins first is declared the winner.

Teacher Tip: It is a good teaching practice to place the pins in a hula hoop with defenders guarding the outside of the hula hoop.

D. Twisted Sisters Disco Inferno:

- Have a small group of students (5-6) hold hands in a straight line, all facing in the same direction. The person at the end puts their hand up against a wall or holds onto a pole. The task is for everyone to end up with their arms folded across their chest. None of the students can let go of their hands and the person at the end must keep hand on the wall or pole. There are a number of known ways to solve this problem. Give the students plenty of time to discuss possible solutions. One solution to this problem is that the end person who is free to move, leads the entire group under the arm of the person attached to the pole or wall. This end person continues to lead the group under the wall person's arm again and again until everyone has their arms crossed. Finally, the end person turns and faces the opposite direction w/o taking their arm off of the wall (this crosses their arms).

E. Amoeba Race:

- Divide the class into two equal teams. Half of a team forms a circle facing outward, with elbows joined. Instruct the rest of the team to get inside the circle. Both teams have now formed their amoeba. On the instructor's signal, the amoebas will try to race to a designated area without coming apart. The first team to reach the finish line wins. Teams that come apart must repair themselves before continuing.

F. Rescue:

- Divide the class into two groups, have students select partners and provide each player with a rope about five feet long. One partner ties the rope to his/her wrists while the other partner does the same after looping the rope under the partner's rope. The object of the game is to try and escape by untangling the 2 ropes without untying the ropes or slipping the ropes off the wrists. Once a pair solves the challenge, they are allowed to go to their other group members and show them how to untangle. The first team to get all teammates untangled wins.

G. The Rock:

- Requires an old tire or some equally large item. The task is to get as many people on the "rock" as possible. Teammates will have to trust each other and use all members of the group to accomplish this task. Some students will have to trust other teammates when holding onto others to maintain their balance. Other students will use different levels to maintain their position on the "rock".

Outdoor Activities: Grade 7

Sample Activities

A. Walk for Sight:

- Ask the class to participate in a Walk for Sight activity or go on a clean-up walk or hike through a local park or well-known trail in the community. Start the class by having students reflect and think about some of the things they will see, hear or feel on their journey. What wildlife may they encounter, what sounds are they likely to hear, what vegetation is present, how is the walk site different today from say 20 or 50 years ago and what can they do to improve or help the site or community? Review with students some of the guidelines the class should follow so that the activity can be enjoyed (make as little noise as possible, don't yell out, stay together and leave no trace).

B. Hide and Go Seek or Critters:

- Fun and active games such as Hide and Go Seek or Critters allow the use of almost any outdoor site. Critters is played the opposite of Hide and Go Seek as one person hides and it is everyone else's job to find that person. When you find him/her you must remain quiet and join that person in his/her hiding place. The goal is to see how many people can hide together and stay quiet so not to alert the other players (this is quite difficult to do once you have a group and is hilarious entertainment). These activities are great for showing students how to appreciate and make use of the outdoors in pursuing an active lifestyle.

C. Cross-country ski trip or practice session:

- While on a **cross-country ski** trip or practice session, students can practice several of the movement skills. Knowing how much force to use to propel oneself forward and maintaining balance are two of the key concepts students will need to practice to be effective skiers. While learning any ski movement (basic stride, snow plow stop) a student's knowledge and application of the possible movements of body parts while they practice will also prove to be of great benefit. The Jack Rabbit Program is a youth oriented cross country skiing program which can be used by teachers as a resource for lessons and teaching cues. Prior to beginning any and every class of skiing, review with the students safe and dangerous movements that affect other skiers (passing on a hill, avoiding someone who has fallen in the trail, being in control of your body etc.).

D. Lead-up activities

- Lead-up activities such as games and exercises that help prepare students for some outdoor activities would be of benefit. Canoeing and kayaking require upper body strength and muscular stamina and since activities such as these may be unfamiliar or infrequently participated in by some students, activities and exercises that help prepare students are required. Upper body exercises and stretches could be incorporated into a circuit or warm-up of other activities prior to participating in canoeing and/or kayaking. Additionally, a discussion with students or an activity that teaches about boat safety and proper behaviour guidelines prior to participation in canoeing and/or kayaking would also prove beneficial.

E. Mapping:

- Students examine a simple map with several markers on it and describe how they would complete the course in the most efficient manner possible. A worksheet may be used or simply a conversation to share ideas. Factors students may include are the relevant elevations, the lay of the land for getting around or whether they should go after the markers that are nearest or farthest first. Some students will prefer to make a plan of attack such as not collecting the markers haphazardly.

F. Down-Down-Down:

- A group of people, as few as 3 and as much as the area can hold will stand in a circle. One person will throw an underhand pass to someone else. If the person catches it, he/she will throw it to another person. If you drop it, you go down on one knee. If the same person drops it again, he/she will go down on two knees. If the student drops it again, then he/she will go down on one elbow, and so on. After going down on two elbows, the next move will be on his/her chin. If the student drops it yet again, then he/she is out. The winner is the person who is on the least body parts. No hard throws allowed. (Source: http://www.jubed.com/youth_ministry/view/Down-Down-Down/?s=12)

G. Parking Lot Games:

- Take your class out to the school parking lot. Using sidewalk chalk students design games such as hop scotch or square ball.

H. Sliding:

- Students can be provided with an opportunity for recreational sliding or organized activities such as down hill races, relays and/or Olympics mock sports. **Bobsled Race** – students in pairs will line up at the starting line, appoint a time keeper and groups will compete one after another until all groups have gone down the hill. If a hill is not available, one student could pull another in a sled. **Human Curling** – one student sits in a slide while another pushes them toward a ring target (use food colouring and water) aiming to stop nearest the bullseye. A point scale may be used such as the button = 20, next ring = 15, middle ring = 10 and outside ring = 5. **Seal Crawl** – students lie belly down in a sled and pull themselves on a flat course using only their hands towards the finish line.
(Source: Olympic Day www.myvtc.ca/groups/physical_education/media/p/2260.aspx)

I. Track and Field:

- Set up activities such as the 100m dash, relay races, tug of war, high jump, long jump, three legged race shot- put, etc.

J. Orienteering:

- An activity for orienteering may include map drawing. Students draw a map of the school grounds focusing on developing a key, symbols and basic map components.

K. Other:

- Various activities from other themes could also be enjoyed outside. Some of these activities include Flag Football, Softball and Ultimate Frisbee. Many objectives within the outdoor unit can be achieved through various field trips including swimming, skating, curling, downhill skiing, snowboarding, kayaking, canoeing, guided hikes, etc.

Rhythmic Activities: Grade 7

Sample Activities

A. Introductory Activities:

- Introduce rhythmic activities by using examples that students are familiar with. Sport skills and abilities can be used to demonstrate a rhythmic movement. Sports uses skills such as running, jabbing, changing direction and avoiding obstacles. Dance and other rhythmic activities apply the same skills, but, use movement concept language of flow, time, balance, direction, space and force to music. Encourage students to give examples of actions they use which would also be used in rhythmic activities. An example would be partner tag where each pair of students is moving based upon their partner's movements while avoiding and using the other participants to be successful. Such movements can lead into a discussion about choreography and how dancers move with and around other dancers.

B. Novelty Dances:

- Perform a variety of individual novelty dances for warm-ups such as the Y.M.C.A., Macarena, Bird Dance and cha-cha slide.

C. Skipping:

- Skipping is an activity which can be enjoyed at many stages of life with little expense. However, growth patterns do affect the ability of the jumper to experience success. As a group, discuss growth patterns of students at various age groups and demonstrate how such a person may look while jumping rope. One person in the class may be willing to present and explain to the group how a person of their designated age would look while jumping rope. This activity can be modified to include any rhythmic movement from dancing, to aerobics, to beating a drum. A cross-curricular activity with music, health and/or family living would be appropriate here.
- Students can be encouraged to jump rope to the beat of music. Vary the movements of the rope to include crossover and backward swings. Vary rope swing and hand/foot speed (time).

D. Exploration:

- Explore the performance of previously learned locomotor and non-locomotor skills and their variations:
 - Marching, trotting, stamping, twirling, raising, lowering, circling, striking, lifting, throwing, pushing, pulling and other common tasks to beats and music.
 - Move around the general space using movement concepts such as time/speed (slow/medium/fast, acceleration/deceleration) which helps with tempo.
 - Use clapping, stomping, a drum, rhythm sticks and/or tambourine to play a beat for the students to follow and apply the movement concept of force (soft/weak, hard/firm).
 - Students can perform high on their toes, with their toes in or out, on their heels, with stiff knees, kicking high in the front or in the rear, with knees brought up high, in a crouch position or any number of different positions. The arms can swing at the side, held stiff, out in front overhead, move in circles, wave or other patterns.

E. Emotion Commotion:

- Students move slowly around the general space showing emotions in three increasing levels. Emotions are called out such as "happy". Students should show small signs of happy. When medium is called, students show stronger signs of happiness. When large is called, students should show very strong signs of the emotion. Use many different emotions.

F. 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?”

G. Pattern-Polka:

- As an introduction to group patterns students will participate in step 1 of the Kinder-Polka. Students stand in a circle to perform the dance, the teacher provides the verbal cues “step-close, step-close, stamp, stamp, stamp” and the students perform moving 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.

Grade 8: Alternative Activities

Sample Activities

A. Ball and Chain:

- Each student has an inflated balloon attached to their ankles with a string. The goal is to break another student's balloon by stepping on it, yet protecting their own. To limit pushing and shoving, students must play with their hands held behind their back. Modifications include partners working together to protect each other's balloons and groups working together as indicated by balloon colours.

B. Team Relay (Progressive Relay):

- The first person runs the course and returns to get the second person. Both run the course and return to retrieve the third person. This procedure continues until the whole group has run the course as a group. Upon returning to the start, the first person is dropped off while the others continue to run the course. This continues until the whole team is back at the start.

C. Obstacle Course Relay:

- Students are placed in groups of four to six and have to navigate through an obstacle course. The course obstacles will involve activities and skills to be performed in order to complete the course. Activities and skills are limited only by imagination but can include various skills that are performed in track and field: short sprints, jumping, stretches etc. Students decide in what order they can perform the skills and/or activities to complete the course most efficiently.

D. Yoga:

- Students can take part in basic yoga positions such as downward dog, upward dog, warrior, etc. Please visit the following websites for a description of the aforementioned activities.
(Source: <http://www.besthealthmag.ca/get-healthy/fitness/8-yoga-moves-to-boost-your-energy>)
(Source: <http://exercise.about.com/cs/yoga/l/blyogapilates.htm>)

E. Track and Field: (Military Jog)

- Students form a line and jog around the perimeter of the gym. The students jog in a straight line and the person in the back sprints to the front. An alternative would be for the class to form lines of 7-8 students. The student in the front has a ball and when the group is told to start they must pass the ball through their legs until it gets to the end. The last student sprints to the front.

F. Varied Track Oriented Activities:

- Students can practice running, sprinting, jumping, baton passing and running a set course.

G. Gymnastics:

- Gymnastics may not be offered due to lack of certification or equipment but modified gymnastics activities might be more feasible. Gymnastics could be broken down into sections such as tumbling, partner stunts and hoops, balls and streamers. Tumbling allows students to show increasing responsibility with increasing degree of difficulty of tumbles until they display the appropriate behaviours and level of responsibility to use more advanced equipment to tumble such as beat boards, spring boards, vaults, ropes and rings.
- Partner stunts offer a variation to tumbling while incorporating body control and awareness abilities.

Grade 8: Court and Field Activities

Sample Activities

A. Tag, Relays, Lead-up and Modified Games:

- Games such as tag, relays, lead-up, modified games can all be used as warm-up activities. Warm-up activities should be designed to reflect the chosen topic.

B. Rugby:

- Rugby requires participants to assume a low centre of gravity when being tackled, tackling others and joining a scrum. This stable position is also required in soccer when being challenged for the ball, tempting to head the ball and kicking the ball. To illustrate the importance of having a low centre of gravity to increase stability, have a partner assume a high basic stance and the other partner attempting to push them off that centre of gravity, using one shoulder at a time and using appropriate force. Then, have the student assume a low basic stance and do the same activity. Next, students should join their partner and have another group try to push them off balance. Students should keep joining another group as long as they can maintain their stability. Key points such as low level and a wide stance are reinforced here.

C. Swap It:

- Many body mechanics are similar among court and field activities. Examples include kicking and passing from out of bounds. Such similarities should be highlighted so that students can transfer previous knowledge to new activities. This is a game which students have to use their non-preferred foot to kick the ball. This allows experienced soccer players the chance to understand the frustration of less experienced players and makes it possible for them to break down the skill since they will perform it more slowly using the non-preferred foot. This activity can be done with the non-dominant hand/arm.

D. Design Activities:

- Provide the opportunity to understand, practice and demonstrate specific court and field activity skills. One of the skills used in volleyball is passing. Students select partners using previously discussed fair play guidelines. Using high (level) underhand throws, the receiver moves into position under the ball (sustained flow), stops, assumes a basic stance (sudden flow) and passes the ball back to his/her partner using the face palm or forearm pass. Two of the skills used in badminton are the clear shot and “smash” shot. For the clear shot, a student hits the shuttle in such a way to place the shuttle in the back court behind his/her opponent. For the smash shot, the shuttle is contacted above the head and struck with a strong force in an effort to score a point by sending the shuttle to the floor. Teaching cues for students executing the clear shot would be to contact the shuttle at a low level (below the waist) and use a strong amount of force to get the shuttle high and “behind your partner/opponent.” Students then alternate to the smash shot. Cues here would include making contact with the shuttle at a high level (above the head) and use a strong amount of force to play the shuttle to the floor.

E. 10 Pass Ultimate:

- Introduce a minimum pass rule to a game such as Ultimate Frisbee before a team can score a point.

F. Paddle Ball Relay:

- Students move through the general space tapping the tennis ball with the paddle tennis racquet. It is quickly discovered that keeping the ball near to the racquet (range) and using weak force while keeping a straight pathway ensures that the ball will stay under control and result in efficient movement. Participants also need to avoid other students’ personal space by keeping their eyes up while maintaining control of the ball.

G. Lead-up Games:

- Lead-up games offer excellent opportunities to practice and learn concepts and skills. Lead-up and similar type games also provide the opportunity to develop cooperative strategies. For example, cooperation and fair play concepts must be used when two or more students engage in a rally in badminton. A rally in badminton is a prime opportunity for students to assist each other in developing movement concepts and enhancing skill development. Students can point out to each other how well they are using space concepts to cover the court and return the ball or shuttle efficiently. Alternately, a student may point out efficient and non-efficient use of the body when executing the strokes.

H. End Line Soccer:

- End Line Soccer allows all players to practice their skills and play offence/defence. Students are divided into two teams, each team is positioned on a base line, and each member of a team is provided with a number. When a number or numbers is called, players must run to the center to play regulation soccer using the defined general space. All other players become goaltenders of their baseline. A goal is scored by kicking the ball at a medium to low level (below waist for safety) over the opposing teams end line. Goalies attempt to prevent goals.
- This activity of *End Line Soccer* can become more advanced by having only the first number called permitted to strike the ball for a goal, thereby increasing the need for cooperation within the group. It can also be modified to concentrate on controlled low kicks by deeming below the knee to be a goal.

I. Body Language:

- Body “language” is used in *Soccer Baseball* whether as a lead-up game or main activity. Before beginning the activity, introduce the ideas that the batter’s foot, hip and shoulder position can determine the intended direction of the kick. Often, the batter’s eyes are the best predictor. This understanding should be transferred to a soccer game so that the direction of kicks can be predicted.

J. Three Zone Pong

- Modified activities provide students the opportunity to identify the effects of movement concepts as integral to court and field activities. One of the skills used in table tennis is a forehand or backhand stroke with spin. Students are encouraged to select their own teammate/partner ensuring that fair play concepts are practiced. *Three Zone Pong* uses regular table tennis rules however, the net is 3 or 4 inches above the table, the table is divided into three equal zones, the ball must bounce twice before being struck, the ball must first land in the centre zone before bouncing in the end zone to be played. Using body awareness concepts of muscle tension/relaxation and relationship of body parts, students play the game with an emphasis on placing spin on the ball while completing their forehand and backhand strokes. Ask students to experiment with different spins and different ball placements to achieve success.

K. Muscle Tension, Relaxation and Flow:

- Muscle tension and relaxation and flow can be interlinked when practicing running with the ball and cutting to avoid being tackled (grabbing a flag) or to break tackles (touches). In order to change flow, muscles must be tensed and relaxed in quick succession. Muscles that remain tight have a greater chance of being pulled or strained. When practicing lateral passes in rugby, the student must be running full speed ahead, control their pace and relax enough to laterally pass the ball with accuracy to a teammate. The three-player weave traditionally used in basketball can be modified and used here to practice lateral passing.

L. Ringette Tag:

- Every student on the floor has a ringette stick (use butt end of a hockey stick if ringette sticks are not available). Place any number of rings scattered in the middle of the gym (more rings for larger groups). Students are given three points each at the beginning and the object of the game is to hit other students on the feet with the ring. If hit, there is a loss of one point until all three points are gone. Other variations could involve tasks for students to complete (5 sit ups) which returns them back into the game, using teams rather than individuals, points can be donated to students who lose all their points to encourage citizenship or incorporate freeze tag.

M. Dribble Tag:

- Half the class has basketballs, while the other half avoids the dribblers who are the taggers. Students must use direction to avoid being tagged and dribblers must maintain control of their ball while pursuing non-dribblers. Alternatively, in a game called thieves, the roles are reversed. Non-dribblers are the taggers and attempt to steal the ball from the dribblers.

N. Knock Away:

- All students have a soccer ball/basketball and are located inside a boundary (i.e. court). The goal of the game is to dribble around the court keeping control of the ball while trying to knock away another student's ball. Once a student loses control of their ball they are to stand on the boundary of the court where they can be involved in several ways including: trying to knock away the soccer ball of any student who gets too close or assisting other students as a passing option to help students keep control of their ball. Another variation could have students returning to the game once the student who eliminated them is eliminated themselves.

O. Modified Squash:

- Due to the lack of proper facilities for many schools, a variation of squash can be played using one gym wall or a corner. A court can be taped on the floor for boundaries. Students can use a tennis ball, juggling ball or whiffle ball with their hands, pickle ball racquets or tennis racquets. Games can be played one-on-one or two-on-two. Multiple games can occur at one time at various locations spaced around the walls of the gym.

P. Keep It Out:

- Students are divided into two teams. Each team is given an equal number of balls (whiffle, gator skin, etc.). Students must try to get as many balls off their end of the court in the time limit. The team that has the least number of balls on their end of the court wins.

Q. Three Legged Soccer:

- During a traditional game of soccer have students connect legs with scarves. This will create the need for students to work together to complete skills such as running or passing. Be sure to explain the importance of communication between partners.

Grade 8: Fitness Activities

Sample Activities

A. Warm-Up Activities:

- Prepare students for the rest of the lesson that is to follow. Muscles that are to be used in the fitness activities should be warmed-up and prepared for movement. The benefits of a warm-up and the reasons why the body needs to be stretched should be discussed prior to full-out activity. Additional points to be mentioned include the different types of stretching and the benefits of each. An extension activity can be to ask students to research the different types of stretching and present a report/demonstration in class.

B. Partner Ball Tag:

- A tag game which for participants to be in constant movement. The tagger has a ball and chases the partner who does not have a ball. When tagged by the ball, the roles reverse. This highly anaerobic game can only be played for a short duration but the teacher may want to increase the time as the fitness unit continues. This idea applies overload principles to increase fitness.

C. Strength and Resistance Training:

- Strength and resistance training at the intermediate level should concentrate on light weights, body weight resistance and emphasize proper form/technique. Teachers who have little or no training in this area should seek out assistance from more experienced, educated persons with training in strength/resistance training. Students should research various techniques for strength and resistance training and explore/discuss efficient and effective movements in a cooperative group. This could be done while completing a weight lifting circuit (P.E. Games & Activities Kit for Grades 6 - 12 is one of the many resources which offers pictures and a description of resistance training techniques).

D. Indy 500:

- Put your class in groups of 3-4 students. Give them something to pass after each lap such as a baton. See how many laps they can complete as a group during a certain period of time.

E. Circuits:

- Design numerous stations, each with a fitness component (sit ups, push ups, dips, burpees, skipping, planks, wall sits, jumping jacks, weight stations (curls), hula hooping, etc.). Scatter posters with descriptions throughout the gym. Students get in groups of 2 or 3 and rotate through each station for approximately 1-2.

F. Basketball Tag:

- Start with 2 or more taggers who must attempt to tag people by touching them with the ball. If tagged, you must join the tagging team. The only rule is that the person in possession of the ball is not allowed to run with it, but must pass to other taggers, pivot and try to tag the students in their area. This game focuses on passing and teamwork.

G. Fitness Room:

- Take students to the fitness room in your school and teach them how to use the equipment based on the components of fitness.

H. Aerobics Class:

- Invite your local fitness instructor to your school to offer an aerobics class.

Grade 8: Leadership/Cooperative Activities

Sample Activities

A. Warm-up - Flag Tag:

- Each student receives two flags that are attached or tucked into the hip area of the shorts or pants. Students pair up with a partner. The object of the game is to protect your own flags and collect as many other flags as possible. Any player who loses both flags is not permitted to collect any other flags, However, may help his/her partner. Flags cannot be taken from someone's hand. If a flag is taken from a person's hip and he/she has one or more flags in his/her hand then he/she must replace the lost flag. After a designated amount of time the partner group with the most flags wins. Strategies will be employed by partners to collect the maximum number of flags and to protect each other from being eliminated from the game. Variations on this game can include dividing the team into four teams of four different flag colours and have groups of larger number of students working together.

B. Jigsaw Tangle/Knots:

- This activity requires students to think out their actions and cooperate with one another to complete the task. Ask students to form groups of six or larger (the larger the group, the more difficult the task). The group stands together in a circle, reaches across and link hands with another person (each person must hold hands (or wrists) with two different people. Once everyone is holding hands or wrists there should be quite the tangle. The task is for everyone to become untangled so that the group forms one long single (unbroken) line. The rules are as follows: students may not release the wrists or hands of the person they are holding; students are permitted to turn around, twist and face the other direction; students are permitted to rotate and change the way they are holding onto a person, but, they cannot let go; students are permitted to use any movement to help complete the task.

C. Leap Frog Tag:

- Divide the class into 4 teams. In this game players try to tag members of the other teams. If a player is tagged then he/she can be saved by having a member of their team leap frog over them. Play usually runs for one minute.

D. Bridge Over the Raging River:

- An activity that requires all group members to be integral parts of the solution as they cross a river using four tires, two 8 foot long boards and two ropes. All group members travel from one end of a space (land) to the other end without touching the floor (river). All equipment must be carried over to the other side. Students must use their imaginations and work together to create a series of moving bridges to get from one end of the "land" to the other. Students will use the tires and boards to stand on and transfer equipment along the path. The ropes can be used to pull equipment forward. Let the students figure out their own strategies but offer suggestions (hints) as necessary. One possible solution is that groups make a moveable bridge. As the group advances, it passes the tires and boards forward. Group members must share space on a tire. To complete this activity, participants need good balance and need to hold onto or physically assist teammates throughout the challenge. The group simply has no choice but to help each other and communicate to be successful.

E. Three-Pointer Relay:

- Students form groups of five or seven people. If a team has five members it is permitted to use three points of contact on the floor; if the group has seven members then they are permitted four or five points of contact. The objective of the relay is to get all players across the gym or general space using only the number of points of contact allowed. If a team falls or an extra point of contact is made then the group must re-start.

F. Farm Animals:

- Students sit, spread out over the playing field and with eyes closed. The teacher moves around the gymnasium and assigns each child a farm animal to imitate. It is good to review the animals to be used as well as their sounds before beginning the game. When the instructor begins the game the students are to keep their eyes closed and begin crawling around in search of other students that are making the same sound that they are. The first team to get all of their animals together is the winning team.

G. Elves/Wizards/Giants:

- Divide the group in half facing each other approximately 6-7 feet away. Prior to the game, all members of each team must select if they will be elves, wizards or giants. On the count of 3 they all act out what character they will be. The law of the land is as follows: elves beat wizards, wizards beat giants, and giants beat elves. If your team characters beat the other team you chase them and try to tag them before they reach the safe area. If tagged, the player joins the other team.

H. Move the Mountain:

- The class is divided into two teams. The equipment required is 1 large omnikin ball or other heavy ball and 20 balls (playground, volleyball or foam). Each team lines up behind its restraining line with half of the balls. The object of the game is to move the omnikin by hitting it with the thrown balls. Students may leave the restraining areas to retrieve the balls on their own half of the gym but must return to the restraining area to throw the balls. When a team moves the ball across the goal line a point is scored. The lines chosen will be dictated by the size of the general space.

Grade 8: Outdoor Activities

Sample Activities

A. Warm-up:

- Warm-up activities should be designed to reflect the chosen topic. While canoeing, ask students to participate in an activity where the task is to get all the bows pointing inward toward one another thereby producing a circle of canoes in the water. The use of several strokes such as the draw/ sweep and other skills such as the push away have to be used to complete this activity. Movement concepts of force, direction and possible movements of body parts can be reinforced here.

B. Kite Flying:

- A day of kite flying in an open field encourages active living and can be used to explain safety and respect for nature with regards to power lines and what to do if the kite gets caught high in a tree or out in a marsh or bog. The use of any movement concept can be used here to help teach students how the kite moves and how to perform some simple tricks. General and self-space concepts will also be important to ensure kites do not get crossed and entangled, possibly ruining a fun day. Discussing with students how winds move and how they affect a kite is an excellent way to help students realize the presence of nature and its importance to our lives. Examples can include how winds are reflective of weather patterns and how wind is used by migratory birds to cover vast distances of land and water.

C. Orienteering - Blind Tree:

- Lead-up games such as *Blind Tree* offer excellent opportunities for students to learn about nature and how to use one's senses to orient oneself to one's surroundings. This game can be completed by itself or used prior to completing an orienteering meet with a map and/or compass. Students are paired up and one person is blindfolded. The seeing partner leads the blinded partner through the open space, around and over any obstacles to a tree (or other recognizable item) in the general space. The blinded person can feel, smell, listen to the item for a few minutes and then the seeing partner leads him/her back out to the starting point. Now the blindfold is removed and the person has to go and find his/her tree. This activity highlights fair play concepts and safety, not to mention trust in one's partner. It is imperative that safety of the blinded partner be paramount. This game can, of course, be modified for the indoors.

D. Cat and Mouse:

- Cooperative and competitive strategies are used frequently in territorial games such as the frisbee or football modified game of *Cat and Mouse*. In a large open space (field) divide the class into two teams. Everyone spreads out randomly. The teacher or other designate has two stopwatches, one for each team. The object of the game is to maintain possession of the frisbee/ball, there is no scoring of points. The game starts with the frisbee/ball being thrown into the air and as soon as possession is made the timekeeper starts the watch for that team. The player with the frisbee/ball may run or pass it to any teammate. When a person who has the ball is tagged by an opposing team member the timer stops the watch and the tagged person with the ball must immediately stop running and randomly toss the frisbee/ball into the air. As soon as possession is regained, the timekeeper starts keeping time again on the appropriate team watch. The team who has the frisbee/ball for the longest amount of time is the winner. Any number of strategies will be used in this game such as the use of space and spreading out, frequent passes to teammates or putting pressure on frisbee/ball holders to hurry their throws.

E. Races/Competitions/Meets:

- Students can demonstrate their ability to complete various outdoor activities during regulation meets, races and competitions. Whether it is a formal cross-country ski meet, a cross-country run or an orienteering meet in a local park, students have to abide by fair play rules.

F. Map Basics:

- Students will learn the basic components of a map including widely used symbols, direction, grids, elevation, etc. Activities should be centered around finding places on a map, orienting yourself outside and identifying landmarks/symbols.

G. Criss Cross:

- Divide the class into 4 teams and send each team to a corner. The object of the game is to see which team can get to the opposite (diagonal) corner the fastest using the designated method that the leader calls out (i.e. if the leader calls out “hopping,” the teams must hop to the opposite corner). This will create quite a “bottleneck” or “traffic jam” in the middle each time. Keep score of which team wins each crossing. First team to 5 wins using good crossing methods is declared the winner (hopping, wheel barrel, crab walk, sprint, backwards walking, skipping or crawling.
(Source: <http://www.thesource4ym.com/games/outdoor.asp>)

H. Cross Country Skiing:

- While Cross Country Skiing students practice several basic movement skills. Knowing how much force to use to propel oneself forward or maintaining balance are two of the key concepts students need to practice to become effect skiers. The Jack Rabbit Program is a youth-oriented cross country skiing program which can be used by teachers as a resource for lessons and teaching cues.
(Source: Cross Country Canada (2008): <http://www.cccski.com/main.asp>)

I. Biathlon:

- Set up an indoor or outdoor biathlon course. Use two pylons to indicate the starting line and as many ring stands and hoops that would be appropriate for the age of the players. If there are no ring stands available, use buckets or attach hoops to the wall. If inside, each player takes a turn skiing on paper or pie plates around the perimeter of the gym. If outside, the player could run around the playground equipment. The player stops at each ring stand, bucket or hoop to throw a beanbag at the target. Players retrieve the bean bags and put them back before they are allowed to ski back. Multiple targets can be set up if there is a large group. A variation could be a Paralympic Biathlon where students work in groups of two and one person blindfolded performing the same activity.
(Source: Olympic Day Activities: www.myvtc.ca/groups/physical_education/media/p/2250.aspx)

J. Varied Activities:

- Various activities from other themes could also be enjoyed outside. Some of these activities include tennis, soccer and/or field hockey.

K. Guest Speakers:

- The use of guest speakers could be highly recommended for their expertise and knowledge in outdoor pursuits. Examples include the Department of Fisheries and Oceans, Trails Associations, Parks Canada, Department of Recreation or other local special interest groups.

L. Field Trips:

- Many objectives within the outdoor unit can be achieved through various field trips including skating, curling, downhill skiing, snowboarding, kayaking, canoeing, guided hikes, etc.

Grade 8: Rhythmic Activities

Sample Activities

A. Aerobics and Cheerleading:

- Both provide similar types of movements by allowing the student opportunities to transfer movements and concepts between each. Posture and foot placement are integral to safe performance of skills in aerobics and cheerleading. Students should be reminded of the effect posture has on the body's ability for air intake. Foot placement can be introduced through command, practice, reciprocal and task teaching styles but due to the chance of ankle injuries and shin splints, direct teaching styles may be most appropriate.
 - i. Using a video, the students will learn proper foot placement and body movements through the command and practice teaching styles.
 - ii. Teacher, students or guest instructor could also use command and practice by leading the class in an aerobic or cheerleading routine.
 - iii. Posting pictures of proper technique at various stations allows students to learn using a reciprocal teaching style.
 - iv. Teachers should allow practice time for students at stations. Time may be spent trying to correspond the movement to music or combining movements from stations to develop a routine.
 - v. During station work students could be given a task to complete using movements already covered during the beginning of class or previous classes. This information needs to be easily accessible for those who were not present for previous classes. Attempts should be made to ensure that the group has a combination of students who were in attendance from previous classes so that they can help each other while displaying leadership, responsibility and peer teaching skills.

B. Free Your Friends:

- This activity allows students to take risks within a safe environment while encouraging participants to think of teammates first. Several players are taggers. Once tagged the person must go to the detention area until tagged by a free player.

Modifications: The class decides on rules about guarding the detention area and/or the teacher states that students must be freed in the order in which they were caught.

C. Skipping:

- In a cooperative group of three or four, jump rope to the beat of music using a long rope. Vary the movements of the rope to include swings in both directions. Vary the amount of swings between beats by increasing the rope speed, increasing the level of the jump or increasing rope and foot speed.

D. Discussion:

- Using rhythmic, movement and sport experience engage students in an activity which encourages the identification of practices that promote personal fitness and a healthy lifestyle. The teacher can list the various fitness components leaving space under each heading for student input. When the opportunity arises, students can list rhythmic activities which have an impact on the appropriate fitness component. At the end of the class review the list with the students.

Grade 9: Alternative Activities

Sample Activities

A. Movement Concepts and Skills:

- Refine movement concepts and skills in alternative activities. Introduce new alternative activities which students can transfer previously learned movement concepts and skills.

B. Cultural Experiences:

- Participate in alternate activities which are part of other cultures such as African, Australian, Celtic/Highland and Inuit. Discuss why these games are part of the culture. Some Inuit games focus on strength such as:
 - i. One-hand reach: Is a very difficult skill to execute and involves balancing on two hands in the beginning. The individual reaches up with one hand toward the suspended target without letting any part of the body touch the floor. One needs to have good balance in addition to strong arms and wrists in order to complete this very challenging event.
 - ii. High Kicks: This activity will focus on agility. The person jumps from one leg and uses the foot from that leg to hit a bag hanging in the air (high kicks).
 - iii. Flexibility: Requires the participant to bend over backward to touch their nose on the ground and eventually get the nose closer and closer to the feet. Teachers should ask students what purpose did/does each serve in its society? What are the physical characteristics most likely to be of the person who will win the activities? What physical components and movement concepts are used in each?
 - iv. Arm Pull: Two students sit and face each other. Both legs must remain on the floor as they interlock right arms. On the signal “go”, each participant must try to pull their opponent over to their side. Then switch arms.
- **Note:** Search the Internet using the words “Inuit and Games”. This will provide various sites, including videos, of students performing Inuit Games as part of physical education classes. This also allows for the opportunity for cross-curricular programming with social studies. Also, refer to the Northern Games website for a full description of events: www.northerngames.org

C. Energizers for alternative activities:

- i. Right to Run: In 2's use the game rock/paper/ scissors for the right to run. The winner runs the length of the gym and back while the 'loser' completes three jumping jacks. The first player to run 5 times is declared the winner.
- ii. Military Jog: Run in a line around the gym. The person at the back sprints to the front. Continue until you are back where the line started.
- iii. Any number of tag games, relay activities or obstacle courses can be used during skating to provide a great warm-up. By using cones or other objects, a course can be laid out on the ice for students to navigate through. Students can practice any number of skills while moving through the course such as skating forwards, backwards, stopping, turning, etc. Students can be made aware that skating is a skill used by people who enjoy it as a recreational pursuit as well.

D. Lead-Up Games:

- i. Flag Tag: 2's: Partners are given two flags each. The object is to collect as many flags as possible from the other teams. If a partner loses all their flags, they cannot collect unless they borrow a flag from their partner. Lost flags must be replaced with the one collected. The partner group with the most flags collected wins. If both partners lose all their flags, they are eliminated. Count the total number of flags collected after a given time. Add a fitness component with the winners given a break (i.e. 9 flags, 9 pushups).

ii. Flag Tag: In 2's try to snap each other's flags without making body contact

- Individually try to get as many flags as possible. Keep replacing snapped flags with spares you may have. You are eliminated when both flags are snapped and you do not have a spare.
- Work with a partner to keep flags on the belt. If a player has spares, he/she can keep their partner in the game by sharing a flag. A player can continue to steal flags as long as they have one flag. Players are eliminated when all flags are gone with none to share.

iii. Team Flag: Divide the class into four teams. Try to get as many flags as possible from the other teams. If a player loses both flags, a teammate can share. A player is still in the game as long as they have one flag. The whole team is eliminated if teammates cannot share a flag. The winning player/team with the most flags collected may select a fitness penalty for the others.

iv. Capture The Football: Divide the class into two teams. The playing area can be the volleyball or basketball court. Place a football on a pylon in the middle of each end zone. Place a hula hoop in one corner of each half to act as the jail and another in the middle to act as free zone. Players line up across the end line to start the game.

- The object of the game is to steal the football and bring it to your half before the other team does the same.
- The football may be passed to a teammate in the opposition's end zone, it cannot be dropped and the receiver must get safely over the center line without being tagged. If it is dropped or a player is tagged, the ball is returned to the pylon.
- A player cannot be tagged in the safe zone, however, only one player is permitted in the safe zone at a time (may add more safe zones).
- If you are tagged in the opponent's half, you go to jail. A teammate can release you with a hand touch and both must walk safely back to your own side before continuing. A player may free only one player at a time

E. Dodgeball:

i. Free Dodgeball: Use 3-5 soft dodgeballs. The first person to get to a ball becomes it. A player can run after another player but must throw the ball rather than tag. If hit with a dodgeball complete a fitness activity and return to the game (i.e. 5 jumping jacks).

ii. Circle Dodgeball: One team forms a large circle around the other team. Players in the outside circle must pass a foam ball around and try to hit the players on the inside (reinforce passing, receiving and shooting skills). Players inside who get hit must join the outside circle. Continue until you are down to the last player. Switch groups.

iii. Quadrant Dodgeball - Basket Case: Requires participants to retrieve balls/beanbags from around the gym and put them in a basket in the middle of the gym faster than the person standing beside the basket can take them out.

F. Ten Passes:

- Divide the class into two teams (i.e. shirt colours). Each team must try to make 10 passes before the ball is intercepted. Focus on "give and go", three steps and pass after holding the ball for three seconds.

G. Around the Key:

- Two teams at each key. One team is offense and the other defence. Focus on setting up around the key, passing, not stepping on the line while shooting, no goalie, rules of defence, shooting, give and go.

H. Frisbee Golf:

- Put out 9 hoops on a grassy field. Number each hoop 1-9 with groups of 2-4 starting at a different hoop. Students count the number of tries it takes to get the Frisbee into the next hoop. A golf scorecard can be used to keep track of the score. As a team, each player shoots and the total score is added.

I. Small Ball 21's:

- Teams of 5-6 are assigned a space against the wall. A player starts the game by throwing a tennis ball against the wall. The player who catches the ball gets a point. If they contact the ball without catching it, they lose a point. The player who gets the ball is the next to throw. The first player to 21 wins.

J. Wall Ball: Donkey:

- Teams of 5-6 are assigned a space against the wall. One player throws the ball against the wall while the others attempt to catch to become the next to throw. The first player to the ball gets to throw. If a player drops the ball, then he/she must try to touch the wall before another player throws it against the wall. If the ball reaches the wall before the player gets there, they get a letter. You are eliminated if you spell the word "DONKEY" (MULE for a shorter game). The game continues until only one player remains.

K. Bowling:

- Is an activity that may involve going to an official bowling lane but it can also take place in the school gymnasium or outside where students can play lawn bowling. Any sort of ball and various objects to knock down are all that's needed to have a fun lesson in bowling. Students can be taught the proper form, delivery, the approach, the release and follow through.

Grade 9: Court and Field Activities

Sample Activities:

A. Warm-Up:

- Opportunities for students to develop leadership skills need to be offered. Warm-up activities invented by a student or group of students allow opportunities to cooperate, set fair play standards, demonstrate self-responsibility and develop understanding of movement concepts while applying them. This will provide teachers with new ideas which can be of great interest to P.E. classes.

B. Pickle Ball:

- Ask students to engage in a rally with four people where two balls are used and must stay in play. Hand-eye coordination, cooperation and continued practice of racquet skills are emphasized here. Space concepts including range and general/self space are useful for placing shots that a partner can return. Appropriate use of level and force will ensure that rallies stay alive.

C. Student Teaching:

- Ask students to design an activity which provides opportunities to understand, practice and demonstrate court and field activity skills. One of the skills used in ringette is receiving. Students may design an activity where team members need to adjust their running speed (time) in order to receive the ring. Students need to anticipate the speed at which the ring is passed showing understanding and application of the concepts of force and time. Two skills used in tennis are the lob shot and base line shot. Discuss with students how alternating between these two shots can be a very effective offensive strategy to win points in a game. Students practice these two shots during a rally.

D. Dribble Tag:

- A lead-up game for basketball that uses direction is Dribble Tag. Half the class have basketballs while the other half are the taggers. Dribblers must avoid being tagged and keep control of their ball

E. Basketball Pirates:

- Select several students as pirates and everyone else is provided with a basketball to dribble around the court. The pirate's job is to steal the ball from the dribblers without fouling (making contact with the hand or body of the student). When a student loses the ball he/she becomes a pirate or must perform a task to begin again.

F. Poison Ball:

- Divide the class into two teams and positioned on each baseline of the volleyball court. Place several omnikin balls in the middle of the gym. The teams try to knock the omnikin balls into the opposing teams' court while removing those that are knocked into their court using smaller balls (gator skin balls or volleyballs).

G. Scoop-up:

- Lacrosse balls are placed in the center of the gym, the class is divided into four equal teams and each team is provided with their own bucket placed in an assigned corner. Each team must send one player at a time to the center to retrieve a ball, stick handle it back to their team and place it into the bucket using a lacrosse stick. The game continues until the balls have all been retrieved.

H. Volleyball:

- Include modifications to the sport as a lead up to the regulation game. Variations to volleyball could include beach ball volleyball whereby a regulation ball is replaced with a beach ball and/or one bounce volleyball allowing students to play the ball off one bounce on the floor.

I. Combination Sports:

- Incorporate sports as an alternative to traditionally used sports. Eclipse Ball is a great example which uses skills/concepts from tennis and volleyball is a good example.
(Source: www.eclipseball.com)

J. Swap It:

- Students use their non-dominant foot in a game of soccer to kick and pass a soccer ball. This promotes the importance of using dominate and non-dominate sides of the body during sport.

K. End Line Soccer:

- Students are divided into two teams - one on each base line. Each member has a number, and when called, must run to the center to play regulation soccer using the defined general space. All other players become goaltenders on their baseline. A goal is scored by kicking the ball at a medium to low level (below waist), over the opposing teams baseline. The baseline players act as goalies and attempt to prevent goals. This activity can become more advanced by only the first number called able to strike the ball for a goal, thereby, increasing the need for cooperation within the group.

L. Three Man Weave:

- Students form teams of three players spread out evenly along the end basketball court line. The middle player begins the drill by making a pass to the player on their right. They follow their pass while moving up the floor. The player on the right side passes to the player on the left side and follows their pass as well. The left sided player then makes a pass across the gym to the player on the right side. The drill continues up the floor until the players reach the net for a shot. The players move off to the side and return back to the line.

Grade 9: Fitness

Sample Activities

A. Fitness Testing:

- Begin the year with growth and health related physical fitness testing. Measures such as weight, height, flexibility, sit-ups, push-ups and a one-mile run provide students with a starting point and allow them to quantitatively measure and monitor fitness changes. Information on how to measure these activities can be easily accessed through a number of resources. Print resources in the resources section can help explain and show how to measure all of the above activities.

B. Fitness Contracts:

- Students can develop and sign fitness contracts. One contract might be a cardiovascular endurance program contract which indicates the person's name, frequency, duration and intensity of aerobic exercise, date and by whom it was approved. Students can then track their exercise on a chart. Any in-school or out-of-school activity can be used such as aerobics, cycling, dance, running, skating, stair-master, swimming, Tae-Bo, walking, water aerobics, etc. Teachers can be great role models by tracking their own fitness and trying new activities with the class such as fitness videos. Introduce the concept that students are in their optimal training intensity when they can hear themselves breathing but still carry on a conversation.

C. Warm-up, Work-Out or Cool-Down Activity:

- Cooperatively, students design a new warm-up, work-out or cool-down activity and present it to the class. Combining two warm-up games to develop a new one would be a good approach. The proper sequence and technique for stretching could be varied by using new stretches which concentrate on the same major areas. Stretching should move from large muscles to small muscles. Moving from the middle of the body outward would enhance this process rather than head-to- toe or vice-versa as is the common practice. Such activities provide the opportunity to apply body awareness movement concepts such as muscle tension and relaxation and naming/locating body parts. Teachers must ensure that warm-up, work-out and cool-down principles are all presented.

D. Circuit Training:

- Can help students meet their fitness goals as it combines cardiovascular endurance with other fitness components including muscular endurance, muscular strength and flexibility. Stations should be sequenced so that the same fitness component is not targeted twice in a row. One sequence may consist of zig-zag runs, hip-raises, line jumps, sit-ups, agility runs and modified push-ups. A second sequence could be bench stepping, bridge, hoop jump, sit and stand and feet springs. By offering the teacher new and inventive ideas of what to include in the stations, students can be involved with the planning and implementation of the circuits.
- *Circuit Training Definitions*
 - Agility runs: using lines about 3-4 metres apart, run from one line to the other as quickly as possible until a total of 10 lines have been touched.
 - Bench stepping: step up on a bench with the left leg, then right, then back down with the left leg, then right and continue.
 - Bridge: starting in a push-up position reach the right hand to touch the left hip, return the hand for support and then use the left hand to touch the right hip.
 - Curl-ups: lying on the back with arms at side on mat. Curl the upper body off the mat up toward the thighs so that the upper back is off the mat. Curl back down so that shoulders come in full contact with the mat.

- Feet springs: begin in a push-up position with feet on one side of a line and arms on the other. Jump the feet across the line, taking the weight on the arms. Continue jumping back and forth.
- Hip raises: sitting with the upper body supported by the arms, lift the trunk until the body is straight and then return to the sitting position.
- Hoop jump: jump with two feet together, or feet alternating through a series of hoops.
- Line jumps: using a line on the floor, jump sideways back and forth over the line. Make it more difficult by varying the height and width of jump.
- Modified push-ups: lying face down on the mat, use the knees as the pivot point to raise the torso off the ground; lower the chin and chest back to the ground and repeat upwards again.
- Sit and stand: sit down with the back straight and legs extended. Without using your hands, stand up straight and then sit back down.
- Zig-zag runs: run a zig-zag pattern up and back around pylons.

E. Chain Tag:

- Two students are it and hold hands in the center of the gymnasium facing the other students. On the signal go students attempt to run from one end of the gym to the other. If caught, they join hands to become links of the chain. The game continues until everyone has been caught or when a group reaches four they split into groups of 2 until everyone is caught.

F. Ants:

- Scatter 3-4 mats throughout the gym to be the hospitals. Pick 2 or 3 people to be it (they are the exterminators). If a student is tagged, they must lie on the floor and act like dying ants with their hands and feet in the air. In order to save the ant 4 students must grab an arm and leg and drag the ant to the hospital. If a student is saving an ant they cannot be tagged. Play for several minutes and switch exterminators. Inform the students to play safe and be careful when lifting.

G. Gauntlet:

- Divide the class into two groups. One team called the runners takes their position at the end of the gym behind the end line. At the other end of the gym there will be treasure (i.e. shuttles, bean bags, etc.). The other team will be throwers on the side lines. The runners must try to run the gauntlet and get a piece of treasure without being hit by the throwers. If hit by a dodge ball, the runners return to the end line and start over again. If they get a piece of treasure and are able to return to their end line without being hit, they receive a point for their team. If hit, they must return the treasure and start over again. After a certain time period switch the throwers and runners.

H. Pirates Relay:

- Make 3-4 teams and have them line up in relay race formation behind the end line. At the other end of the gym have treasure in hula hoops. Students run one at a time and retrieve one piece of treasure to bring back to their team. They can only take one piece at a time. As soon as they cross the end line the next student can go. The team with the most treasure at the end of the time period wins.

I. Gates:

- Please see the following website at the Virtual Teacher Centre (VTC) for a description: http://myvtc.ca/groups/physical_education/media/p/1055.aspx

J. Weight Training Lesson with Stability Ball:

- Please see the following website at the virtual teacher centre (vtc) for a description: http://myvtc.ca/groups/physical_education/media/p/2045.aspx

Grade 9: Leadership/Cooperative Activities

A. Four-Way Fort Knox:

- The objectives are to score more points than the other teams, capture an opponent's guarded "gold", prevent your own team's "gold" from being looted and return frozen players back into play. The equipment needed is four hoola hoops, eight football flags and pinnies/team markers. Cones will be needed to mark the playing space if played elsewhere other than a gymnasium. Divide the playing area into four equal sections. Place a hoola hoop in the corner of each zone and place the two football flags (gold bars) in the hoop. Divide the class into four teams and distribute pinnies. Participants may enter any territory, attempt to steal the other team's gold and return it to their own vault. A player may only possess one gold bar at a time, if tagged in another territory must immediately squat down and remain frozen and any bar they have must be forfeited. The player becomes unfrozen when a teammate leapfrogs over them. Defenders of their team's hoop (Fort Knox) must stand at least 10 feet away from it. Once a team's two bars of gold have been looted, that team is eliminated from the game. The first team to eliminate all the other teams receives a point. Safe areas for participants include their own side of the field or the other team's Fort Knox.

B. The Wild River Challenge:

- The team must cross the "Wild River" by planning its route around obstacles in the river. Team members must get from one side of the space or "river" to the other side. The obstacles are rings and bases of different colours and each colour outlines how that obstacle can be used to cross the river. This activity requires creative set-up by the instructor (the obstacles can be placed so as to make the river crossing as easy or as difficult as the instructor wishes). Cones can be placed as other obstacles to confuse the team. The addition of other obstacles is fine and even a balance beam can be placed as a "fallen log". Students can go under or above it but standing on it is not permitted. The colours of the obstacles indicates the following (colour the rings by using coloured tape).
 - i. A blue ring takes the weight of one or more people. It is safe.
 - ii. A red ring is dangerous. No one can stand inside this ring.
 - iii. An indoor base supports only one foot; no other body part can touch this base. Only one person can be on this base.
 - iv. A yellow ring supports only two hands; either two hands from one person or one hand from each of two people.
 - v. A white ring supports only one hand; no other body part can touch inside this ring.
- Rules include: Students must remember what each colour means as an error or falling into the river means that person must start over. The solution to this task is for teams to communicate, go slowly and help each other.
- Team Strategies include: Some students may be responsible for watching out for color coding of rings and bases so that their teammates will be less likely to make mistakes. Other students will coach teammates through the course.

C. Car and Driver:

- Scatter obstacles (i.e. balls and cones) throughout the gym. Students partner up with the front person being visually impaired. His/her partner is behind and must direct them around the obstacles by touching right shoulder to go right, left shoulder to go left, center of the back to go forward and touch the back of the head softly to stop. After a couple of minutes switch.

D. Junk Yard Wars:

- Is a useful activity for developing decision-making and engaging students in creative thought. The objective is to create a battering ram that can be transported from one end of the space to the other and knock down a wall (made of cardboard boxes) before returning to the starting point. Equipment to be used is limited only to imagination and availability but could include scooters (for the wheels), hockey sticks, rope, tables, chairs etc. The students are given 15-20 minutes to imagine and create their battering ram. The criteria upon which students will be judged can include level of cooperation, level of participation of all members of the group, the GDP (gross destructive power) of the ram and time it takes to complete the task. The use of gym mats as a wall of secrecy to hide the building of the ram from other teams can be included to add an element of competition to the activity (teams don't want their ideas to be stolen by other teams). Decisions must be made as to what emphasis the team wants to place on their ram. For instance, do they want a fast battering ram or a sturdy one?

E. The Black Hole:

- Group members try to pass through a hoola hoop suspended between two volleyball net standards and braced by using a basketball net (three places of contact).
 - i. Students cannot touch the hoop nor can they dive through.
 - ii. Students must help each other to complete the task as it is difficult and requires lots of physical support.
 - iii. Place mats under and around the hoop for safety. Students must be aware of safety concerns.
 - iv. The hoop should be placed at a height that makes the challenge achievable (bottom of the hoop about waist high). Team members all start on one side of the hoop and are to pass through the hoop to the other side. The challenge is complete when all members are on the other side of the hoop.

F. Space Tag:

- Three students are taggers and are provided with sponge dodge balls to try and hit players below the shoulders. Place 6 hula hoops anywhere in the gym which are safe zones and have a black hole in the middle of the gym. If players are hit they must go to the black hole. They can be saved by having another player drag them out. The hula hoop is a safe zone but players can only stay there for 5 seconds. Change taggers after 1-2 minutes.

G. Create-A-Game:

- Divide the class into groups of 6-8 and give them various pieces of equipment to use to create their own game or activity. Give each group different equipment (be creative) and assign students a part of the general space in which to work. Fifteen minutes or so is an adequate amount of time for each group.

Grade 9: Outdoor Activities

Sample Activities

A. Extensions:

- More advanced outdoor skills such as canoe over canoe rescue or the skating technique while skiing can be an extension of skills and movements learned in grade 7 and 8. The use of movement concepts such as force, balance and flow are important when teaching the various stages of these skills. While skating on skis for example, students need to be able to apply enough force to propel them forward but not so much that they lose their balance. Also, once the student exerts force, the knowledge and understanding of the concept of sustained flow will aid them in maintaining glide on the ski.

B. Mock “Camp Day”:

- Everyone brings with them what they would need to go camping for a day. The camp could be held in the gym or on a field close to school. The idea would be to organize students into groups of about four and have them set up a camp site as if they were in the woods staying for a couple of nights. Tents would be set, sites for campfires established, means for garbage disposal and temporary toilet facilities selected. The group would have to devise a menu and plan how they would travel with it and cook. Discussion of topics such as the delegation of responsibilities, good nutrition and how to bring along adequate food for long activities would be useful. Also, students should discuss what items are necessary versus optional items, the criteria for picking a good site and practicing no-trace camping. Respect for the environment would be the guiding focus for most of these discussions.

C. Temporary Shelter Building:

- Another activity that could be completed while learning about camping is how to build a temporary shelter. Delegation of responsibilities and a “plan of attack” would have to be completed. Discussions of how to respect the environment while building a shelter would be beneficial. The use of teamwork and cooperation can be emphasized and how it can make the difference to surviving - if you do not have a shelter you can have a survival problem.

D. Student lead Activities:

- Provide a list of games and activities that students can choose from to lead the class. A good way to do this would be to place students in groups of 5 or 6 and responsible for explaining the game, organizing the class and supervising play. This is an excellent way to encourage students to develop some leadership and take responsibility for some of their learning.

E. Scavenger Hunts:

- Can be used to further build on orienteering skills. Students can be given a list of items to locate and mark the location on a map. Another version could have students find items on a map using direction (North, East, South, and West) and step counters (i.e. take 65 steps north and mark the area on a map).

F. Maps and Compass:

- As an extension of the activities covered in earlier grades, instruction in activities using compasses and maps can be incorporated into a hike or camping trip. Students learn how to take a bearing and find their way from one point to another. A simple lead-up activity would be to provide a course around the school that offers students the opportunity to practice their reading and use of a compass before they do so on a trail or in the woods. In an activity which includes check points where markers could be gathered, the teacher could post environmentally friendly messages so that students are learning about nature and the care of it along the way.

G. Nature Walks:

- Ask students to participate in a nature walks where they would search for and identify various items. These items could include such things as wildlife, animal tracks, wildflowers or rocks/minerals. This is a great opportunity to incorporate cross curricular teaching.

H. Canoeing:

- Can be introduced to students by focusing on familiarity to the basics of canoeing. Such things could include basic strokes, balance, history of canoeing and hypothermia.
- Cold Water Test – students immerse their hands into icy cold water for intervals of 15 seconds and perform fine motor tasks such as tying their shoe laces to mimic the effect of hypothermia on fine motor skills. This activity should be a volunteer activity only and students are encouraged to stop the activity at any time.

I. Barbarians (hyped-up Capture the Flag):

- Teams of 4 are competing against each other to get the other teams' gold and capture the other team's players to put them in their jail. Divide the field into 4 sections and each section has one prison area. Each section also has a "gold depot" (hula-hoops). Each team has their own color and gets an equal amount of "gold" (multi-coloured bean bags) to start the game. When the whistle blows, teams begin the attack. Another team can only catch you if you are in their section, likewise, you can only catch others in your own section (if you are "green" and you run into the "red" section, then you run across to the "yellow section, red can no longer capture you, but yellow now can). When you capture another team member you must take their flag, report to the middle of the field to the scorekeeper and return the flag to the person in your prison. In addition to capturing opposing team players, you are also trying to get their "gold", without being caught. You can only take 1 gold piece at a time and if caught inside an opposition section, you must return the gold to that team (no throwing gold into your section).
- Having your flag removed by another team player inside their section gets you caught. When this happens, you report to their prison area and can only get out of prison if a teammate tags you out, without getting caught themselves. If your teammate gets caught trying to free you, they must join you in the jail area. Once you have successfully been tagged out, you and your teammate get a free passage back to your section.
- NOTE (the game coordinator may call "jailbreak" and free everyone in jail in all the sections at any given time, usually when there is a lop-sided number of players in prison). The game is won by accumulating points for every prisoner your teammates catch and for each piece of "gold" left at the end of the game. You can run out of gold during the course of the game, but, still receive points by capturing prisoners and trying to grab other gold from enemy sections. The team with the most accumulated total points at the end is the winner.

Score Keeping:

- i. Red Bean Bags- 3000 points each.
- ii. Blue Bean Bags- 5000 points each.
- iii. Green Bean Bags- 10,000 points each.
- iv. Prisoners- 1000 each player.

(Source: <http://www.thesource4ym.com/games/outdoor.asp>)

J. Snowshoe Hockey:

- Set up an outdoor playing field with a goal at each end of the field. All players of the team participate at once, or a limited number may be on the field at one time, with substitutions. Every player on the team must wear one snowshoe, however, the goalie does not wear a snowshoe. The same general rules as regular floor hockey apply.
(Source: Olympic Day Activities www.myvtc.ca/groups/physical_education/media/p/2250.aspx)

K. Alpine Skiing:

- Set up two sets of courses using two different coloured markers. Set up at least 4 markers on each course for the player to ski through. Use pylons to indicate the starting gate, finish gate and the turnaround. One player from each team skis around the course of markers (indicating slalom) and then back to the start to switch skis with the next team member. This continues until all team players have had a turn.
(Source: Olympic Day Activities www.myvtc.ca/groups/physical_education/media/p/2250.aspx)

L. Luge:

- This outdoor event is a relay involving a number of teams at once. Set up a course using pylons to indicate start, finish, and turnaround points. One player of the team lies flat on their back with their feet facing forward on top of a crazy carpet. All other team players pull the crazy carpet by an attached rope. At a designated location team mates switch positions and continue switching until all team mates have taken a turn riding the luge.
(Source: Olympic Day Activities www.myvtc.ca/groups/physical_education/media/p/2250.aspx)

M. Field Trips:

- Many objectives within the outdoor unit can be achieved through various field trips including skating, curling, downhill skiing and snowboarding, kayaking, canoeing, guided hikes, etc.

Grade 9: Rhythmic Activities

Sample Activities

A. Fortune Cookies:

- A game which gives all participants the opportunity to experience a leadership role, keeps the heart rate up and provides a smooth transition between activities. Students are given a piece of paper which states a familiar group activity. Each person reads the slip of paper and then leads the group in that activity for a specified length of time.

B. Warm-up Activity:

- An alternate warm-up activity could be an obstacle course which encourages students to move body parts in a variety of ways. Each part of the obstacle course would name the action or direct students to move in specific ways. Additionally, the participant is required to use fitness components such as muscular strength and endurance, cardiovascular endurance, flexibility, agility, balance and speed.

C. Skippping and Music:

- In a cooperative group of three or four, jump rope to the beat of music using two long ropes. Vary the movements of the rope to include double dutch and eggbeater patterns. Vary the amount of swings between beats by increasing the rope speed (time) and the level of the jump.

D. Activities which link Sport and Dance:

- Students perform sport skills to music such as Tae-Bo moves (boxing) while the Rocky theme song “Gonna Fly Now” is playing or basketball skills while “Space Jam” is playing.
- Students pose into their two favorite sport poses. Join this with another person until there are four in a group. Add a beginning, middle and end to form a choreographed sequence. Finally, add appropriate music.

E. Resource Based Teaching:

- Dance builds on posture, foot placement and movement concepts of grade 7 and 8. There is such a wide variety of dances that nobody can be an expert in all forms, therefore, resources need to be sought. People from the community (perhaps parents), videos, cassettes and books can all be valuable resources. The authorized resource *Multi-cultural Folk Dance Treasure Chest* is one such resource. The following suggestions may also prove to be valuable.
 - Social studies could be linked with multi-cultural dance. Provide an outing or in-school project where students could view or display booths about different cultures, including dance.
 - During assemblies, people could be invited to perform dances such as ballet, break dancing, celtic, creative, folk, hip-hop, jazz, line, modern, multi-cultural, square, western, etc.
 - Concerts can incorporate dancing while the band plays or the choir sings.
 - A group of students may opt to perform a dance at an assembly as part of their evaluation.
 - View a movie which involves dancing such as “Grease” or “Footloose”

F. Discussion:

- There are several ways in which to approach the relationship between good nutritional practices and physical activity. One way would be to analyse the relationship between activity, nutrition and calorie requirements through various activities such as skipping, rhythmic activities, aerobics, cheerleading and dance. All require a high exertion of effort. Introduce students to the concept that people at different ages must eat a healthy diet to maintain a high degree of wellness and energy level. Eating well, being active and feeling good about oneself is key to participating in everyday activities. Energy to be involved in the activities above, beyond everyday activities, comes from the caloric intake of appropriate foods. Therefore, there is a direct correlation between good nutritional practices and physical activity.

IMPLEMENTING TECHNOLOGY

The following activities are samples provided from teachers in Newfoundland and Labrador on implementing technology into the health/physical education setting.

A. Just Dance (Wii):

- I have been using the game called "Just Dance" for the Wii. I hook up a projector and microphone and the students love it. The game has a variety of songs which allows prevents boredom during the dance unit. As well, each song is rated at a particular skill level and effort level, so that you can determine what song is appropriate for you class. I think that this resource is great for a dance unit as low as grade 1 and an excellent way to incorporate technology and DI. I see first hand that, unlike many Wii games, this actually does increase your heart rate and get you moving. If you give it an honest effort you will feel the intensity (sweating) in less that two songs. If you have any questions feel free to e-mail me at andrewmartin@esdnl.ca.

Andrew Martin - Physical Education Teacher (ESD)

B. Zumba:

- I am a new P.E. teacher and always looking for new an innovative ways to teach especially with regards to differentiated instruction. To teach dance I instruct the students how to perform ZUMBA. ZUMBA is a a new craze which involves dance (cardiovascular workout) to music. First, I had to teach myself how to do the Zumba before teaching the children. The routine I taught and can be specifically found by typing in "zumba with nicole" in google is the zumba to Shakira's Waka Waka. The students all loved it, especially the boys.
- The second activity I introduced with regard to dance was Just Dance 2. I set up a projector in the gymnasium and brought in my own Wii. The activity is very simple and involves all students aqnd the stduents workl at theiir own ability level following the various dances. It works well because you do not need any dance pads or equipment besides the Wii and a projector. The students loved this as well and often make requests to play it.

Danielle LeDrew - Physical Education Teacher (NCSD)

C. Wiki's:

- 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).

Scott Short - Physical Education Teacher (NCSD)

D. Dartfish:

- Dartfish is a motion analysis system program that 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 a movement, strengths and areas for improvement (Koh & Khairuddin, 2004).

Scott Short - Physical Education Teacher (NCSD)

E. Digital Camera:

- 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)

F. Pedometers:

- 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)

G. Geocaching and Hiking:

- 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)

H. Nutrition Jeopardy:

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 really!

Megan Conroy and Jill Rowe - Teachers (ESD)

