



Maximum Engagement in Games and Activities

(MEGA DOCUMENT)

An instructor guide that includes:

- age-appropriate games
- sample lesson plans
- approaches to maximizing student engagement in physical activity



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Introduction

Who is PISE?

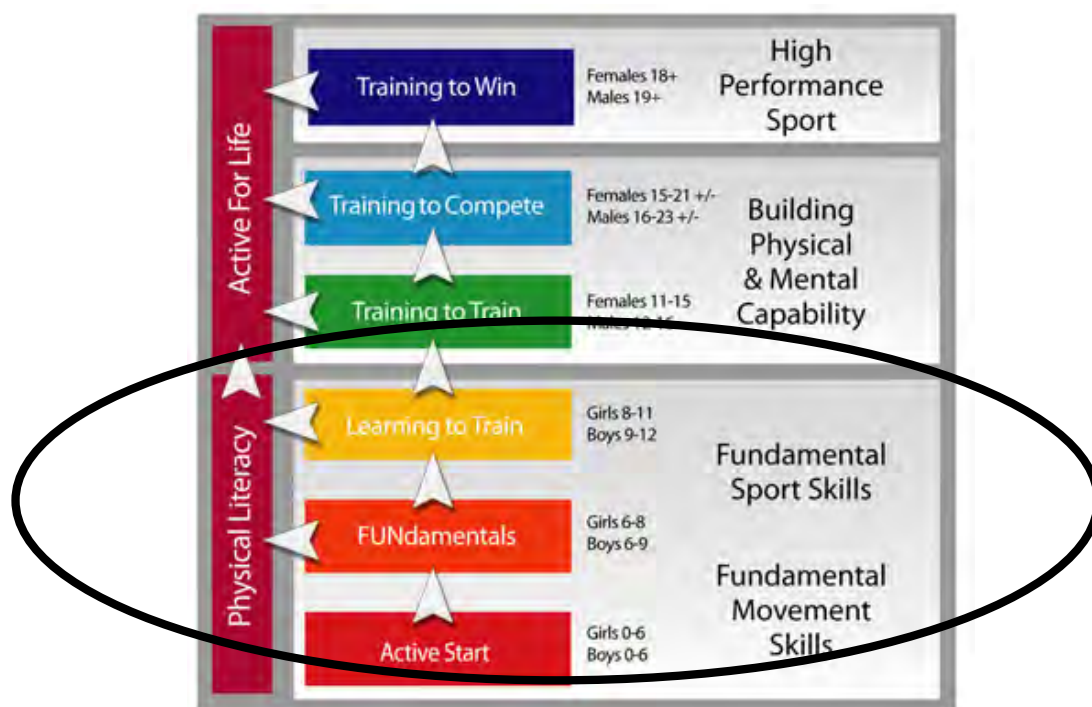
The Pacific Institute for Sport Excellence (PISE) is a not-for-profit organization that is located in Victoria, BC. PISE offers in-house community programs, as well as external delivery of physical literacy programs in the community.

Victoria was chosen as one of the original locations to pilot the BC Government funded After School Sports Initiative. As part of this program, the PISE team has completed two years of programming and delivery at three schools in Greater Victoria. PISE runs physical literacy programming at Saanich Commonwealth Place, The Cridge Centre for the Family, Gordon Head Middle School, Victoria West Community Centre, Craigflower Elementary School, Tillicum Elementary School, Shoreline Middle School, and James Bay Middle School.

The team has compiled information from workshops, personal experience, and student feedback into a condensed document in the hope that the document will serve as a resource for others working with children and youth in communities around the province.

What is Physical Literacy?

Canadian Sport for Life defines physical literacy as “the development of basic movement and sport skills that allow a child to move appropriately and with control, in a wide range of physical activity, rhythmic (dance) and sport situations”. The games in this document focus on the *Active Start*, *FUNdamentals* and *Learn to Train* stages of the Long Term Athlete Development Model developed by Canadian Sport for Life (CS4L). These games would be appropriate for children in Preschool to Grade 6.



What is Canadian Sport for Life (CS4L)?

PISE's programming is founded on the Canadian Sport for Life (CS4L) model. Canadian Sport for Life is a movement to improve the quality of sport in Canada. CS4L recognizes that quality sport and physical activity offer rich benefits to Canadians through improved health, stronger communities, higher sporting achievement, and stronger national identity. By improving sport, CS4L aims to improve the lives of all Canadians. For further information, check out www.canadiansportforlife.ca.



Developmental Characteristics of Children

Teaching children physical literacy in an after school environment requires not only knowledge of the movement skills, but knowledge of how to engage children so they will gain the maximum benefit from it. By recognizing the typical developmental characteristics of children at different ages, leaders are able to create lessons that are suitable for the age group that they are working with, as well as understand potential reasons why children are not engaged.

The following sections (*Creating Optimal Challenge, Developmental Components, Dealing With Behaviour Problems, Characteristics of Learners, Appendix A, Modifications to Increase Developmental Appropriateness and Inclusion*) are adopted from the “Making Movement Matter” module* by Gail Wilson and Shannon Painter. The first describes the 4 Developmental Components that interact to create the holistic child. The corresponding full version with the different ages can be found in Appendix A.

Physical: The growth and development of different body systems that occur as a child develops. Examples of areas of growth and development include height, weight, bone maturation, muscle growth, development of the cardiovascular system (Nichols, 1994).

Motor: The development of motor skills. Motor skills are movements that are purposeful and controlled by the individual. Examples of motor skills include: running, jumping, walking, hopping, etc. (Nichols, 1994).

Social: The development of an individual’s social behaviours, interactions with others, feelings and attitudes (Rink, 2006).

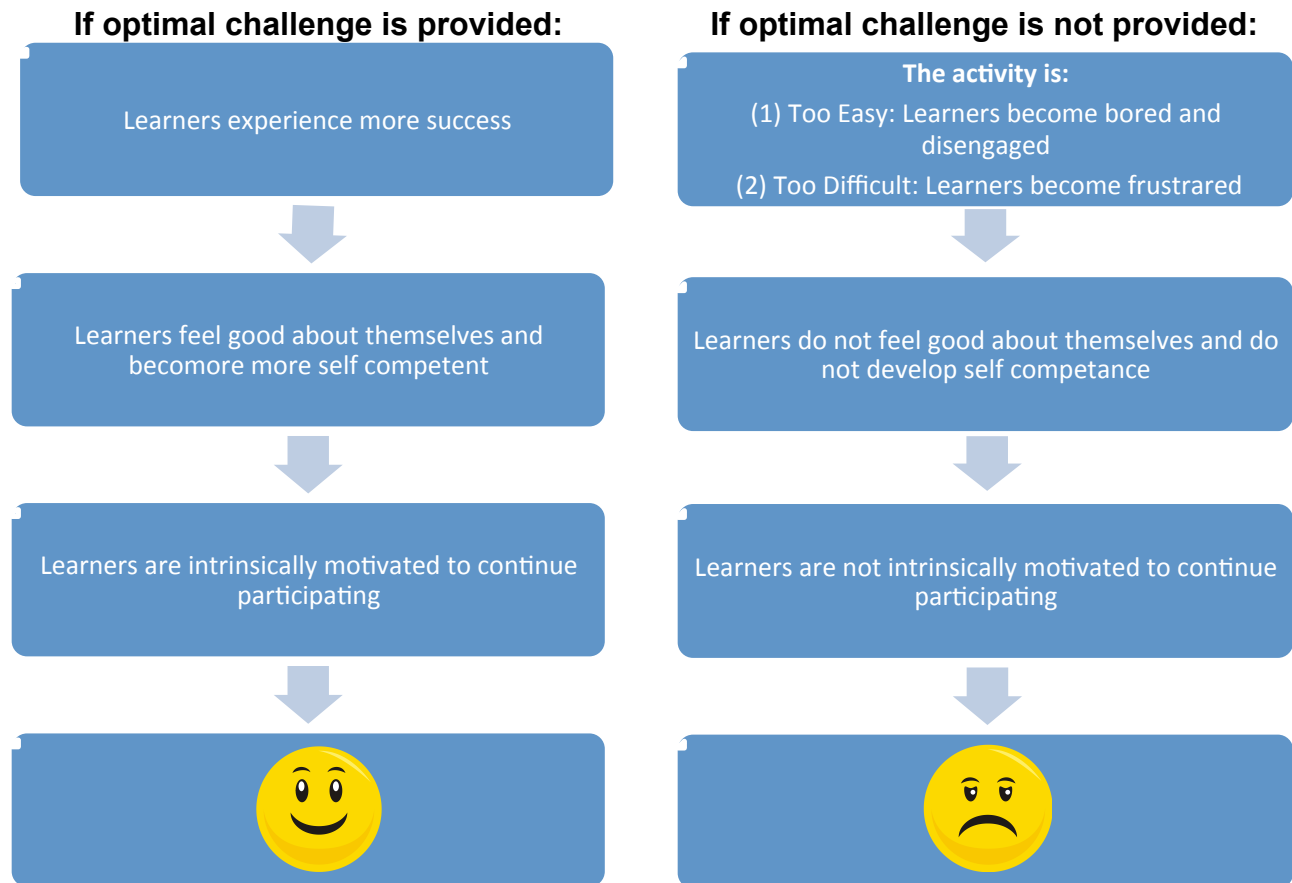
Cognitive: Changes and development of intellectual skills such as thinking, memory, and problem solving (Boyd et al, 2009).



*This module has been developed by Gail Wilson, Senior instructor, School of Kinesiology at the University of British Columbia and is based on the content of Kinesiology 369, 'Instructional Design for Physical Activity and Sport'. Shannon Painter was a senior student in the School of Kinesiology who assisted in the development of the Making Movement Matter module as part of a directed studies course.

Creating Optimal Challenge

When a learner is challenged appropriately based on their individual developmental characteristics and abilities.



(Mandigo and Holt, 2002)

Modifications to Increase Developmental Appropriateness and Inclusion

In order to create developmentally appropriate programs, leaders should create programs, activities, or games that are both:

- age appropriate
- individually appropriate (needs of individuals)

(Bredekamp & Rosegrant, 1992)

Age Appropriate: Children pass through a series of developmental stages in each domain of learning (cognitive, social, physical, psychomotor). Although there are age specific patterns or characteristics for development, it varies greatly for each individual.

Individually Appropriate: Children develop at their own individual pace because of a variety of individual factors including: maturity level, ability level, genetics, past experience, learning style, and/or interest and motivation level.

See Appendix B for a list of modifications and adaptations to increase developmental appropriateness.

Example of a Modified Game

Traditional Game: Soccer

Modification	Reasoning
Players can only take 4 steps with the soccer ball before having to pass.	This prevents the skilled players from controlling the play and minimizing opportunity for other less skilled players
Players have a 1 metre “protective bubble” around them	Provides learners with more time to plan their next movement or action
8 pins are placed along the end line instead of one goal	Provides learners with more opportunity to be successful at scoring
Game is played along the width of the gym in order to have enough space for 2-3 games at once	Having more than one game a time allows for more learners to be actively involved and eliminates wait time



Dealing with Behaviour Problems

Often leaders are challenged by students' behaviour problems, leading to frustration, disruption of activity, and group disconnect. The following section provides guidelines for how to prevent behaviour problems, as well as how to deal with behaviour problems when they arise.

Preventing Behaviour Problems

1.	Provide clear instructions quickly Ensure all students are listening Use "when" before "what"
2.	Establish opening and closing routines Ex. every class begins with a welcome and instructions on the center circle of the gym
3.	Utilize "stop" and "start" signals Visual and verbal signals
4.	Instructors should select partners and groups and move learners into groups quickly
5.	Personalize all communication Learn and utilize learner's names
6.	Organize Learners, Environments, Time & Space (L.E.T.S.) in ways which maximize active learning time Small sided games Reduce line ups Small groups and teams
7.	Model, teach, and demand responsible and respectful behaviour For oneself, the instructor, and other learners
8.	Provide optimal challenge so that learners remain engaged and appropriately challenged

Dealing with Behaviour Problems: The 5 Step Approach

Step 1	Reinforcement: Provide positive reinforcement for good behaviour Ex: I really appreciate the way that some of you are sitting quietly and holding your basketball in your lap.
Step 2	Proximity: Instructor stands closer to child or groups that is misbehaving
Step 3	Verbal Warning: Once the class becomes engaged in an activity, the instructor must quietly speak with the individual or group about their behaviour. It is important the instructor focuses on the specific misbehaviour and provides a consequence for continued misbehaviours.
Step 4	1st Time Out: While the learners are engaged, commend the others for good behaviour and issue a time out to the individual or group that is misbehaving. Do not debate or negotiate with the learner(s) about the time out. Allow the learner(s) to return when they feel ready to participate again.
Step 5	2nd Time Out: If the behaviour continues to persist, issue another time out to the individual or group that is misbehaving. Do not debate or negotiate with the learner(s) about the time out. The teacher decides when the learner is ready to participate.

(Spicklemier et al, 1995)

Important Notes:

Ensure that the learner(s) understands that it is the behaviour being punished, not the person. Deal with the learner(s) that is misbehaving while the other children are engaged in an activity; this helps to reduce highlighting and embarrassment of the learner(s).



Cues for Fundamental Movement Skills

When teaching children the fundamental movement skills, it is important as a leader, to encourage and teach the children these skills by using what we call “kid-friendly” language. These are cues that are short, to the point, and understandable to a child. The following are examples of cues that could be used to assist in your teaching:

Run

- Bend your arms and move your elbows straight back like you are trying to elbow a “bad guy” behind you
- Hands move from hip to lip
- Pretend you’re holding a potato chip in your hand
- Be tall; stretch your tummy; pretend a string is pulling you up from the top of your head stretching you up
- Keep your eyes looking straight ahead
- Smile, giggly cheeks
- Knees up, toes up
- Opposite arm, opposite leg

Jump (2 feet / aka “both”)

- Point toes straight ahead
- Sit on chair; stick your bum out; pretend you’re riding a motorcycle
- Bring your arms forward like you’re holding ski poles
- Push off – stretch your body while you take off (like a super hero); point toes
- Pop up like a piece of toast popping out of the toaster
- Who can be the quietest person to land? Let’s be mice by bending our knees when we land and sitting back on our motorcycle

Hop (1 foot / aka “same”)

- Point toes straight ahead
- Be tall while you’re in the air
- Keep your elbows bent through the swing at your sides
- Push off the part of your foot just before your toes
- Bend your knees when you land

Leap / Bound (1 foot / aka “other”)

- Drive front knee forward, not up
- Use your arms like you’re running
- Bend your hopping leg and drive with lead leg keeping foot up
- Opposite arm, opposite leg

Throw

- Point to your target
- Bring throwing shoulder back like Robin Hood drawing an arrow
- Bring hand back behind your head like you're preparing to High-5 someone
- Rotate your body like you're going to spin
- Point your elbow forward (lead with elbow pointing forward)
- Step forward with the foot OPPOSITE the throwing arm you use
- Follow through by letting your arm come across your body

Catch

- Open the book
- Keep your eye on the ball all the time
- Hands ready, fingers wide
- Thumbs together if ball is above your waist; "high to the sky"
- Pinkies together if ball is below your waist; "low to our toes"
- Catch the egg (soft hands when the ball is caught)
- Cradle the kitten into your chest

Strike with Feet / Kicking

- Position the ball at 2 o'clock to your body
- "Step, Stomp, Kick"
- Stomp your non-kicking foot down beside the ball like you're squishing a bug
- Bring your kicking leg back
- Strike the ball with the laces part of your shoe
- Follow through in the direction you want the ball to go

Balance (on 1 foot)

- Make your body stiff like a board
- Look forward
- Back straight
- Wings out – arms straight out to sides
- Hold like a statue



Example of a Two Hour Lesson Plan



Day/Lesson: Monday September 3, 2012 – Lesson #1

Focus: Running & Throwing

Equipment: Run, Jump, Throw Bag		
Objectives: Different ways to move Running basics Throwing basics		
Time	Activities/Skills/Games	Skill
2:45-3:00	Free Time	
3:00-3:10	Introductions 3 POSITIVE rules: (e.g. Keep your hands to yourself, Only 1 person talks at a time, Have fun!) SNACK	
3:10-3:20	WARMUP GAMES: Evolution: Rock, Paper, Scissors challenge with evolution or de-evolution. Everyone starts as an egg. When you win a game of rock, paper, scissors you evolve into a chicken. If you win again you become a T-Rex. At any point if you lose you go all the way back to egg. (Egg →Chicken →T-Rex) Volcanoes and Craters: Divide children into two teams. Start off with all discs/markers placed randomly around an area facing upwards and facing downwards. One team must try to get all discs/markers the correct way up - volcanoes, and at the same time the other team is turning them over - craters. (This game is sometimes called domes and dishes)	Various LMS

3:20-3:45	<p>Running Basics Who can think of different sports where you run? Who can think of some things your body should do to make you a fast runner? Go over teaching cues for running</p> <p>Red Light, Green Light: Have a few rounds where green light = walking, high knee marching with “chip to lip arms”, jogging, running, etc.</p> <p>Shadow Game: 1 partner is the leader with their “shadow” starting behind them. The leader accelerates and decelerates and the shadow tries to keep a constant distance behind the leader.</p> <p>British Bulldog One person starts as the bulldog in the centre of the gym. The other kids are puppies who are trying to get from one side of the gym to the other without being tagged by the bulldog. If you are tagged you join the bulldog in the middle and try to get other puppies.</p> <p>Crackers and Cheese: 2 lines of kids sit back to back (~1m apart); when leader calls out one of the team names, they must get up and run in the direction they are facing and the other team must chase them. If caught, you are part of other team. Start on bum, stomach, 1 knee, sprinter’s start, etc.</p>	Running
3:45-4:00	Water/Snack break	
4:00-4:30	<p>Throwing basics What sports do we throw in? Go over teaching cues for throwing</p> <p>Hit the Hoop: Begin with 10 hoops on the other side of the court. All students line up on designated line (with 2 beanbags each) and must try to throw beanbag into hoop. Once a beanbag lands in hoop, the hoop is eliminated. See how long it takes to eliminate all the hoops.</p> <p>Not in MY House: Teams must clear balls from their side of gym to the other</p>	Throwing

	<p>(by throwing them) in a certain time frame (e.g. 2 min). At end of 2 min. count how many balls are on each side; the least amount wins.</p> <p>Throwing Bowling: RJT blocks (4 of each colour) are set up in the centre; teams of 4-5 try to be the 1st team to knock down all of their blocks.</p> <p>Skittles: Split the group into two teams. Each time is on one side of the gym. On each side spread 10 RJT blocks out. Each team is trying to protect their blocks while throwing the balls to knock over the other team's blocks. There is no kicking allowed. Once a block is down it stays down. The first team to knock over all the other team's blocks wins. Play with foam balls.</p>	
4:30-4:40	Free Time	
4:40-4:45	<p>Mime-Style Review: Gather students in the centre and ask a student who was a great listener to show the group what they learned today about either running or throwing and if they could do a mime-like demo to the others.</p>	
Reflection:		

Blank Template of a Two Hour Lesson Plan

Day/Lesson:

Focus:

Equipment:		
Objectives:		
1.		
2.		
3.		
Time	Activities/Skills/Games	Skill
	Free Time	
	Intro, snack, etc.	
	WARMUP GAMES:	
	MOVEMENT SKILL & GAME:	
	Water/Snack break	

	SENDING/RECEIVING SKILL & GAME:	
	Free Time	
Reflection:		

Games Resource for Lesson Planning

Acknowledgement:

The games and activities in this guide have been gathered from many sources. The origin of some activities is unknown. PISE gratefully thanks and acknowledges the originators of the activities and those who have modified and adapted them along the way.

The fundamental movement skills that are covered in the below section are only a handful of the skills that children should be learning at a young age. The skills we have chosen to focus on are: running, jumping, hopping, bounding/leaping, throwing, catching, striking with the feet/kicking, striking with the arm or an object (e.g. racquet), and balancing. Please see Appendix C for a full listing of fundamental movement skills for children to practice.

GAME	SKILL	AGE GROUP
Active Start (0-6)		
Warm-Up Games / Locomotor Movement Skills		
<p>Active Safari Adventure: Have participants spread out at one end of the open activity space. Call out the name of an animal (snake, monkey, elephant, giraffe, frog, cheetah, rabbit, lion, and flamingo). Participants then move towards the opposite end of the space performing the animal movement.</p> <p>(1)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Island Hopping: Place hoops for each participant around the open activity space. Encourage the kids to move through the 'ocean' in different ways (fish, jellyfish, shark, swimming, etc.). Call 'shark attack!' and kids have to get on an island to be safe.</p> <p>(1)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Fruit Basket: Set up 1-3 large hoops around the outside of the playing area as fruit baskets. Place coloured beanbags all over the open area. Say "Oh no! All the fruit fell out of the basket!" Ask participants to move using different locomotor movements to pick up one piece of fruit at a time and toss it into the 'baskets'. Have the kids call out the name of the fruit they are</p>	Warm-Up / LMS / Throwing	Active Start (0-6)

<p>throwing into the basket. Adaptation: for playschool age, have kids sit in a circle with one bean bag each. Put a hoola hoop in the center of the circle. Have each kid take a turn standing up and underhand throwing into the fruit basket.</p> <p>(1)</p>		
<p>Hop and Grab: Form a pile of a variety of equipment (beanbags, balls, and so on) at one side of the playing area. The leader calls out the name of a piece of equipment that the participant will pick out of the pile. Next, the leader calls out and demonstrates the movement (hop, jump, skip, gallop, run, leap) that the kids are to perform when making their way to the pile of equipment. Once they find the correct piece of equipment, they run it back to the leader.</p> <p>(1)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Sports Club: The adult calls out a specific sport and students must demonstrate the action for 15 to 30 seconds. For example call out “ice skater” and students skate around, or “boxer” and students may move their feet quickly as they throw imaginary punches towards a wall. The adult continues to call out sports and the children model the actions. You can have kids come up with the list before the activity.</p> <p>(2)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Musical Hoops: Have children walk or run around hoops while music is playing. When the music stops, everyone has to stand inside of a hoop. You can have more than one person in a hoop. When the music starts back, remove one hoop. Eventually you end up with one hoop and everyone tries to squeeze to put a body part in the remaining hoop.</p> <p>(2)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Find the Leader: Have children all stay in one space, while the child guessing leaves. Have the adult pick a ‘secret leader’ to lead the activity. Once the leader is picked, he or she will (while still in a circle) start moving. All other peers participating will follow the leader in what he or she is doing, without telling the child guessing. The child guessing comes back to the group and observes what the children are doing, and makes guesses on</p>	Warm-Up / LMS	Active Start (0-6)

<p>who she thinks is the leader. The old leader will then become the child guessing and a new leader is chosen.</p> <p><u>Movements</u> Hopping Dancing Jumping like a frog Being a super hero (2)</p>		
<p>Alphabet Hop: Using construction paper, create a card for each letter of the alphabet. Have each child stand beside a letter that is on the floor. When everyone is beside a letter ask kids to start moving around the area (using various locomotions). When you call 'find a letter' everyone must stand beside a letter. The adult selects a child and asks them to name the letter they are standing beside, and to name something that starts with that letter. Adaptation: if you are on a concrete surface use sidewalk chalk! (2)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Number Hop: Using chalk (or printed numbers), write the numbers 1-9 in the playing area. Ask kids to start moving around the area (using various locomotions). When you call stop everyone must find a number. The adult selects a child and asks them to name the number they are standing on, and everyone must do that many of something. Ex. jumps, star jumps, standing on one foot for X amount of seconds, frog jumps, jumping jacks, etc. (2)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Growing Flower: Children pretend they are a flower growing from a seed: Crouch down into a seed Seed starts to grow and reach up towards sun Extend arms and stand tall, taking in sunlight The wind blows and your petals wave side to side in the breeze Droop forward (forward bend) when the plant is thirsty When you get water extend and reach for the sun At night the flower closes its petals; in the morning it wakes up As cool weather comes the plant slowly crumbles to the ground</p>	Warm-Up	Active Start (0-6)

<p>(1)</p> <p>Moving Mountains: One beautiful day, we all took off in an airplane (standing on one leg extend arms out to the side, fold at the waist and extend other leg out behind you) and headed towards Hawaii. While on the airplane there was some turbulence (shake). As we flew over Hawaii we could see all the trees (balance pose standing on one leg, other leg bends at the knee and rests on the inner shin or inner thigh of standing leg, arms extend for branches). As the wind blew, we could see the trees sway back and forth (lean from side to side). While we were there we took a hike up a volcano (standing tall on both feet, arms extend overhead and arms open to create the crater at the top of the volcano). There were frogs (crouch down into squat) and monkeys (bend at waist, hands flat on the ground) on the volcano. All of a sudden the volcano started to shake so we ran down to the bottom and made it safely to the beach where we had a fun day!</p> <p>(1)</p>	Warm-Up	Active Start (0-6)
<p>Simon Says: If the leader says Simon says before an action then students should follow command. If students do not hear 'Simon says' they do not follow command (Simon is trying to trick you). <u>Variations</u> Jumping Stretching to touch toes without bending knees Running on the spot Push ups Dancing on the spot Rolling shoulders Rotating arms Wiggling hands Walking on the spot Lifting legs Balancing on one leg</p>	Warm-Up	Active Start (0-6)
<p>Beanbag Body- Part Freeze Game: Students begin by placing a beanbag anywhere in the playing area. They then begin to move around in the locomotor movement indicated by leader (e.g. walk, jump, gallop, shuffle, hop, etc.). When the leader says a body part, students must find a beanbag and place</p>	Warm-Up / LMS	Active Start (0-6)

<p>the indicated body-part on that beanbag as fast as they can (e.g. elbow, knee, belly button, forehead etc.).</p> <p>(3)</p>		
<p>Animal Races: Students stand on two end-lines facing each other. The leader then calls out an animal that they must move like and race to the middle. Example: horse, bear, T-Rex, monkey, crab, frog, alligator, cheetah. The team that comes to the middle and sits down first gets a point.</p> <p>(PISE)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Garbage Collector: Kids move around the room performing various movement skills (e.g. walking, jumping, hopping, skipping) to collect “garbage” (beanbags, blocks, etc.) to put back in garbage bin (equipment bag). Kids can only bring back 1 item at a time.</p> <p>(1)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Castle Building Game: Children must gather up scattered blocks and use teamwork to build a castle in the centre of the play space. Note: with young kids the leader should be by the castle helping put the blocks down and making sure everyone gets a turn. If the group needs more structure then have them line up to take their turn adding to the castle.</p> <p>(3)</p>	Warm-Up / LMS	Active Start (0-6)
<p>Animal Junction: Children line up at one end of the playing area. Leader #1 shows a picture of an animal to children, and they must move like that animal to the other leader (at the other end of the play area). Leader #2 must “guess” what kind of animal the children were pretending to be.</p> <p>Pretend to be stumped and ask questions (e.g. what noise does this animal make? what does this animal eat? what colour are you?) Remind kids that they don't want to say what kind of animal they are being; they want the leader to guess based on how they are moving their bodies.</p> <p>(2)</p>	Warm-Up / LMS	Active Start (0-6)
<p>“IF... THEN...” Similar to “Simon Says” - e.g. IF an apple is nutritious, THEN touch the floor; IF your heart beats faster after playing tag, THEN jump up and down 5 times; etc. If</p>	Warm-Up	Active Start (0-6)


<p>the statement is true (ex. IF water is good for you, THEN jump 5 times) then you do it. If the statement is not true (ex IF sugar is good for you, THEN jump 5 times) don't do it!</p> <p>(PISE)</p>		
<p>Elevator Game: The leader guides children through different "floors" by bending down into a squat at various levels (level 1 = bum to floor; level 10 = standing straight up on tip toes). This is verbal queuing for jumping later on.</p> <p>(PISE)</p>	Warm-Up	Active Start (0-6)
<p>Mirrors: The children have to move exactly like you, like a reflection in the mirror. Begin with slow movements e.g. tilt head to the side/forward, shrug shoulders. Add more difficulty as children master the game. Flexibility: Reach for toes, roll arms. Strength: Rise up onto the balls of your feet; stretch your arms high, lunge forward, bend to the side.</p> <p>(16)</p>	Warm-Up	Active Start (0-6)
<p>This Is My Bubble: Beginning with a large area, have the children move around the space in different ways, being sure not to "pop their bubble" (spatial awareness). When the leader says "FREEZE!" the children must find open space and freeze being sure not to pop their bubble. Decrease the playing area each time.</p> <p>(PISE)</p>	Warm-Up	Active Start (0-6)
<p>X-Step Beanbag Walk: 2 lines of beanbags are placed on the floor. Children must step on left row of beanbags with right foot and vice versa making their way down the row (ie. feet will be crossing over each other).</p> <p>(PISE)</p>	Warm-Up	Active Start (0-6)
<p>Colour Match: Place all of the beanbags and RJT blocks in the centre of the gym. Have 4 different colours of hoops in the 4 corners of the gym. Children have to move any way (except running) to place a beanbag or block in the matching coloured hoop. You can only move 1 item at a time! Have them bring all the blocks back in the middle and try again with a different movement (ex. skipping).</p> <p>(PISE)</p>	Warm-Up	Active Start (0-6)
<p>Animal Actions: Use RJT blocks and sticks to set-up 6 to 8 obstacle type centers. Each center might have 3-4 different</p>	Warm-Up	Active Start (0-6)


<p>obstacle activities. Use a cone to designate the start of a center so that the students know where to begin. At each center, set-up the challenges: 1) small hurdle (6" height or less) to jump or step over; 2) medium sized obstacle for the child to belly crawl under; 3) large obstacle to "dog" crawl under. At each center, create a new pattern with the equipment to challenge the child's memory and motor patterns. For example, at center 1 the pattern might be jump (horse jump), crawl (dog crawl) and slither (belly crawl). At center 2 the pattern might be slither like a snake, jump like horse, and crawl like a dog. At center 3 the pattern might be crawl like a dog, slither like a snake and jump like horse. Use the animal imagery to help students with the proper motor action.</p> <p>(17 – Used by permission of PE Central www.pecentral.org, the premier web site for physical education teachers, parents and students)</p>		
<p>Copy Cat: Have all the students spread out in their own personal space. The leader starts out as the "cat" that all the students want to copy. Start with basic stationary movements - marching, stomping, clapping, and swinging your arms - be creative. Start off slowly doing your movements then to challenge the students move a little faster. Once all the students are successfully copying you, start moving around. You need to really emphasize every one stays in their own space and does not touch anyone else. Next, start moving all over the gym using different movements. Once the students get the hang of copy cat ask for volunteers to be the "cat". Students usually come up with the best moves that are really creative. Take turns so that everyone that wants to gets a chance to be the "cat".</p> <p>(17 – Used by permission of PE Central www.pecentral.org, the premier web site for physical education teachers, parents and students)</p>	Warm-Up	Active Start (0-6)
<p>Welcome to the Jungle: The gym will be divided into 6 stations. At each station, students will act out the movement of an animal. Make sure to give enough room for students at the same station to move simultaneously. Students should be at each station for 30sec and then rotate. <i>Frog:</i> jump from lily pad to lily pad (poly spots) <i>Caterpillar:</i> put each foot on a bean bag and slide feet into hands like a caterpillar inching along <i>Flamingo:</i> balance on one foot, stretching the quads</p>	Warm-Up	Active Start (0-6)


<p>Note: This could be used as a "rest" station. Students may need a wall nearby to assist with balance.</p> <p><i>Snake</i>: slither like a snake under hurdles (or jump ropes hung from cones)</p> <p><i>Horse</i>: gallop and leap over the hurdles</p> <p><i>Kangaroo</i>: jump with a hula hoop as if jumping rope</p> <p><i>Fish</i>: lay on a scooter, abdomen down, and pretend to swim</p> <p>(17 – Used by permission of PE Central www.pecentral.org, the premier web site for physical education teachers, parents and students)</p>		
<p>Stop-Go-Slow:</p> <p>To start lead kids around the perimeter of the gym (following black lines). The leader holds up the yellow SLOW sign (block). Change the sign (block) to green GO and allow students to run around the cones, passing other kids if they want to go faster.</p> <p>I like to have the kids run for 20-40 seconds then change to yellow for 10 seconds, then green, etc I will have them stop and stretch too if they are looking tired (red block). I play this warm-up for about 3 minutes.</p> <p>(19)</p>	Warm-Up	Active Start (0-6)
<p>Airplanes:</p> <p>Students sit or kneel inside their hula hoop. Tell them they are going to pretend to be riding in an airplane (or they can be the pilots). They can think of a place they want to fly to. Show them how to TAKE OFF (slowly stand up and accelerate), FLY (lift hula hoops above their heads and jog around, and LAND (decelerate and return to kneeling position inside of hoops).</p> <p>(19)</p>	Warm-Up	Active Start (0-6)
<p>What Am I?</p> <p>Take turns pretending to be an animal. Everyone else guesses what you are pretending to be. Allow about 5 guesses and then get the child to tell what animal they were being if no one has guessed correctly.</p> <p>(PISE)</p>	Warm-Up	Active Start (0-6)
<p>Driving Around:</p> <p>Tell kids we are going driving. Call out different instructions as they run around:</p> <p>Speed limit: Walking</p> <p>Narrow Road: Galloping</p> <p>Road Construction: Leap over pot holes (spots on floor)</p> <p>Highway driving: Running</p>	Warm-Up	Active Start (0-6)


<p>Out of gas: take a break at your spot, and fill up Raining: Windshield wipers (do 5 Jumping Jacks) Stuck in the mud: Run in place Bumpy Road: Skipping Crosswalk: Slow Motion Walking Flat Tire: Hopping (one foot) Ambulance Coming: run to closest wall</p>		
<p>Frogs Jump: <u>Rhyme with actions</u> Frogs....jump Caterpillars....hump Worms.....wiggle Bugs....jiggle Rabbits....hop Horses....gallop Snakes....slide Seagulls....glide Mice....creep Deer....leap Puppies....bounce Kittens....pounce Lions....stalk; But Iwalk! (22)</p>	Warm-Up	Active Start (0-6)
Run		
<p>Fruit Salad: Have a corner designated for each of the four fruits you choose. You could post a picture of each fruits in the corner. Assign each child one of the four fruits. Have children go to the corner of the room that is designated for their specific fruit. When you call out a specific fruit everyone who is in that corner runs to the centre of the room as fast as they can and displays a specific skill the number of times requested as fast as they can and returns to their corner. When you yell out 'fruit salad' all fruits run to the centre as fast as they can and display a specific skill. (2)</p>	Run	Active Start (0-6)
<p>Keep the Bucket Full: Teacher has a large number of small balls in a container. He/she throws them all over the place as fast as possible. Students run for them and replace them in the container trying to prevent the teacher from ending up with an empty container. TIP: never let your bucket get empty – the kids should always</p>	Run	Active Start (0-6)

win! (6)		
Get On An Island! Children begin moving around the playing area (aka “ocean”) in different ways. Example: sea horse, jellyfish, dolphin, shark, fast minnow, swimmer, etc. When the leader yells “get on an island” children must run to a hoop, or skipping rope in circular formation, and stand in it until the leader says “go” again. (PISE)	Run	Active Start (0-6)
Red Light, Green Light: The leader stands at one side of the playing area. When he/she holds up green kids move forward. Yellow – kids balance on one foot. Red – kids have to freeze. If you get caught moving on red you have to do back to the beginning. (3)	Run	Active Start (0-6)
Frogs to Cheetahs: The leader acts as a “magician”. Children start as “jumping frogs.” When the leader says “abracadabra”, kids turn into “cheetahs” and run fast until the leader says ‘abracadabra’ and turns them back into frogs. Repeat!	Run/Jump	Active Start (0-6)
ABC & Number Match: Students will be running the width of the gym. Set cones along one side of the gym, marking where each group should line up. Set a bucket full of ABCs or Numbers across from each group (against wall on other side of gym). Each group places their game board behind them, against the wall so that they do not step on it. In groups of 2-3, students begin by lining up behind a cone. They will take turns running to their team’s bucket, pull out one letter or number, run back and match it to their game board. Play continues until their bucket is empty. When the group has matched all of their letters or numbers, they sit in a nice straight line and smile at the teacher to signal that they are finished with the relay! (19)	Run	Active Start (0-6)
Cotton Ball Relay: Make two or more lines. Each line has a pile of cotton balls. Their goal is to get all the cotton balls across the gym and put them in a hoop. They can only move one at a time, then run back and high five the next person in line to tell them it is their turn to go. (20)	Run	Active Start (0-6)

Jump (2 feet) / Hop (1 foot) / Bound or Leap (1 foot to the other) / Skip		
<p>Can you jump this way?</p> <ul style="list-style-type: none"> -land lightly -land heavily -land with your feet wide apart -like a robot -as fast as you can -like a growing flower -like a rocket -land in a different spot -land with your feet close together -without using your arms -using only one arm -as low as you can -keeping your head down and remain stiff -land in the same spot -as high as you can from a crouched position <p>(22)</p>	Jump / Hop	Active Start (0-6)
<p>Bubble Hop:</p> <p>The teacher blows bubbles for children to pop. Students have to pop the bubbles by jumping / hopping up to pop them.</p> <p>(5)</p> <p>These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Jump / Hop	Active Start (0-6)
<p>High Five My Hand:</p> <p>Kids line up and take turns jumping to high 5 leader's hand; gradually increase height.</p> <p>(PISE)</p>	Jump	Active Start (0-6)
<p>Balloon Touch:</p> <p>Children take turns jumping to smack balloons (that leaders are holding). Remind kids to "reach for the stars" with their hands. Repeat with hopping.</p> <p>(PISE)</p>	Jump / Hop	Active Start (0-6)
<p>Jumping Over Hurdles:</p> <p>Go from low → med → high as frog, rabbit, and kangaroo (respectively). Use rope, blocks, and hurdles.</p> <p>(PISE)</p>	Jump	Active Start (0-6)
<p>Jumping Onto "Lily Pads"</p> <p>A large circle of beanbags is assembled around the gym. There should be one less bean bag than there</p>	Jump	Active Start (0-6)

are kids. The game begins with music. The students then hop around the circle until the music stops. They must then find a lily pad quickly. The student who is left without a lily pad walks around the circle and removes the next lily pad. (3)		
Red Light, Green Light: Must jump / hop / leap to progress forward.	Jump / Hop / Leap	Active Start (0-6)
What Time Is It Mr. Wolf? The classic game, but must jump / hop / leap to progress forward.	Jump / Hop / Leap	Active Start (0-6)
Jump Tag: If tagged, must do 5 vertical jumps before you are free. (PISE)	Jump	Active Start (0-6)
Kangaroo Tag: If tagged, you must jump on the spot like a kangaroo until someone else comes and gives you a high 5. (PISE)	Jump	Active Start (0-6)
Creature Pit: Set up skipping ropes parallel to each other and scatter beanbags in between them. Kids must jump on 2 feet between skipping ropes without stepping on “creatures” (aka, beanbags). Progress to hoping and leaping. (1)	Jump	Active Start (0-6)
Jump Over the Snakes: Skipping ropes are tied to the fence and children must jump over them (the leaders wiggle them). Make sure to talk to kids about safety; you can only jump over the snakes. Don't touch the snakes with your hands or you could trip someone by accident. Have everyone running in the same direction. (5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html	Jump	Active Start (0-6)
 Jumping Jenny (Jimmy): Groups of approximately five–six form a circle with one child in the middle. The child in the middle starts jumping any way they like, saying, ‘this is the way Jenny (Jimmy) jumps.’ The other children copy both the words and the jump. While the children are	Jump	Active Start (0-6)

<p>jumping, the first jumper nominates the next child to go in the centre. This second jumper says the same words but jumps in a different way. Make the action continuous.</p> <p>(8)</p>		
<p>Jump on the Mat: Put a platform, or bench beside a thick mat. Take turns jumping off the bench onto the mat. Try jumping forward, sideways, start jump, etc.</p>	Jump	Active Start (0-6)
<p>Can You Hop ...? On the spot, forwards/backwards/sideways and turn in the air and turn in the air making a quarter turn/half turn/full turn As quietly/noisily/quickly/slowly as you can as softly/hard as you can three times on your right/left foot Alternating hard and soft landings Over the rope, into the hoop, onto the disc, around the cones As high as you can, with little low hops, at a medium height As far as you can for distance Without using your arms, using only one arm, using your opposite hopping foot Alternating feet every eight/four/two beats With partners at the same time/moving forward holding hands/facing each other</p> <p>(5)</p> <p>These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Hop	Active Start (0-6)
<p>Skipping Chain: Standing at the end line, children join hands and must move together to the other end line by skipping. Say aloud as a group, “step-hop, step-hop”. When you get to the other end, turn around and repeat coming back.</p> <p>(8)</p>	Skip	Active Start (0-6)
<p>Statue Game: Children skip around the playing area. When the leader yells, “FREEZE!” everyone must freeze and try not to move. Children can freeze like anything they want. Examples: Superhero, pencil, star, etc.</p> <p>(1)</p>	Skip / Balance	Active Start (0-6)

<p>Pathfinder: Beanbags are scattered around the playing area. Children begin at their “home” beanbag. The leader calls out numbers. Kids must then skip around and touch the indicated number of beanbags before returning back to their “home.”</p> <p>(5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Skip	Active Start (0-6)
Throw		
<p>Roll, Bounce, Play: Sit cross-legged on the floor. Explore rolling the ball along the ground around one’s own body. Find a partner, put one ball aside, and sit facing each other with legs outstretched and feet touching. Practice rolling the ball back and forth on either side of the body. Roll the ball to each other and stop it with both hands. Next, try to throw and have the ball bounce once before the partner catches it. Throw and catch with both hands.</p> <p>(1)</p>	Throw / Catch	Active Start (0-6)
<p>Circle Bowling: Children stand in a circle with a circle made of blocks set up in centre. Children take turns going around circle and trying to knock the pins down (by underhand throwing). After everyone has had a turn, grab a beanbag and try again. You can have one colour of beanbag go at a time as well. Make sure kids wait to get their beanbag until everyone has had their turn to throw.</p> <p>(PISE)</p>	Throw	Active Start (0-6)
<p>Robin Hood → High 5: Go over throwing queues:</p> <ul style="list-style-type: none"> - Stand sideways (bellybutton looks at the wall) - Non throwing hand points where you want the ball to go - Put the ball in the other hand and pretend to draw it back like a bow and arrow - Get your elbow up like you are going to ‘high 5’ someone - Step and throw <p>(PISE)</p>	Throw	Active Start (0-6)
<p>Target Practice:</p>	Throw	Active Start

Students break into 2 groups and try to hit targets (hoops taped to wall) by throwing beanbag with an underhand toss. Run and grab beanbags after everyone has thrown. After a while try with an overhand toss. (8)		(0-6)
Follow My Throw: Everyone has one beanbag. The leader throws their beanbag, then the kids throw their beanbag and try to get as close to the leaders' beanbag as possible. Pick them up and throw again!	Throw	Active Start (0-6)
Catch		
Circle Catching: Leader has a pebbles ball and passes to each child in the circle who passes it back. Give each child a chance to succeed! Then add another leader who is also passing. Try to say each child's name before you pass it and remind them to use catching hands (ready fingers). (PISE)	Catch	Active Start (0-6)
Hot Potato: Students stand in a circle around one leader (eyes closed) and pass the ball in a circle until the leader says STOP! Whoever has the ball must then say something healthy to eat. (PISE)	Catch	Active Start (0-6)
High or Low: Children stand in a line and must respond to leader with fingers either "high to the sky" (thumbs touching) or "low to your toes" (pinkies touching) depending on if the leader holds ball high or low. After kids learn to respond, begin throwing ball and have them catch either high or low passes. If the group is doing well with high and low catches, talk about middle hands (making a butterfly). (PISE)	Catch	Active Start (0-6)
Strike		
Stop and Squish: Have kids run around. When the music stops the instructor yells KICK. Kids then "squish the bug" and kick an imaginary ball. (PISE)	Strike with feet	Active Start (0-6)
"Step, Stomp, Kick": Using balloons taped to floor, or balloons tied to the end of a string and attached to the fence practice step, stomp, kick. Practice taking turns!	Strike with feet	Active Start (0-6)

<p>(PISE)</p> <p>Kick Hard: Initially ask children to place the ball on the ground and ask that they take one step back and kick the ball hard and as far away as possible. Children then retrieve the balls and kick again. After children get the idea of kicking far, ask that they take several steps back away from the ball and run toward the ball and kick it. It may be helpful to place cones or markers out in the field so that children have a direction in which to kick. A marker or cone in the field can also be used to challenge children to kick farther. "Show me how far you can kick the ball. See if you can kick the ball past the cones." Initially place cones about 10 to 12 yards away.</p> <p><small>(17 – Used by permission of PE Central www.pecentral.org, the premier web site for physical education teachers, parents and students)</small></p>	Strike with Feet	Active Start (0-6)
<p>Pathway Dribble: Set up the playing area with different length jump rope or tape pathways. Have the children get a ball and take the ball to the beginning of one of those pathways. On the signal have the students use their feet to move their ball through the pathway using "soft touches" with their feet. Have them use both the inside and outside of their feet when they are dribbling.</p> <p><small>(17 – Used by permission of PE Central www.pecentral.org, the premier web site for physical education teachers, parents and students)</small></p>	Strike with feet	Active Start (0-6)
<p>Keep It Up: Have the group stand in a circle. See how many times you can hit the balloon to keep it in the air.</p>	Strike with hands	Active Start (0-6)
<p>Keep It Up – While Moving: Have the kids try to hit their balloon and move from one end of the playing area to the other without letting the balloon touch the ground.</p>	Strike with hands	Active Start (0-6)
<p>Body Part Balloon Hit: Each child has a balloon. See how many times they can hit the balloon to keep it in the air using different body parts (ex. hands, knees, elbows, feet, etc.). Then give them each a RJT block to use to hit the balloon. Make sure to get them using their right and left hand to hold the block.</p>	Strike	Active Start (0-6)
Balance		
<p>Shark Water: Set up a balance beam with wood or string for the</p>	Balance	Active Start (0-6)

<p>children to walk across the 'water', with a bucket on the other end (or hoops). Tell the children that we are going to feed the sharks. Demonstrate that they need to bring the food to the sharks by crossing a bridge (the beam), throwing the food in the bucket on the other side of the beam and returning back to the beach by crossing the beam and touching the next child to tell them it is their turn. Tell kids we are going to work as a group and get as many pieces of food in the shark's mouth; challenge to beat their last score.</p> <p>For children of a higher skill level, you could put three different colour hoola hoops and have kids match their beanbag colour to the hoop.</p> <p>(2)</p>		
<p>Flamingo Tag: If tagged you must balance on 1 leg. You are freed when someone high 5's you.</p> <p>(PISE)</p>	Balance	Active Start (0-6)
<p>Traffic Light: Children pretend to be vehicles responding to traffic lights: GREEN = skip; YELLOW = hop on the spot; RED = stork stance.</p> <p>(3)</p>	Balance	Active Start (0-6)
<p>Crossing the River: Place several pieces of tape on the ground of different lengths and forms (straight, zigzag, angled, squiggly). Arrange them so kids can move easily from one to the other. Have the kids walk along the tape being careful not to "fall off the logs". Children must "freeze" on the logs when leader indicates so.</p> <p>Adaptation: use sidewalk chalk if you have a cement playing surface, or use RJT ropes (easy for set up and clean up).</p> <p>(2)</p>	Balance	Active Start (0-6)
<p>Thaw: The group walks or jogs a short distance behind the leader. When the leader turns around, all the followers 'freeze' on the spot. Any children who move or who are slow to stop collect a 'thaw' point. Repeat several times – the leader can change the type of movement to skipping or galloping etc. Change the leader after several turns. Who can avoid collecting any thaw points?</p> <p>(9)</p>	Balance	Active Start (0-6)
<p>Balance Tag:</p>	Balance	Active Start

Leaders are it and will try to catch all the kids. Kids run around the playing area. To be 'safe' kids can balance on one foot like a flamingo. You can only balance for 3 seconds and then you have to run around again. (3)		(0-6)
Connect It: Children walk freely about the area. On a signal, they stop and listen to the coach/ teacher calling out two body parts, which each child then has to join together. Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, knee to ankle, foot to head. (8)	Balance	Active Start (0-6)
Musical Line Statues: Children find a spot on any line on the gym floor. Allow a reasonable amount of time and then instruct them to "freeze." Start the music. The children walk forward, following lines on the floor. Stop the music. The children freeze like statues. Comment on the "great statues" as they freeze without moving. As the activity continues, challenge students to travel on the lines using different locomotor skills.	Balance	Active Start (0-6)
Teddy Bear Stretching: Use the teddy bear to show different stretches for the children to follow: -Reach up high -Touch the ground -Grab your shoe behind you (quad stretch) -Sit like a butterfly -Nose to toes (in butterfly position) -Crouch like a frog -Etc. (PISE)	Stretching	Active Start (0-6)
Sing Song/Dance		
Hokey Pokey: Make a big circle and sing the hokey pokey song: "You put your right leg in, you put your right leg out, you put your right let in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about (HOP)". Change and use other body parts. (6)	Sing Song/ Dance	Active Start (0-6)
Emotional Walk: <u>Song:</u> This is the way a happy person walks	Sing Song/ Dance	Active Start (0-6)

<p>Skip, skip, skip! Skip, skip, skip! (Skip around with a grin) This is the way a mad person walks Stomp! Stomp, stomp! Stomp, stomp! Stomp! (With fists clenched at side) This is the way a sad person walks Slump. Slump, slump. Slump, slump, slump. (Drop shoulders, drag feet) This is the way a cranky person walks Grump! Grump, grump! Grump, grump! Grump! (Fold arms, stomp around) This is the way a scared person walks Tiptoe, tiptoe, tiptoe. (Tiptoe around looking scared) This is the way a tired person walks Slow, slow, slow. Slow, slow, slow. (Shuffle feet slowly, yawning) (2)</p>		
<p>Bear Hunt: “Repeat after me song” Goin’ on a bear hunt We’re gonna catch a big one But I’m not afraid Are you? Not me! What do I see? Oh look! It’s _____ (put in the object, i.e. crawl through the tall grass, in a tent, swim through water etc.) Can’t go over it Can’t go under it Can’t go around it Got to go through it (make motions like you are clearing a way through, over, under or around object) Walk over benches, hop in hoops, etc. (2)</p>	Sing Song/ Dance	Active Start (0-6)
<p>Teddy Bear, Teddy Bear: Bring a teddy bear for the adult. Sing the song and imitate the actions with your bear. Afterward tell the kids the teddy bear is tired and has to go back to bed. <u>Song</u> Teddy bear, teddy bear, turn around! Teddy bear, teddy bear, touch the ground! Teddy bear, teddy bear, show your shoe!</p>	Sing Song/ Dance	Active Start (0-6)

<p>Teddy bear, teddy bear, that will do! Teddy bear, teddy bear, reach up high! Teddy bear, teddy bear, blink your eyes! Teddy bear, teddy bear, slap your knees! Teddy bear, teddy bear, sit down please! Teddy bear, teddy bear, turn out the lights! Teddy bear, teddy bear, say good-night!</p> <p>(2)</p>		
<p>Animal Soup: Sing “animal soup, animal soup, what kind of animal will you choose?” Each child has a beanbag and they throw their beanbag into the ‘magic soup pot’ and choose an animal. The soup pot turns everyone into that animal for 10 seconds. Then sit back down, sing again and a new child chooses an animal. E.g. horse, bear, T-Rex, monkey, crab, frog, alligator, flamingo, cheetah, and puppy. Make sure everyone gets a turn.</p> <p>(2)</p>	Sing Song/ Dance	Active Start (0-6)
<p>5 Little Monkeys: “5 little monkeys jumping on the bed, 1 fell off and bumped his head, mama called the Dr. and the Dr. said, no more monkeys jumping on the bed!” – (<i>have kids jump when the monkeys are jumping on the bed</i>). Count down from 5. The last verse is “no little monkeys jumping on the bed, none fell off and bumped their heads, mama called the Dr. and the Dr. said, put those monkeys straight to bed!”</p>	Sing Song/ Dance	Active Start (0-6)
<p>Head and Shoulders, Knees and Toes: Head and shoulders, knees and toes Knees and toes Knees and toes Head and shoulders, knees and toes Eyes, ears, mouth, and nose</p> <p>Repeat song 9 times. Second time drop saying the word “head” Third time drop the word “shoulders”. Continue repeating song and dropping the words for body parts until only actions are done and no words are said.</p> <p>(6)</p>	Sing Song/ Dance	Active Start (0-6)
<p>Queen / King Bees On Flowers: Children run around “flapping their wings” like bees. When the music stops leaders freeze in a pose and everyone else must copy (song: Flight of the</p>	Sing Song/ Dance	Active Start (0-6)

Bumblebee).		
<p>The Wheels on the Bus: The wheels on the bus go round and round, (Roll forearms over one another in front of the body) Round and round; round and round. The wheels on the bus go round and round, All day long. The horn on the bus goes beep, beep, beep, (Tap on your nose) Beep, beep, beep; beep, beep, beep. The horn on the bus goes beep, beep, beep, All day long. The lights on the bus go blink, blink, blink, (Open and shut hands) Blink, blink, blink; blink, blink, blink. The lights on the bus go blink, blink, blink All day long. The wipers on the bus go swish, swish, swish, (Make arms like windscreen wipers) Swish, swish, swish; swish, swish, swish. The wipers on the bus go swish, swish, swish, All day long. The driver on the bus says, "Move down the back." (Make a hitchhiker's thumb and gesture behind you) "Move down the back," "Move down the back," The driver on the bus says, "Move down the back." All day long. (8)</p>	Sing Song/ Dance	Active Start (0-6)
<p>Move to the Music Play music with different tempos; have kids move fast or slow to correspond with the tempo of the song.</p>	Sing Song/ Dance	Active Start (0-6)
Parachute Games		
<p>Parachute Merry-Go-Round: Holding the parachute with 1 hand, do various locomotor skills - e.g. Running, galloping, skipping, hopping, etc...sing "Ring around the Rosie". (12)</p>	Parachute Games	Active Start (0-6)
<p>Ice Cream: Divide up players into vanilla, strawberry, and chocolate. Call out a flavour and that flavour must relocate to find a new place. If Neapolitan is called, everyone must move.</p>	Parachute Games	Active Start (0-6)
<p>Popcorn: Place balls on the parachute. Wave the parachute up</p>	Parachute Games	Active Start (0-6)


and down until all the balls fly off. Have children run to collect them.		
Fundamentals (Boys 6-9, Girls 6-8)		
Warm-Up Games / Locomotor Movement Skills		
<p>Over, Under, Freeze: Have kids spread out and instruct them to follow the following commands: OVER! Climb over a piece of playground equipment UNDER! Climb under some equipment FREEZE! Pause wherever you are</p> <p>Alternate command words: Reverse – continue all movements backwards Buddy up – link arms with a partner Bunny hop – continue moving by hopping around Bear walk - move around on all fours Find the... (E.g. cone, bench, door, etc.) (1)</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Musical Bump: Everyone is moving around the space in a specified locomotor movement (walk, run, skip, jump, etc.). When the leader says stop children must immediately sit on the floor. The last child to sit down must move to the marked off area and continue to dance. The game carries on until just one child is still dancing in the centre of the room and the other children are dancing in the marked off area. (2)</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Movement Sequence: Select five school yard landmarks. E.g. Jog to the soccer goal post and back to the teacher Skip to the baseball diamond and back Run to the playground climbing equipment and back Gallop to the fence and back Walk to the far portable and back (6)</p>	LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Castle Building Relay: Each team gets a pile of equipment. Team members must perform a separate method of locomotion on their way to the construction site (1st student walk, 2nd student crawl, 3rd student hop, etc.) but may run back to tag the next person. The first team to properly</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)

construct their castle structure (using all their allocated equipment) without it falling over is declared the World Champion Castle Builder. (3)		
<p>Chain Reaction: Have children stand in a circle. Choose one child to be 'it' and have he or she leave the room. Choose one child to be the 'dance teacher'. Start the music so the dance teacher can begin a dance move that the other children must imitate. The children should as quick as they can begin to imitate the dance teacher's movements.</p> <p>The child who is 'it' returns to the room and tries to guess the child who is leading the dance (dance teacher). As the child who is 'it' is trying to figure out who is the dance teacher, the dance teacher keeps changing the dance steps little by little throughout the song, so it isn't obvious who's leading. The other children imitate the dance teacher trying not to give it away to the child who is 'it'.</p> <p>The child who is 'it' guesses who they think the dance teacher is and then choose another child to be 'it' next. (2)</p>	Warm-Up	Fundamentals (Boys 6-9, Girls 6-8)
<p>Scooter Board Relay: Teams line up at one end of a gym, one behind each other. The student in front of each line has a scooter board. Go to a cone and back in different ways: Hands on side of scooter, front prone using only legs or only arms, sit backwards, push a partner, etc. (3)</p>	LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Over / Under Relay: Students line up single file and must pass a ball over the 1st person's head, then under the 2nd person's legs, etc. (PISE)</p>	Warm-Up	Fundamentals (Boys 6-9, Girls 6-8)
<p>Go Tag: Everyone is it to begin. When an arm or leg is tagged, that limb is eliminated and you cannot use it anymore. When all limbs have been tagged, you must lie on the floor with your leg in the air until a "Dr." (leader) comes along and tags your foot (then you're healed and free to join in again). (PISE)</p>	Warm-Up	Fundamentals (Boys 6-9, Girls 6-8)
Evolution:	Warm-Up	Fundamentals

<p>Rock, paper, scissors competition. Everyone begins as an “egg”. If you win you evolve into a “chicken” and then a “superhero.” If you lose, you go back down (egg->chicken->superhero).</p> <p>(11)</p>		(Boys 6-9, Girls 6-8)
<p>Alphabet Fun: Tape letters around the gym; students must run or move in different locomotive ways (skip, hop, gallop, etc.) to letter to spell various words.</p> <p>(PISE)</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Pac-Man Line Follow: Move in different locomotive ways along lines. Example: walking, jogging, skipping, hopping, bear crawling, crab walking, etc.</p> <p>(PISE)</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Mirror, Mirror: Have kids pair up. In each pair, one will be the ‘mirror master’ and the other will be the ‘mirror image’. Kids will face each other and the mirror master starts moving however she or he likes and the mirror image must try to copy this movement. Movement suggestions: tuck jump, jumping jacks, star jump, stork stand, spin, skip, walk or run on the spot, push ups, plank, etc.</p> <p>(1)</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Obstacle Course: Arrange a variety of equipment (eg. rope, hoops, RJT sticks, beanbags, etc.) in relay style or circuit style around gym for children to run and jump over, around, and through.</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
<p>Spaghetti and Meatballs: Ask the kids, "Who likes Spaghetti and Meatballs?" Then explain to them that the hoops lying on the floor around the gym are the plates that you eat your spaghetti and meatballs off of. Tell them that the yellow blocks are the "spaghetti" and the red beanbags are the "meatballs." Assign half the class to be "spaghetti" and give them a block. The other half of the class are "meatballs." The meatballs can pick up any red beanbag and put it ON any plate. They're trying to get all the meatballs on a plate. The noodles don't like meatballs on their spaghetti, so they're running around trying to get all the meatballs OFF of the plates (using their block to hit the beanbag...no hands or feet). After a couple minutes, let them switch</p>	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)

roles. (17 – Used by permission of PE Central www.pecentral.org , the premier web site for physical education teachers, parents and students)		
Hoola Hoop Circle: 4-6 students join hands, forming a circle, with one hoop dangling on one pair of joined hands. They are to move the hoops around the circle by moving their bodies so the hoop goes through everyone in the circle (without letting go of hands). See how fast you can get it to the starting point. (18)	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
6 Corners: Number the corner and two sides of the room 1 through 6. Everyone travels in the same way and in the same direction. Choose the locomotor skills for the children (ex. skipping, galloping, etc.). When the music starts the students travel around the room in the given way. When the music stops everyone has 5 seconds to get to a named corner. When all of the students are in a corner the teacher rolls the die. When the number comes up that corner comes to the middle and does 10 of something (ex. sit-ups). Start the music when they finish and repeat. (20)	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
True or False: The players are divided into 2 equal teams standing on either side of a center line. One of these is the "True" team and the other is the "False" team. Each team has a goal on either side of the center line. When the leader gives a true statement, such as "Grass is Green", the true players run for their goal, chased by the false team. If tagged, the members of the true team become members of the false team (and just the opposite if the question is false). (20)	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
Find the Clothes Pin: Have all children sit down with closed eyes. Attach a clothespin to someone's shirt or pants (have it show as little as possible). Children get up and walk around. As soon as they spot the clothespin, they sit down. Children need to be reminded not to sit down right next to the person with the clothespin; they should wait a couple of seconds and move away so not to make it so obvious. (20)	Warm-Up / LMS	Fundamentals (Boys 6-9, Girls 6-8)
Run		
It's a Pirate's Life for Me!	Run / Balance	Fundamentals

<p>Start by having the participants give you their best pirate impression. Call out words on the list provided and have the kids perform those actions.</p> <p>Stern – participants run to the back of the ‘ship’</p> <p>Bow – participants run to the front of the ‘ship’</p> <p>Life Boat – participants must find a group of 3 and sit in a straight line paddling their life boat</p> <p>Parrot – participants must balance on 1 foot with their arms out to the side like wings</p> <p>Walk the plank – participants must walk a straight line (4 steps) then jump off the plank</p> <p>Captain’s daughter – participants must find a partner; while 1 partner balances on 1 knee the other partner sits on that knee</p> <p>Life jackets – participants must find a partner and sit back to back linking arms</p> <p>Captain’s coming – children stand at attention</p> <p>Torpedo – children lie straight out on stomach</p> <p>Scrub the deck – on hands and knees pretending to scrub the floor</p> <p>(1)</p>		(Boys 6-9, Girls 6-8)
<p>Meteor Shower:</p> <p>Place pylons in alternating planes of movement across the ground. Have kids warm up by moving from cone to cone; running forward, backward, side shuffling, and toughing each cone on their way through the course. Once they are comfortable, warn them that a ‘meteor shower’ has hit. They must continue to complete the course while dodging the meteors being thrown at them (by leaders).</p> <p>(1)</p>	Run / Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Superball:</p> <p>Divide class into 4 circle groups, as evenly as possible. One team member picks up ball and runs the circumference of the circle. First one back to their spot places the ball down and gets an “S”. The object is to score the letter for Superball. Get kids to call out letters as they get them.</p> <p>(6)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Grand Portage:</p> <p>Each pair places one hula hoop five meters from the start line and a second hoop 10 meters from the start. Provide each pair with 5 beanbags. The aim of the game is to move all of the beanbags from the start line into the furthest hoop. To start, the first child carries a beanbag to the closest and returns to the</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)


<p>start line to tag their partner. The second child may choose to move the beanbag from the closets hoop to the furthest hoop or to add a second beanbag to the closest hoop, and so on. Partners take turns running and moving the beanbags in a relay fashion, one at a time to the next hoop.</p> <p>For small groups, or mature children you can have one partner blindfolded and the other student has to guide them on their turn.</p> <p>(5)</p> <p>These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 		
<p>Individual Pursuit Tag: Choose a few kids to be 'it'. The other players find a start position (stationary). Select two players to be the runners. When the whistle blows, the runners immediately stand beside the closest stationary player. The stationary player must now run. Or, let the kids change at any time by high fiving a stationary player to run.</p> <p>(9)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Amoeba Tag: Select two students to be "it". When the "it" student tags another student they then become a team and have to hold hands while trying to tag others. As students are tagged the group will get bigger. When four people join together, they break off into two teams of two.</p> <p>(3)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Sharks and Seals: 2 students are "sharks" while everyone else are "seals". The sharks must try to catch the seals. If seals are caught they must lie on floor with their leg in air until another seal touches them and rescues them. 3 mats are placed around the gym as "safety rocks" in which seals are allowed to stand on for 5 seconds without being tagged.</p> <p>(3)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Camping Tag: If tagged, you must form a "tent" with your body (high plank). To be 'free' another person must crawl under your tent.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)

(PISE)		
<p>Mirror Tag: If tagged, must do an exercise on the spot and then to be freed someone must come mirror the exercise you're doing for 3 seconds.</p> <p>(PISE)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Funky Dance Tag: If tagged, must do a dance move on the spot until someone comes and mirrors your move for 3 seconds.</p> <p>(PISE)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Toilet Tag: If tagged, sit down (like on toilet) with hand out to side; must be "flushed" to be free.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Tunnel Tag: If tagged, must have one hand against the indicated wall, and only 1 foot on the ground; people tagged form tunnel and can be freed if someone runs through the tunnel.</p> <p>(PISE)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Fire Safety Tag: 2 people are "fires". When the fires tag a participant they must stop, drop, and roll, then crawl. There is one "fireman". If the fireman tags the crawling participant they are free to run around again.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Octopus: 2 "octopi" begin in the centre of the gym. When they yell, "OCTOPUS" all other "fish" lined up on the base line try to run to the other base line without getting tagged. If tagged, they become "seaweed" and must try to catch other fish (although their feet are rooted to the ground).</p> <p>(2)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>British Bulldog: Similar to Octopus except 2 "British Bulldogs" begin in centre and try to catch "puppies." If puppies are caught, they join bulldogs in the centre and <i>can move</i> around to catch other puppies.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Rainbow: Similar to British Bulldog except when a particular color is yelled, you must run to the other side if you are <i>not</i> wearing that color. If you <i>are</i> wearing the indicated color, you get a "free walk" across the gym to the other side.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)


<p>Granny's Footsteps: Similar to "What Time is it Mr. Wolf?" Granny faces the wall; everyone else is at the other end located at the other end. Players must try to sneak up to granny. If granny turns around, players must freeze or return to start.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Red Light, Green Light: The leader stands at one side of the playing area. When he/she holds up green kids move forward. Yellow = kids balance on one foot. Red = kids have to freeze. If you get caught moving on red you have to go back to the beginning.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Girls Chase Boys/ Boys Chase Girls: Girls begin in the centre circle of the gym (aka. "Jail") and must try to tag the boys; if tagged you go to jail. You can get out of jail when another team member tags your hand. (PISE)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Frozen Tag: One player is "It". When a player is tagged or touched they must stand with their arms out and legs apart. They can become "thawed" only when another free player goes through their legs (or under their arms if you feel this is more appropriate). (14)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Sole Mates Tag: When a player is tagged they lie down on their back with their feet raised. To be freed, the soles of a free player must be placed against the soles of the tagged player. They are now "Sole Mates" and can jump up and join the game again. (14)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>TV Tag: When a person is tagged they become frozen and the only way they can be unfrozen is for a free player to tag them and the frozen player yells out the name of a TV show. A TV show can only be used once. Variation: you can also use movie titles, types of sports, and animals. (14)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Germ Tag: Choose 3-5 players to hold the balls ("germs"). On the leader's signal, the germs attempt to tag other players. The newly tagged player then quickly takes the ball and tries to tag another player. No</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)


touchbacks are allowed. Players do not want to hold onto the germ and are not allowed to throw the ball at other players. (14)		
Zookeeper Tag: Players or “wild animals” are scattered about the playing area. Choose two “zookeepers” to be “It”, and identify them with bibs. Place 6 hula hoops about the area. On the leader’s signal, the zookeepers try and tag the wild animals sending them to a hula-hoop. Another wild animal can free them by lifting the hula-hoop over their head. The hoop is put back on the floor and both animals re-join the game. (14)	Run	Fundamentals (Boys 6-9, Girls 6-8)
Hey Principal: Choose one player to be the “Principal” and instruct them to stand in the middle of the playing area. All other players line up behind a line on one side of the field or gym. The players behind the end line shout, “Hey Principal, hey Principal, may we cross your schoolyard.” The Principal replies, “Only if you are....wearing red, have a birthday in June, are a boy...etc. If a player can say “yes” to what the Principal says, then they walk across to the other side. If not, they must run across while trying to not be tagged by the Principal. If tagged the player then joins the Principal as tagger on the next crossing. (14)	Run	Fundamentals (Boys 6-9, Girls 6-8)
Snowball: One child starts with a snowball (tennis ball), they tag others with the snowball – the ball must stay in their hand. Once another child is tagged they collect a snowball and become a tagger too. The game ‘snowballs’ until every person has been caught. For a quick restart play reverse snowball. The last person tagged remains without a ball, they then try to tag all those with a ball. Instead of collecting a ball those who are tagged return it and then help the tagger. Game goes until all balls have been returned. (16)	Run	Fundamentals (Boys 6-9, Girls 6-8)
Reaction Sprint: Children spread out along a starting line; on a signal from teacher (eg. “GO!”), kids start jogging away from starting line. On another signal (eg. “SWITCH!”),	Run	Fundamentals (Boys 6-9, Girls 6-8)

children turn around and sprint back to start line.		
<p>Mouse Trap: Set up blue mats on their sides scattered around the gym. One person starts at one end of the gym in a chair. They have beanbags behind them. Everyone else starts at the other end of the gym. The goal is to get a beanbag and bring it back to your end. The person in the chair says GO, GO, GO, GO. When the chair person says STOP everyone must hide behind a mat, or FREEZE. They can't move until the person says GO again. The chair person has to keep one hand on the chair and they can move around trying to see someone moving or popping out from behind a mat. Have a leader standing beside the chair person to confirm that they ACTUALLY saw someone moving (blinking and breathing doesn't count). A lot of the time they say they saw someone when they only heard someone move. Change the person in the chair after a few people have made it back with beanbags.</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Slimers: This game is exactly like capture the flag. On either side of the gym put a blue mat in one corner (jail) and a hoola hoop with 10 beanbags in the middle against the wall. Teams are trying to get on the other teams side to steal their beanbags and bring them back to their hoola hoop. As soon as someone crosses the middle line they can be tagged (make sure to wear pinnies so you can see who is on which team). If they get tagged they go to jail. A member of their team can get them out of jail by running and making it to the jail without getting tagged. If they make it they get one person and they get a free walk back to their side.</p> <p>The leader holds two foam balls. When the jails start to look full you call SLIMERS. Everyone freezes and sits down. You then call one name from each team and throw them a ball. The first person to hit the other in the legs gets their entire team out of jail. As soon as one person is hit and the team is back on their side play resumes. NOTE: it is important <i>not</i> to choose people who could get aggressive or very upset if they lose the challenge. Pair people you think are a good skill match and who will not get upset if they lose. Kids love it when a leader is part of a slimers</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)

challenge!		
<p>Hoop Island: Mark out a playing area and scatter hoops randomly around the area. All students start in a hoop except three students who are nominated as 'taggers'. The taggers chase the students as they move from hoop to hoop. Students can stay in a hoop for only a short time before moving on. Any student who is tagged becomes a tagger. (22)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
<p>Capture: Four students are designated 'catchers' who each wear a different coloured braid. The catchers chase those who are 'free'. When a student is tagged they put on a braid of the same colour worn by the person who has tagged them. Then they assist their team by tagging as many 'free' students as possible. The aim is to have the most team members after the last student is tagged. (22)</p>	Run	Fundamentals (Boys 6-9, Girls 6-8)
Jump (2 feet) / Hop (1 foot) / Bound or Leap (1 foot to the other)		
<p>Jump the Shot: Tie a beanbag onto a three meter rope. Groups form circles. One child kneels in the centre and swings the rope around about 10-15cm off the ground. Other children attempt to jump over the rope as it passes by. Change the person swinging the rope every round as they will get dizzy. (5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Hoop Hop: Students must run, skip, gallop, etc. Around gym. When they approach a red hoop, they must do a 2-foot jump into it and out of it. When they approach a green hoop, they do a 1-foot hop in and out of it. Challenge them to get through a certain number of hoops in the time frame provided. (PISE)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Tag With Star Jumps: If tagged, must crouch down then star jump 5 times. (PISE)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)

<p>High Five My Hand: Kids line up and take turns jumping to high 5 leader's hand; gradually increase height. (PISE)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Jumping Over Hurdles: Go from low → med → high as frog, rabbit, and kangaroo (respectively). Use rope, blocks, and hurdles. (PISE)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Leap Frog: Students get into pairs. Working their way across the gym one person gets into a ball and the other person leaps over them; then switch roles.</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Jumping to Different Letters to Spell Words: Tape the letters of the alphabet on the ground and have kids jump from letter to letter to spell different words. Or the name of a sport, or animal, etc. (PISE)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Red Light, Green Light: Must jump / hop / leap to progress forward.</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>What Time Is It Mr. Wolf? The classic game, but must jump / hop / leap to progress forward.</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Jump Tag: If tagged, must do 5 vertical jumps before you are free.</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Marco Jumbo: 1 person in centre of playing area, while everyone else jogs around. When person in centre says "Marco", everyone else must jump and land as quietly as possible. If they are pointed at (for making noise), they must do 10 jumping jacks before re-joining.</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Smack Attack: In groups of 2, must try to keep balloon in the air by smacking it underhand or overhand with open palm. KEY: kids must be in the air while contacting balloon. (1)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
<p>Can you skip ...? Like a giant, a fairy, a clown, a toy soldier Making yourself very small and gradually getting taller Being as tall as you can Forwards/sideways/backwards</p>	Skipping	Fundamentals (Boys 6-9, Girls 6-8)

<p>Happily/angrily/sadly, tightly/loosely Quickly/slowly, at varying speeds In a straight line, in a curved pathway, in a circle, in a figure of 8 As fast or as slowly as you can, downhill or uphill Without using your arms – now swing your arms outwards, inwards and diagonally To the beat of the drum or to music Without touching any lines on the floor, or cracks on the concrete and see how many skips it takes for you to get from 'here' to 'there' With a partner – going backwards while your partner goes forwards, holding hands so you both skip around on the spot (9)</p>		
<p>Jump and Catch: Sort of like “500”. To begin, have kids on either side of a net/barrier. Throw a ball over the net and the “team” on the other side must catch the object. You could give more points to kids that catch the object in the air while close to the net instead of on the ground. (18)</p>	Jump	Fundamentals (Boys 6-9, Girls 6-8)
Throw		
<p>Boccia: The main objective of Boccia is to place your coloured ball closer than your opponent’s ball to the white target (jack) ball. Each ball closer to the jack than our opponents equals one point. Players can throw, kick or use a chute to propel the balls onto the court. (5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Poison, Poison: Students spread out around the gym and roll the balls onto the floor. The same coloured balls are the poison balls and the other is the magic ball. Participants pick up the poison balls and throw them at each other (below the waist). Players hit by the poison balls must sit down and wait for someone to throw them the magic ball. You can designate students to have the magic balls, or leaders can do it.</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)

(3)		
Hopscotch With Beanbags: (underhand and overhand throws) (PISE)	Throw	Fundamentals (Boys 6-9, Girls 6-8)
Robin Hood → High 5: Go over throwing queues: Stand sideways (bellybutton looks at the wall) Non throwing hand points where you want the ball to go Put the ball in the other hand and pretend to draw it back like a bow and arrow Get your elbow up like you are going to 'high 5' someone Step and throw (PISE)	Throw	Fundamentals (Boys 6-9, Girls 6-8)
3 Person Baseball-Bowling: 1 person throws the ball to knock over blocks/pins; 1 person counts; 1 person re-positions knocked-over pins. (PISE)	Throw	Fundamentals (Boys 6-9, Girls 6-8)
Not In My House! Teams must clear balls from their side of gym to the other (by throwing them) in a certain time frame (e.g. 2 min). At the end of 2 minutes count how many balls are on each side; the least amount wins. Note: foam balls work well in case someone gets hit by accident. Stress that kids are trying to throw balls into an open space and not at people. (5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html	Throw	Fundamentals (Boys 6-9, Girls 6-8)
 Skittles: 2 teams, 8 balls; each team must try to knock down other teams 12 pins spread out across gym while defending their own. Adaptation: For younger or less skilled groups play one sided skittles. Where everyone works as a team to knock down the blocks as fast as they can. (PISE)	Throw	Fundamentals (Boys 6-9, Girls 6-8)
Wall Ball: 2 teams, 5 balls used; 1 team must try to hit other team's wall while defending their own. 1 point is	Throw	Fundamentals (Boys 6-9, Girls 6-8)

counted every time you hit the other team's wall. Have a leader at each wall counting the hits.		
<p>Hoop Elimination: 10 hoops are scattered on one side of the gym. Kids line up on the other side of the gym and try to throw beanbags into hoops. If a target is hit that hoop is eliminated. The game is finished once all hoops have been eliminated.</p> <p>Use this as a teamwork game. Work as a team to get all the hoops eliminated. Get the kids to work on their strategy. Ex. Have some kids running to collect beanbags and get them back to the kids behind the throwing line. Try to beat your time the next round.</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Pick Up Sticks: 6 pins (or RJT blocks) are set up in two lines parallel to each other. There is one child guarding each block. They are trying to knock over everyone else's block, while defending their own. All the other kids are sitting on a bench in a line. Once your block is knocked over the next person waiting joins the game and you go back to the end of the line. Remind kids that the game goes very fast and they won't be waiting for long. If there are lots of kids split into two games so their wait time is even less.</p> <p>(PISE)</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Cone Skittle: Split the gym in half and have two games going for larger groups. On each court have a tall cone inside a hoop on the end lines (one for each team). Players pass the ball up the court and attempt to score a goal by knocking over or hitting one of the cones by throwing the ball at it. Defensive players attempt to block or intercept passes but they must maintain a 1m distance from the player with the ball (cannot snatch ball). Defensive players cannot stand in a hoop, crowd around the hoop or hold the cone to stop it being knocked over. Play is continuous unless the ball goes out or a goal is scored. Use a pass off at the defending teams end to restart the game if a goal is scored.</p> <p>(16)</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Angry Birds: Most students are aware of the game Angry Birds,</p>	Throw	Fundamentals (Boys 6-9,

<p>where a bird is catapulted into a structure, attempting to knock it down and roll the pigs inside the structure away. This activity takes that game and makes it live action. The students are working on skills while having fun! Divide the class into small groups, preferably 2-3 students per group. Give each group the same number of foam bricks, as well as three fleece/yarn balls, and one bean bag. Tell the students that they are going to build a structure, and then take turns, using their throwing skills, to knock down the structure. Once the structure is complete, and they have placed the "pigs" inside the structure, the group lines up behind a cone in front of their playing area and takes turn throwing the bean bag. Once the structure has been knocked down, the group can rebuild and try again. If it is knocked down before everyone in the group has had a chance to throw the bean bag, then those people go first the next time.</p>		Girls 6-8)
<p>Crab Attack: Choose a few people to start as "crabs" in the middle of the gym. Spread foam balls out on the floor. Everyone else is running around the gym, while the crabs try to hit the runners with the balls. Crabs may throw, bounce or roll the balls at the runners. A ball striking a runner in ANY way, including rebound off of walls, counts as a "hit", and that player should immediately turn into a "crab" team member. The game is over when all runners have turned into "crabs". Remind the crabs that they must remain in a crab position, and are not allowed to crawl or play on their knees.</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Fireball: The entire play area is in (no out of bounds). Spread a ton of foam balls all over the gym. Every person for themselves. You try to hit other people FROM THE WAIST DOWN. If someone is hit they have to sit down. They can get back up as soon as the person who hit them is hit. So fun! Leaders just keep an eye on everyone to make sure they are going down when they get hit.</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)
<p>Throw It: Organize a T-Ball diamond and place five tennis balls at the home plate. Separate students into two teams</p>	Throw	Fundamentals (Boys 6-9, Girls 6-8)

<p>– one ‘throwing’ and one ‘fielding’. Each member of the throwing team gets a turn. ‘Throwers’ must throw the five balls one after the other and then run around the bases. They must continue running from first to second to third to home and then on to first to second and so on until the fielding team has fielded all the balls and got them back to home plate. Each base that the ‘thrower’ has touched before all the balls are back counts as one point for their team e.g. a ‘thrower’ who runs all the way home and then to first again scores five points. If any ball is caught on the full the player is out. There is no need to have fielders positioned on the bases. The fielding team is only allowed one catcher to retrieve the balls at home plate. There can only be three people standing in the infield and all other fielders must stand in the outfield. (22)</p>		
Catch		
<p>“C-H-A-M-P”: 2-handed (in partners, throw to partner and get a letter after each successful throw/catch) Seated chest pass to partner Kneeling chest pass Overhead throw (like a soccer throw-in) Underhand throw</p>	Catch	Fundamentals (Boys 6-9, Girls 6-8)
<p>3-Man Hot Potato: Person in middle rotates 180 degrees each time. (PISE)</p>	Catch	Fundamentals (Boys 6-9, girls 6-8)
<p>Catch This: In a circle around leader, students have to catch the ball; if you miss you have to sit down. Alternate version: if you miss you must run around the group or go touch a wall then re-join the game.</p>	Catch	Fundamentals (Boys 6-9, Girls 6-8)
<p>Gopher Ball: Coach numbers kids who are in a line on their stomach; coach calls out number(s) and bounces ball; child must try to get up and catch ball after 1 bounce.</p>	Catch	Fundamentals (Boys 6-9, Girls 6-8)
<p>Balloon Toss: Each child has a balloon and tries to keep it in the air. Balance the balloon, ask the children to pretend they are jugglers, balance balloon on different body parts (e.g. hand, arm, knee, foot), throw the balloon up and catch it.</p>	Catch	Fundamentals (Boys 6-9, Girls 6-8)

<p>Catch Pass Through: Played on a tennis or badminton court, players throw the object over the net and the other team must catch the object, then toss it to a partner closer to the net than they are, then pass to a third player who must catch the object and throw it over the net. You can add that the player must be in the air when they throw the object to make it more game-like. (18)</p>	Catch (volleyball prep)	Fundamentals (Boys 6-9, Girls 6-8)
Strike With Feet / Kicking		
<p>Shoot & Score: Kids get into groups of 3. Have 2 kids stand facing each other approx. 3-5 meters apart. The other kid stands in the middle with their legs wide as the 'net'. 1 of the 2 participants tries to kick the ball through the 'net'. If successful, he or she moves into 'net' position and the ball is kicked by the other participant. (1)</p>	Strike With Feet	Fundamentals (Boys 6-9, Girls 6-8)
<p>Shark Attack: Each child has a soccer ball and dribbles in a coned area; they try not to get "eaten" (aka, have ball taken away) by sharks. Sharks can be kids in pinnies or the leaders. (PISE)</p>	Strike With Feet	Fundamentals (Boys 6-9, Girls 6-8)
<p>Minnows and Sharks: Similar to British bulldog but all the 'puppies' are minnows with a soccer ball and the bulldogs are sharks. The sharks yell go and the minnows try and get their ball to the other side of the gym, if they lose their ball they become a shark. (PISE)</p>	Strike With Feet	Fundamentals (Boys 6-9, Girls 6-8)
<p>Four Goal Soccer: Set up a goal (two cones spaced a small distance apart) in each corner of the playing area. Divide the students in two teams. The teams can score through any of the four goals, attacking the goal from either side. Once they've scored through one goal they must go and try to score through a different goal. There are no out of bounds for the playing area. Add another soccer ball if the play is going well. (16)</p>	Strike With Feet	Fundamentals (Boys 6-9, Girls 6-8)
Strike With Arm or Object (ex. Racquet or Bat)		
<p>Balloon Body Toss: Each kid gets a balloon. The object of this game is to keep the balloon in the air using various body parts (right hand, left hand, alternating hands, right foot, left</p>	Strike With Arm	Fundamentals (Boys 6-9, Girls 6-8)

foot, alternating feet, head, knee, etc.). (1)		
Balloon Bump: Divide the participants into teams of 2-3. Line up each team on one end of a field or other open area. Each team gets 1 balloon. The objective of the game is for the team to move the balloon to the other end of the playing area without holding onto the balloon or letting it hit the ground. Kids can only touch the balloon once, and then someone else must touch it. (1)	Strike With Arm	Fundamentals (Boys 6-9, Girls 6-8)
Balloon Skills: Divide the group up into circles of around 5 kids. Have them pass around the group (keeping the balloon from hitting the ground). Then add rules. Example: try to keep the balloon up only using your elbows to hit, hit then spin in a circle, hit then do a squat, use your head only, etc. (1)	Strike With Arm	Fundamentals (Boys 6-9, Girls 6-8)
California Swing Ball: Like California Kickball but the pitcher stands beside the batter and tosses the ball up and then the player hits the ball with an open hand or with their forearm. (18)	Strike with hand	Fundamentals (Boys 6-9, Girls 6-8)
Birdie Stack: Hit 5 birdies to a partner (partner doesn't have a racquet). The partner catches the birdies and stacks them up. Switch after 5. (PISE)	Strike With Object	Fundamentals (Boys 6-9, Girls 6-8)
Balance		
Float the Pond: Have all the kids line up at one end of the play area with their 2 lily pads (pieces of paper). The goal of the game is to get to the other side of the 'pond' without falling in the water. To do this, the kids must always be standing on their lily pads and thus will need to stand on 1 foot while they reach down and move the other lily pad ahead. Then, they can step on that lily pad and continue this pattern to the other end. If they 'fall in the pond' they must do 5 jumping jacks to 'swim' back to the lily pads before they can continue. (1)	Balance	Fundamentals (Boys 6-9, Girls 6-8)
Flamingo Tag: If tagged you must balance on 1 leg like a flamingo. You are freed when someone high 5's you. (PISE)	Balance	Fundamentals (Boys 6-9, Girls 6-8)
Simon Says (on feet):	Balance	Fundamentals

<p>a. Tippy Toes b. 1-foot c. Stork stance d. Balance on heels e. Close eyes</p> <p>Silent Follow the Leader (on bum): a. Be a ball b. V-sit c. V-sit with toe taps d. V-sit with clapping knees e. Bird dog variations (PISE)</p>		(Boys 6-9, Girls 6-8)
<p>Red Light, Green Light: During red light, green light, have a beanbag balanced on various body parts (e.g. head, shoulder, arm, hand, etc.). Walk on feet, toes, heels, crabwalk, etc. (PISE)</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)
<p>Obstacle Course: Kids must walk along benches, ropes, etc. Be creative! (PISE)</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)
<p>Go Fish! Walking along a bench, students must try to pick up magnetic fish with fishing line (string attached to a stick with a magnet at the bottom).</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)
<p>Bench Walking with Tasks: Examples: walk to the end and turn around; step over small objects on bench; throw a beanbag into a hoop from the bench, etc. (PISE)</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)
<p>Traffic Light: Children pretend to be vehicles responding to traffic lights: GREEN = skip; YELLOW = hop on the spot; RED = stork stance. (3)</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)
<p>Connect It: <i>Activity 1: Connecting yourself</i> Children walk freely about the area. On a signal, they stop and listen to the coach/ teacher calling out two body parts, which each child then has to join together. Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, head to hand, knee to ankle, foot to head.</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)

<p><i>Activity 2: Connecting in pairs</i></p> <p>In pairs, children travel around the area in a designated way (e.g. walking or skipping) while joined together (linking arms). On a signal, the pairs connect to each other by the body parts called by the coach/teacher. Examples include: two feet (one foot from each partner in the pair), two hands, one foot and one knee, one shoulder and one head, one elbow and one hip, one ankle and one knee.</p> <p>(8)</p>		
<p>Magic Carpet Ride:</p> <p>Split kids into groups of 4-5. Use gym mats (magic carpets) on a hard, smooth surface. Children take turns in having a 'magic carpet' ride on the mat, pulled by the rest of the group steadily around the defined area. The rider can be lying, sitting or crouching and can control the speed ('slower', 'faster' or 'just right').</p> <p>(8)</p>	Balance	Fundamentals (Boys 6-9, Girls 6-8)
Parachute Games		
<p>Parachute Merry-Go-Round:</p> <p>Holding the parachute with 1 hand, do various locomotor skills – e.g. running, galloping, skipping, hopping, etc.</p> <p>(12)</p>	Parachute Games	Fundamentals (Boys 6-9, Girls 6-8)
<p>Follow the Leader:</p> <p>Have someone be the leader and give the rest of the group instructions – and of course the leader can be one of the kids rather than the grown-up! Try giving instructions to walk to the left, skip to the right, hold up high, crouch down low, shake the parachute gently, and shake the parachute quickly.</p> <p>(12)</p>	Parachute Games	Fundamentals (Boys 6-9, Girls 6-8)
<p>Add Some Bounce:</p> <p>You can add a seasonal element or do a theme by adding some props on to the top to bounce around while you play. Cotton wool balls make great snow, and we use fir cones in the autumn. We find teddies love a ride and balloons add a dash of chaotic fun!</p> <p>(12)</p>	Parachute Games	Fundamentals (Boys 6-9, Girls 6-8)
<p>Running Under:</p> <p>As well as having the children work together around the edge of the parachute, have them listen for instructions that apply just to themselves. Have everyone lift the parachute way up high and then give instructions for children to run underneath the parachute if they are wearing something green, if they</p>	Parachute Games	Fundamentals (Boys 6-9, Girls 6-8)

have brown hair, if they like eating bananas and so on. (12)		
Wrapping Presents: You can also pick someone to sit in the centre of the circle and wrap them up like a birthday present, or spin them like a washing machine. Remind the children to keep the parachute low to the ground when you do this, so the person in the centre doesn't have their head covered. It's very funny for the children to have one of the grown-ups sit in the centre to be wrapped up. (12)	Parachute Games	Fundamentals (Boys 6-9, Girls 6-8)
Learning to Train (Boys 9-12, Girls 8-11)		
Warm-Up Games / Locomotor Movement Skills		
Back to Back: Essentially like musical chairs – except backs replace chairs. Played with an odd number of players. Students move freely around the room in time to music. When the music stops or a signal is given students find a partner, and sit as if in a chair. The student who doesn't have a partner does curl ups, squats, stride jumps. Make sure to change up partnering. Examples: boy/girl; different partner than last time; partner you don't normally work with; someone wearing the same colour as you; someone who likes the same sport, same type of shoes, etc. (6)	LMS	Learning to Train (Boys 9-12, Girls 8-11)
Group Letter-Making: In groups, children must make the shape of various letters with their bodies. (PISE)	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
Mix and Match: Start with lots of beanbags in hoops all around the gym. One team must mix them up (you want the hoop colour and the beanbag colour to be different) as the other team tries to match them up (you want the hoop colour and the beanbag colour to be the same). One beanbag may be moved at a time and no throwing is allowed. Have 2 minute rounds as the game can be very tiring.	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
Pattern Game: 1 "detective" leaves the room while the others stand	Warm-Up	Learning to Train (Boys 9-

<p>in a circle and leader decides who's going to initiate the movements. The detective comes back in and has 3 guesses to determine who is initiating the movement.</p>		12, Girls 8-11)
<p>Call the Ball: Students dribble a soccer ball around the gym. The leader calls different activities out. Example: sit on the ball, R foot on ball, L hand on ball, R knee on ball, L elbow on ball, move ball around waist, hold ball between ankles, etc. Kids must do the activity as quickly as possible. Remind kids that the more controlled they keep the ball the faster they will be able to stop when an activity is called.</p> <p>(1)</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
<p>Hero & Villains: Players silently chose a hero and villain from the group without letting anybody else know who they chose. The object of the game is for players to keep their villain and hero within equal distance of each other at all times. In order to do so they continue to move around the gym following both characters (staying in between them). This game involves movement and space management.</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
<p>Dragon Slayer: Participants form groups of 4; it may be a good idea for the instructor to divide kids by size. Once groups have been chosen, 3 members hold hands and make a circle to form the dragon and one person is the slayer. One member of the dragon is chosen to be the tail and the object of the game is for team members to protect the dragon from getting slain by the designated slayer.</p> <p>In order to prevent this from happening, teammates move around in order to protect their tail (team member). The slayer just has to tag that person which mimics the slaying movement. Change every couple of minutes to give everyone a chance to be each position.</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
<p>Capture the Treasure: A large hard or grass area is divided in two: one area is marked 'palace 1' and the other 'palace 2'. Each palace has a prison, a palace tower (holding the other</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)

<p>team's treasure) and a treasure chest (to return own team's treasure to) at the end of the area.</p> <p>The aim of the game is for each team to recover its treasure from behind enemy lines and return it to its own treasure chest without being taken prisoner. A player is taken prisoner when tagged by the enemy anywhere outside the player's own palace. When caught, the captor escorts the player by the hand to the prison. Prisoners are released if they are tagged by one of their own team members.</p> <p>Any player who successfully reaches the enemy's palace tower without being caught selects one item to carry home to their treasure chest. Players carrying an item are given safe passage back to their playing area.</p> <p>(8)</p>		
<p>Blizzard: Children in pairs work in a defined area: one partner is 'snow-blind' (with eyes closed or blindfolded) and the other can see. Two children are trapped in a snowstorm and are trying to find their way home. The objective is for the seeing partner to lead the 'snow-blind' partner through the blizzard (obstacle course) to safety. They go through a snow tunnel (hoop) and under an ice log (bench). Once someone has gone through the course partners switch roles.</p> <p>(8)</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
<p>There and Back Relay's: Make two teams. Everyone starts on one end of the playing surface. The first person has a ball. On the other end of the playing surface is a hoop. Ideas for tasks:</p> <p>On the way there: Run holding ball above head Run or jump ball between legs Run balancing balls on back of hands Run bouncing the ball with hands Dribble with feet</p> <p>At the hoop: Bounce the ball 5 times Drop the ball into the hoop Throw ball in the air and catch it</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)

<p>Walk around the hoop bouncing the ball in the hoop Put ball into hoop with feet</p> <p>On the way back: Run holding ball behind back Foot tap the ball Run with ball balanced on palms Run bouncing the ball with left hand Run backwards</p> <p>(9)</p>		
<p>Stop and Go Tag: This is tag with NO SAFE. To begin game, select 2-3 taggers (“stoppers”) and 2-3 “go” people. Taggers begin at one end line and hold a red ball. “Go” people ride on green scooters and start on the opposite end line. Players begin in personal space.</p> <p>If the “stoppers” touch a player with the red ball the player has to STOP and KNEEL on the floor. The “go” people ride on the green scooters. They will ride around the gym and help the people who are kneeling. If a player is touched by the “go” person, they may stand up and continue playing.</p> <p>(18)</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
<p>Jewel Thieves: All but 3 students are jewel thieves. Three designated students are “guards” (roughly 1 guard for every ten jewel thieves, so there could be more than 3, depending on class size). The jewel thieves lost all of their loot while trying to escape from the guards. They must retrieve their loot and take it back safely to the hideout (which is inside center court). The jewel thieves begin in the hideout (center court). The guards begin outside of center court. Soft objects (jewels) are placed around the outer boundary (sidelines and end lines) of the court. A crate or basket remains in center court. On the signal, the jewel thieves have to go and collect their loot, one piece at a time. If they are tagged by one of the guards while retrieving their loot they must freeze. Other students can free their “Jewel-mates” by crawling between their legs. Guards are not allowed inside center court at all. Once all of the “jewels” are retrieved the game is over. It can then be played again with a different set of guards.</p> <p>(18)</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)

<p>No Hands Get Up: Players run to turning point, stop, lie down on their backs, fold hands across chest and get up without moving their arms, and run back to finish line. (20)</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
<p>Asteroids and Anklebiters: Designate half the class to be asteroids (they have a swim noodle), and the other half to be anklebiters. The asteroids are standing, and the anklebiters are seated stationary on the floor. On the signal to begin, the asteroids can attack any other asteroid by trying to tag them below the waist with their swim noodle. When an asteroid gets tagged, they must toss their noodle in the air or to a nearby anklebiter. Once the anklebiter has a noodle, he/she may enter stand and begin attacking other asteroids. Game continues for a designated time, or until the students are worn out. (21)</p>	Warm-Up	Learning to Train (Boys 9-12, Girls 8-11)
Run		
<p>Accelerate: Set up approx. 3-4 pylons, 10 strides apart. Use walking or running to develop different levels of speed: include slow, moderate, and fast. Have kids accelerate from slow to fast, moderate to fast, slow to moderate, and so on at each pylon. (1)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>4 Corner Squirrels: Divide the group into four teams. Put a hoop in each corner of the gym with 5-10 beanbags in each hoop. Teams must try to steal other teams' "nuts" (beanbags) from their hoop and bring them to their own hoop. Put a 2 minute time limit on each round as this game is very tiring.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Tails: Give all students a skipping rope or rope to hang from the back of their pants/shorts. The rope should be long enough so that it drags on the floor behind the player. Decide how the players should chase each other either running, hopping, jumping, or skipping. On a signal, they begin chasing each other in an effort to step on their classmate's rope while at the same time protecting their own tail. If a student gets caught, have them do 5 jumping jacks to get back in the game. (6)</p>	Run / LMS	Learning to Train (Boys 9-12, Girls 8-11)
Steal the Bacon:	Run	Learning to

<p>Divide up the number of participants evenly into two teams. Place a hoola hoop in the top left hand corner of one team's area and put the beanbag in the middle of the hoola hoop. Do the opposite for the other team. Put boundaries in the top right hand corner of each team for jail. Team members must go to the other team's side and bring the "bacon" past the boundary lines without being caught.</p> <p>If they are tagged while in the other team's boundaries then they must go to their jail. Teammates can rescue their team members from jail, but they can be caught by the other team while doing so. The game ends when one team steals the other team's "bacon".</p> <p>(3)</p>		Train (Boys 9-12, Girls 8-11)
<p>Volcanoes and Craters: Divide children into two teams. Start off with all cones placed randomly around an area facing upwards and facing downwards. In an indicated time (e.g. 2 minutes) one team must try to get all cones the correct way up - volcanoes, and at the same time the other team is turning them over - craters. (This game is sometimes called domes and dishes).</p> <p>(11)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Bum Kick Competition: Who can get the most "butt kicks" in 1-2 minutes?</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Shadow Game: 1 partner is the leader with their "shadow" starting behind them the leader accelerates and decelerates and the shadow tries to keep a constant distance behind the leader.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Mirror Tag: If tagged, you must do an exercise on the spot. To be freed someone must come mirror the exercise you're doing for 3 seconds.</p> <p>(PISE)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Funky Dance Tag: If tagged, you must do a dance move on the spot until someone comes and mirrors your move for 3 seconds.</p> <p>(PISE)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Fire Safety Tag: 2 people are "fires". When the fires tag a participant they must stop, drop, and roll, then crawl. There is</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)

one “fireman”. If the fireman tags the crawling participant they are free to run around again.		
<p>Octopus: 2 “Octopi” begin in the centre of the gym. When they yell, “OCTOPUS” all other “fish” lined up on the base line try to run to the other base line without getting tagged. If tagged, they become “seaweed” and must try to catch other fish (although their feet are rooted to the ground). (2)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>British Bulldog: Similar to Octopus except 2 “British Bulldogs” begin in centre and try to catch “puppies.” If puppies are caught, they join bulldogs in the centre and <i>can move</i> around to catch other puppies.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Rainbow: Similar to British Bulldog except when a particular colour is yelled, you must run to the other side if you are <i>not</i> wearing that colour. If you <i>are</i> wearing the indicated colour, you get a “free walk” across the gym to the other side.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Rock/Paper/Scissors Team Chase: Teams agree on a “move” (rock, paper, or scissors); the teams then face each other and play (members of a team all show the same move). The winning team chases the losing team. If tagged the person joins the other team.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Accumulation: Students line up single file in 4 lines. The 1st person runs to indicated line, touches it, then runs back, tags 2nd person, then both people must run to line, etc.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Asteroids: Students have to try to run the length of the gym without getting hit by an “asteroid” (playground ball) that the leaders are throwing. If student is hit, they join on the outside and try to hit the other students. Last person remaining “wins”. Have a round where students are hitting the instructors!</p> <p>Note: must use soft balls! Foam ones are best. (PISE)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
Race for the Mat:	Run	Learning to

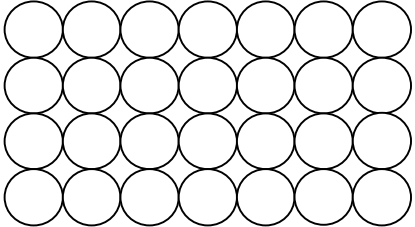
<p>Mats are placed randomly around the gym. There is 1 less mat than there are students. Upon "GO" students must run to a mat and stand on it. Whoever does not find a mat to stand on picks up a mat brings it to leader, and yells "GO" the next round. Game continues until 1 person is left.</p> <p>(PISE)</p>		Train (Boys 9-12, Girls 8-11)
<p>Three Person Tag: Groups of three: each player is numbered 1, 2 or 3 and all begin standing side by side on a line within the area. When a number is called, that player runs away. After a count of three, the other two chase and tag the runner. Walk back and rest. Each player has a turn at being the runner.</p> <p><i>Modify rules:</i> Two players are runners and one is the tagger. When one runner is caught, they join the tagger in trying to tag the last runner.</p> <p>(8)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Radishes and Raisins: Two even teams, one 'Radishes' and the other 'Raisins', stand on opposite end lines with the coach/teacher in the middle. On a signal, each team moves towards the centre of the playing area until the two teams are about 2 metres apart. On the call of 'Radishes' or 'Raisins', the players on that team run to their end line and the other team chases them. Those tagged before they reach their end line must join the other team.</p> <p>(8)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Bump: Groups of at least six or eight: there is one runner and one tagger, and the others link arms in pairs, spread out and stand still. The tagger tries to catch the runner. To escape, the runner can link onto any pair, 'bumping off' the person on the other end, who then becomes the new runner. If the runner is tagged by the chaser, these two change roles.</p> <p>(8)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Ball Tag: Groups of four occupy a square: one player is the tagger and has the ball; the others are dodgers. The tagger runs to tag the dodgers with the ball. Once a dodger is tagged, that player becomes the tagger with the ball.</p> <p>(8)</p>	Run / Dodge	Learning to Train (Boys 9-12, Girls 8-11)
<p>Fox and Geese:</p>	Run / Dodge	Learning to


<p>Groups of four–five: one is the fox and the others are the geese standing in a line, with each player holding onto the waist of the player in front. The fox tries to tag the last goose in the line. The geese move around to avoid the fox and keep their last goose safe. A goose takes the place of the fox if they either break the line by letting go, or are tagged as the last goose in the line.</p> <p>(8)</p>		Train (Boys 9-12, Girls 8-11)
<p>Partner Dodge: Two teams, one of taggers and the other of dodgers: each tagger is paired up with a dodger of similar ability on the opposite team. Taggers are spread out inside the defined area; dodgers line up on one side of the area. On a signal, the dodgers try to get across the defined area without being tagged by their partner. Dodgers can be tagged only by their partner.</p> <p>When dodgers are tagged or if they get to the other side, they return to the starting line by going around the outside of the boundaries, and then they continue to travel across the area, evading their partner, until they hear the stop signal. Change places with partners and repeat.</p> <p>Variation: add scoring rules. For example, taggers earn one point per tag.</p> <p>(8)</p>	Run / Dodge	Learning to Train (Boys 9-12, Girls 8-11)
<p>Pirate's Treasure: A defined playing area, approximately 10 metres square, has a hoop in the centre with a beanbag (treasure) inside it. Groups of five: one pirate and four sailors.</p> <p>The pirate's task is to protect their treasure from the sailors. The sailors have 2 minutes to steal the treasure (beanbag) and take it outside the square without being touched by the pirate. If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. The pirate cannot go inside the hoop. Change roles and repeat.</p> <p>(8)</p>	Run / Dodge	Learning to Train (Boys 9-12, Girls 8-11)
<p>Take The Pin: Children in pairs, with two bases/discs and one bowling pin per pair. Set-up the pin between the two</p>	Run / Dodge	Learning to Train (Boys 9-12, Girls 8-11)

<p>bases, approximately 3 metres from each one. One of the pair stands on each base.</p> <p>Each player tries to snatch the bowling pin and return to the base without getting tagged. The player who snatches the pin first is the 'snatcher' and the other becomes the 'tagger'. If the snatcher is tagged before reaching their base then the pin is returned to the centre. Start on signal.</p> <p>(8)</p>		
<p>Snatch the Flag: Groups of six: players each have a flag/band/scarf tucked into their waist and are spread out in a defined grass or hard surface area. The task is for children to take as many flags/bands/scarves as they can from other players while protecting their own. When a flag/band/scarf is snatched, it is attached to the body (tucked into pants). A point is received for every flag taken before time is called.</p> <p>(8)</p>	Run / Dodge	Learning to Train (Boys 9-12, Girls 8-11)
<p>Sharks and Islands: Children are scattered in the general space (islanders), one or two are 'sharks'. Hoops or mats 'Islands' scattered around the playing area – there are fewer islands than islanders.</p> <p>Sharks inhabit the space between the hoops or mats and attempt to tag any player who is not on an island. Only one player per island is allowed. A player without an island may jump to an inhabited island, whereupon the occupier must run to find another island. If tagged, that player becomes a shark.</p> <p>(8)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>You're Under Arrest Tag: Choose one "Police Officer" and let the rest be "robbers". The Police Officer must carry an object in one hand. Bean bags or small balls are recommended. The Police chase the Robbers and tag them with the object. Once tagged, a Robber grabs a beanbag or ball from bucket or ball rack located at the side of the player area and becomes a Police Officer. Continue until all of the robbers are caught.</p> <p>(14)</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Mouse Trap: Set up blue mats on their sides scattered around the</p>	Run	Learning to Train (Boys 9-


<p>gym. One person starts at one end of the gym in a chair. They have beanbags behind them. Everyone else starts at the other end of the gym. The goal is to get a beanbag and bring it back to your end. The person in the chair says GO, GO, GO, GO. When the chair person says STOP everyone must hide behind a mat, or FREEZE. They can't move until the person says GO again. The chair person has to keep one hand on the chair and they can move around trying to see someone moving or popping out from behind a mat. Have a leader standing beside the chair person to confirm that they ACTUALLY saw someone moving (blinking and breathing doesn't count). A lot of the time they say they saw someone when they only heard them move. Change the person in the chair after a few people have made it back with beanbags.</p>		12, Girls 8-11)
<p>Slimers: This game is exactly like capture the flag. On either side of the gym put a blue mat in one corner (jail) and a hoola hoop with 10 beanbags in the middle against the wall. Teams are trying to get on the other teams side and steal their beanbags and bring them back to their hoola hoop. As soon as someone crosses the middle line they can be tagged (make sure to wear pinnies so you can see who is on which team). If they get tagged they go to jail. A member of their team can get them out of jail by running and making it to the jail without getting tagged. If they make it they get one person and they get a free walk back to their side.</p> <p>The leader holds two foam balls. When the jails start to look full you call SLIMERS. Everyone freezes and sits down. You then call one name from each team and throw them a ball. The first person to hit the other in the legs gets their entire team out of jail. As soon as one person is hit and the team is back on their side play resumes. NOTE: it is important not to choose people who could get aggressive or very upset if they lose the challenge. Pair people you think are a good skill match and who will react well is they lose.</p>	Run	Learning to Train (Boys 9-12, Girls 8-11)
<p>Jump (2 feet) / Hop (1 foot) / Bound or Leap (1 foot to the other)</p>		
<p>Hurdle for Gold: 4 teams are set up in the corners of the playing</p>	Jump	Learning to Train (Boys 9-

<p>surface, each with 3 sets of hurdles set up evenly spaced, facing the center. A hula hoop is placed behind each team line. At the center are placed several bean bags or similar equipment.</p> <p>In turn each student runs over the hurdle to the center where they grab a bean bag and hurdle back to the line where they place the object inside the hoop. Once the bag is placed in the hoop, the next runner goes. The team with the most bean bags is declared champions.</p> <p>Variation: have all the students return the bean bags to the center (this way all teams should finish approximately at the same time). You could make it a challenge by timing everyone as a group.</p> <p>(3)</p>		12, Girls 8-11)
<p>Jump Tug-O-War: Students are split into teams; a line of tape is placed down on the floor to mark the starting point. The two teams are lined up on either side of the line. The first person from one team does a standing 2 foot jump into the other team's "territory" and marks the distance with the rubber chicken (or other object).</p> <p>Then the first person from the opposing team starts their standing 2 foot jump from that same mark and jumps back in the opposite direction, trying to go farther than the previous jumper and back into the other team's "territory". This repeats until everyone has had their turn. The winning team is the one who pushed the chicken farthest into the other team's "territory".</p> <p>(3)</p>	Jump	Learning to Train (Boys 9-12, Girls 8-11)
<p>Jumping / Hopping Through Agility Ladder: 2 feet, in/out, scissor jumps, etc. Have kids come up with an agility ladder 'challenge' that everyone else tries to copy.</p>	Jump	Learning to Train (Boys 9-12, Girls 8-11)
<p>Jumping Relay Race for Distance: End person runs to front and jumps/hops/bounds forward.</p> <p>(PISE)</p>	Jump	Learning to Train (Boys 9-12, Girls 8-11)
<p>Marco Jumbo: 1 person is in the centre of playing area, while everyone else jogs around. When the person in</p>	Jump	Learning to Train (Boys 9-12, Girls 8-11)

centre says “Marco”, everyone else must jump and land as quietly as possible. If someone is pointed at (for making noise), they must do 10 jumping jacks before re-joining.		
Jumping Rope: How many skips can you get in 30 seconds? 60 seconds? (PISE)	Jump	Learning to Train (Boys 9-12, Girls 8-11)
“Helicopter” One person spins around with rope, others must jump over it. (PISE)	Jump	Learning to Train (Boys 9-12, Girls 8-11)
Smack Attack: Groups of 2 must try to keep balloon in the air by smacking it underhand or over hand with open palm. KEY: must be in the air while contacting balloon. (1)	Jump	Learning to Train (Boys 9-12, Girls 8-11)
Memory Circle Jump: Use hoops to mark out a circle grid, with more hoops than students. Students begin in a hoop and then follow the instructions. Make sure students all face the same direction to begin the game. Start with one instruction at a time. Add another instruction as students become familiar with the game e.g. two jumps forward; two jumps forward, one jump back; two jumps forward, one jump back, three jumps to the right.  (22)	Jump	Learning to Train (Boys 9-12, Girls 8-11)
Throw		
Beanbag Spot Bowling: Place 3 hoops on the ground (each hoop has a different point value). Create a laneway using skipping ropes. Split the participants into 2 teams of 3-5 kids. Everyone gets 2-3 throws. After each round the team with the most points gets a win. (1)	Throw	Learning to Train (Boys 9-12, Girls 8-11)
Circle In – Circle Out: Kids form 2 circles (inner and outer) of equal number. Each kids in the inner circle start with a ball, facing	Throw / Catch	Learning to Train (Boys 9-12, Girls 8-11)

<p>the outer circle participant. Those in the inner circle underhand throw the ball to the participant directly opposite them in the outer circle. The inner circle participant side shuffles immediately to the right to receive a throw from the next person in the outer circle.</p> <p>(1)</p>		
<p>Boccia: The main objective of Boccia is to place your coloured ball closer than your opponent's ball to the white target (jack) ball. Each ball closer to the jack than our opponents equals one point. Players can throw, kick or use a chute to propel the balls onto the court.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Unders & Overs: <u>Activity 1</u> In a group of two or three, each player has a ball and stands in front of a wall target Tape a circle with several rings, like a dartboard Throw underarm five times and count your score Throw over-arm five times and count your score <u>Activity 2</u> Ground targets (holes) are arranged as a 'golf' course, positioned at varying distances from one another and with a marker (tee) near each one Players throw (start with underarm and switch to over-arm on the second round) from the starting tee until they can land the ball on the first target. They continue in this way around the remainder of the course.</p> <p>(5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Bean Bag Darts: Divide class into small groups. Target zones are created 1m, 2m, 3m, 4m 5m away from the group (lines are created using masking tape or cones). Teams are awarded points for pushing their bean bags into certain zones.</p> <p>You can have score cards where they mark off their shots. Give kids 10 throws to try and get every category.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)

<p>(3)</p> <p>Target Practice: Toss bean bags/balls into hoops taped on wall Toss bean bags into wishing well (hoops on floor); how much money did you make in 2 min?</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Dodgeball: If hit, must sit down until person who hit you is hit.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Dr. Dodgeball: Like dodgeball except team assigns one team member to be the “doctor” who can rescue people if he/she touches them once they have been hit. Once the doctor has been hit the game is over.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Bench Ball: Put a bench on both sides of the gym (closer/farther away from the center line based on kid’s skill level). Like dodgeball but when hit, must go stand on other team’s bench. Then your team tries to throw the ball over the court to you. If you catch a ball from one of your teammates while you are standing on the bench you are free to go back on your side.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>(3)</p> <p>Rubber Chicken Baseball: Need 1 rubber chicken ‘Mr. Poulet’, 1 pig stuffy ‘Bacon Bits’, split class up into 2 teams. First team throws Mr. Poulet then runs over to it and completes under/over’s with the chicken until each student does an under or over. Simultaneously the other team throws Bacon Bits and in a circular formation. Each time Bacon Bits makes it around the circle (before the other team does all their under/over’s) the team get a point. Then switch teams.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>(PISE)</p> <p>Not In My House! Teams must clear balls from their side of gym to the other (by throwing them) in a certain time frame (e.g. 2 min). At the end of 2 minutes count how many balls are on each side; the least amount wins. Note: foam balls work best in case someone is hit by accident. Remind kids that they are throwing into empty space, not aiming at people.</p> <p>(5) These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)

		
<p>Ball Tag: 3 people with pinnies are “it”. They try to touch others with a ball. Players cannot move feet when holding ball; can only pass to others people wearing pinnies.</p> <p>If a child is tagged they put on a pinnie and join the taggers team. Use a smaller playing space and increase the size as kids get good at the game. (8)</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Skittles: 2 teams, 8 balls; each team must try to knock down other teams 12 pins spread out across gym while defending their own. You cannot go over the half line and no kicking allowed. (PISE)</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Wall Ball: 2 teams, 5 balls used; 1 team must try to hit other team’s wall while defending their own. 1 point is counted every time you hit the other team’s wall. Note: there is no kicking. If someone kicks a ball deduct one point from their team.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Hoop Elimination: 10 hoops are scattered on one side of the gym. Kids line up on the other side of the gym and try to throw beanbags into hoops. If the hit the target, that hoop is eliminated. The game is finished once all hoops have been eliminated.</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Traditional Bowling: Kids get into pairs. Each pair has a ‘lane’ drawn in chalk with blocks at the end for pins. Kids get 3 throws per turn to knock down as many pins as they can. (PISE)</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>All Against One: Each group of four–five has a ball in a marked grass or hard surface area; one player is the dodger, the others are throwers. Throwers try to hit the dodger below the knees with the ball. They may move freely except when in possession of the ball. When the dodger is hit, name a new dodger. (8)</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>X’s and O’s:</p>	Throw	Learning to


<p>Draw a 3 x 3 grid on the ground. Have two teams standing a bit back from the grid. Teams take turns underhand throwing a ball, aiming to hit one of the squares on the full. When a square is hit on the full, the throwing team places either an X or an O on it. The aim is to mark three squares across, down or diagonally.</p> <p>(8)</p>		Train (Boys 9-12, Girls 8-11)
<p>Jail Ball: The purpose of this game is to be the first team to get your teammates out of jail. Players get teammates out of jail by throwing them a ball. If the jail bird catches the ball, they have to throw it back to whoever threw it to them. If BOTH players are able to CATCH the thrown ball, the player is out of jail and re-joins the team on their side of the gym. Play continues until all players are out of jail or the time limit is up. I use a 3-4 minute time limit for each game. Set up the playing area with cones to mark the area in half, or use the half court line to divide area if playing in the gym. Place hula hoops (the “jails”) about 20-40 feet from the half court line. Distance is dependent upon skill level. Move jails back farther if students need more of a challenge. Players begin by lining up on their side of the gym. Teacher selects half of each team to be in jail (each stands inside a hula hoop on the other team’s side of the gym). Give 2-3 balls to each team; have them put it between their feet to start game. When game begins, players attempt to throw balls over the opponents head, staying on their side of the gym to get it to their teammates who are in jail. If a person in jail catches the ball they throw it back to their teammate. If both players catch the thrown ball that person is out of jail and rejoins their team to help the other jailbirds.</p> <p>(18)</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)
<p>Hunt the Beanbag: Mark out a playing area. Students spread out in the area. Nominate three students as ‘taggers’ and half of the remaining students start with a beanbag. The taggers aim to tag any student who has a beanbag, if tagged that player becomes a tagger. Students with beanbags can avoid being tagged by over-arm throwing the beanbag to a student not in possession of a beanbag.</p> <p>(22)</p>	Throw	Learning to Train (Boys 9-12, Girls 8-11)

<p>The Ball Is Mine: Students work in two teams on a field 20m wide x 30m long, with two sides like a tennis court. A net can be used to separate the two halves or simply make a two meter space in between each team as an out of bounds space. Tennis balls with mitts or beanbags with dome witches hats as mitts can be used for this activity. Each team starts with three balls each, students throw the balls over the net in the attempt to try and get the ball to drop into the other teams 'field'. Students are allowed to pass the ball to other team mates if they don't think they can throw far enough to get it over the net or to get it closer to the net. If a ball lands on the ground in the other teams space a point is scored. Students should be encouraged to call for the ball by calling 'the ball is mine'.</p> <p>Throughout the game ask students: - How can you work together to field all the balls? - How can you work together to best cover your field? - What can you do if someone in your team cannot throw far enough to get the ball over the net? - How can you be ready to back each other up? (22)</p>	Throw / Catch	Learning to Train (Boys 9-12, Girls 8-11)
Catch		
<p>Bounce / Pass Relay: Bounce ball off wall; after 1 bounce on the floor the front person runs to the back of line and the next person in line must catch ball. (PISE)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>D-O-G: Players throw the ball against the wall and another person must catch it after 1 bounce. If they catch it, they then throw it. If they fumble and drop the ball upon attempting to catch it, they must run and touch the wall before someone else can throw the ball against the wall. If the ball hits the wall before the player, that player gets a letter (D-O-G). (PISE)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Gopher Ball: A coach numbers kids who are in a line on their stomachs; coach calls out number(s) and bounces the ball. Children must try to get up and catch ball after 1 bounce.</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)

<p>Catch It – Drop It: In a circle, the person in the centre tosses the ball to someone on the outside while calling a command (either “catch it” or “drop it”). The person must do opposite of command (i.e. drop it if told to catch). If they are wrong they go in the centre.</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Scoop-Crosse: (Like lacrosse but with scoopers); use nets flipped over as nets with no goalies. (PISE)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Circle Catch: <i>Activity 1: Throw and catch</i> The player with the ball throws it to anyone in the circle other than an adjacent player. The thrower then runs round the circle to the catcher’s position while the catcher throws and runs.</p> <p><i>Activity 2: Catchers against runners</i> The child with the ball throws it to one of the adjacent players, and then runs around the circle back to their place. The remaining players pass the ball around the circle to see how many catches they can make before the runner gets back. If the first pass is dropped, the runner starts again.</p> <p><i>Activity 3: Your ball</i> The thrower with the ball stands in the middle of the circle and throws the ball high, calling a player’s name. That player moves into the circle and the thrower takes up the player’s position outside the circle. The named player catches the ball, and then throws it up while naming another player to catch. Continue. (8)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Catch It: Two teams of three each, one team with the ball. Teams stand in marked zones (10 meters or more apart) of a grass or hard surface area. A player in one team throws the ball in an attempt to hit the ground in the opponents’ zone and score a point. If an opposing player catches the ball on the full, they score a point. (8)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Ultimate Frisbee: Students make two equal teams with each standing on their own goal line. To score, the offensive team</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)

<p>must have the Frisbee caught by one of its players behind the opponent's goal line. The student in possession of the Frisbee cannot walk or run with it however, they can pivot on one foot while attempting to pass. Interceptions are allowed.</p> <p>(15)</p>		
<p>Having a Ball: Start with one ball. The ball is passed randomly around/across the circle until every student has received it and sent it to someone else. The ball must end up back at the leader. Each student gets the ball only once; they must remember who they received it from and who they sent it to.</p> <p>Now tell the students that you will be adding a number of balls. Give the kids three minutes to talk about how they are going to manage this / establish rules (ex. make eye contact, big balls go low, little balls go high). Add lots of balls in different shapes and sizes.</p> <p>While still in the circle, change the challenge. Students must now pass a single ball from person to person, as fast as they can. They will soon discover that going around the circle, not across, is fastest. Give them 3-4 tries to be faster.</p> <p>(15)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Bean Bag Challenges:</p> <ul style="list-style-type: none"> •Throw a beanbag in the air, turn around, and catch it again. •Throw the beanbag up and backwards over your head and try to catch it behind your back. •Throw the beanbag in the air, clap your hands once, and catch it. Now try clapping your hands twice, then three times, and so on. How high can you go? •Throw the beanbag in the air and clap your hands under your right leg before catching it. Now try with your left leg. Now clap behind your back. Invent some more challenges. •Throw the beanbag up, jump, and try to catch it. Jump twice. Jump three times! •Throw it up, kneel down and try to catch it. •Throw and catch with just your right hand, then with just your left. •Try throwing it up and catching it with your eyes closed! 	Catch	Learning to Train (Boys 9-12, Girls 8-11)

<ul style="list-style-type: none"> •Balance the beanbag on your right foot, then throw it up and catch it from there. Can you do it with your left foot too? •Can you throw the beanbag up and catch it on your left foot? •Can you run with a beanbag balanced on your head? Can you jump? Can you twist around? Can you kneel down and stand up again, or sit down? <p>(19)</p>		
<p>Captain Ball: Students line up with the lead player facing the team one meter away. A beanbag is thrown to the first player in the line who throws it back to the leader, then crouches down. The beanbag is thrown to the second player, then third until the ball is thrown to the end player. This student runs to the front and begins throwing it to all team members again. The game continues until all students have had a turn at being the leader.</p> <p>(22)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
<p>Finishing off Have partners, standing 4 large steps apart, throw and catch a small ball or beanbag to each other. If one partner misses a catch, then that partner goes down on one knee. If partner catches next throw they can return to starting position. If they continue to miss, they go to two knees down then onto bottom to make catches. Every time a successful catch is made, the partner can get into the former position until back in starting position. If partners can throw and catch successfully at this distance apart, they could increase the distance.</p> <p>(22)</p>	Catch	Learning to Train (Boys 9-12, Girls 8-11)
Strike With Feet / Kicking		
<p>Call the Ball: Each kid starts on the end line with a ball. On the whistle, participants begin to sprint. When you call out instructions, kids must come to a complete stop as quickly as possible and complete the activity that is called out. Example: Sit on the ball Foot, hand, elbow, knee on the ball Move the ball on the floor between your ankles Move the ball around your waist Attempt to spin the ball on your finger</p> <p>(1)</p>	Strike With Feet / Run	Learning to Train (Boys 9-12, Girls 8-11)

<p>Soccer Tag: Divide participants into groups of 2-3 with each team having a ball except for 1 group. This group will be 'it'. The 'it' individuals will attempt to steal a ball from one of the other teams. Once they get the ball away from another group, that team becomes 'it'.</p> <p>(1)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Goccer (golf/soccer): Using existing obstacles, cones, hoops design an eight-hole "Goccer" course. Consider having each group design one of the "holes" on the course. Holes may be set up to involve hitting a target, such as a cone, kicking ball through a hoop, or hitting an existing object such as a soccer goal post. Using the same scoring as golf, children use a number of kicks to get their ball in the target in order to complete each hole.</p> <p>(5)</p> <p>These activities have been provided by Physical & Health Education Canada, from their Fundamental Movement Skills Series. To obtain a full copy of these resources, please visit www.phecanada.ca/store/fms-series.html</p> 	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Soccer Baseball: Set up the gym as a big baseball diamond. One team takes the field, the other team "bats". The pitcher bowls (underhand roll) a soccer ball (it can bounce and roll first) and throw it to the students at the bases to get the batter out.</p> <p>(3)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>4-Corner Soccer: 4 teams are assigned 4 different coloured pinnies and begin in the 4 corners of the gym. Use benches flipped onto their sides as nets; only 1 goalie is allowed. 2 balls are used, and all 4 teams begin playing against each other until 1 team is scored on (you score by hitting the face of another teams bench). When this happens, they stand behind their bench, and are able to play again once another team is scored on. Note: I use 4 coloured blocks to visually show which colour team should be behind their bench. This is super helpful or you will lose your voice trying to shout changes over the noise!</p> <p>(PISE)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Crazy Kickball: Similar to "classic kickball", but with some different</p>	Strike With Feet	Learning to Train (Boys 9-

<p>rules:</p> <ol style="list-style-type: none"> 1) Kicker can run either towards 1st or 3rd base depending on where they kicked the ball. 2) Once you get on base, you can stay or go after the next kick. 3) More than one person can be on base obviously. 4) Since you will have people running in both directions, there are NO force outs. 5) On POP fly's, runners can advance to the next base if they want. 6) Runners can keep running unless you have an out or get the pitcher the ball. Then the runners go to closest base. <p>NOW the KRAZY PART...</p> <ol style="list-style-type: none"> 7) If one person scores a run, then the next person standing in line has to run out to 1st or 3rd base without kicking. If 4 people come in and score, then 4 people standing in line have to go out. Got it? Hope so... 		12, Girls 8-11)
<p>Shark Attack: Each child has a soccer ball and dribbles in a coned area and tries to not get "eaten" (aka, have ball taken away) by sharks. Sharks can be other kids or the leaders. (PISE)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Minnows and Sharks: Similar to British bulldog but all the 'puppies' are minnows with a soccer ball and the bulldogs are sharks. The sharks yell go and the minnows try and get their ball to the other side of the gym, if they lose their ball they become a shark. (PISE)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Castle Guard: Have children in a large circle with one player in the center, next to a pylon with a soccer ball on top of it. Everyone except the person in the middle has a ball. The kids in the circle try and kick the ball off the pylon with their ball. The person in the middle plays goalie trying to protect the ball on top of the pylon.</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Clock Passing: Have people standing in a circle facing out; their partner faces them about 3m away. Have the kids pass to their partner and back then the outer person shuffles clockwise to new partner and gets a pass.</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)

Repeat. (PISE)		
<p>Keep Away: Groups of three: two kickers and one defender, with one ball per group, are spread out in the area. The aim of the game is for the kickers to keep the ball away from the defender in the middle. If the defender in the middle gets the ball, they switch positions with the person who last kicked the ball.</p> <p>(PISE)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>Guarding the Cone: Groups of four: one defender and three offensive players. One marker/cone and one ball per group. Children spread out in a large outdoor space: the group's marker/cone is surrounded by a 1 meter circle (marked out with rope or chalk).</p> <p>The defender defends the cone while the other three players attempt to pass and kick the soccer ball in order to hit the cone. One point is scored when the offence hits the cone with the ball. No one is allowed in the 1 meter buffer zone. The defender may use any body part to stop the ball from hitting the cone. The defender is changed after a designated time.</p> <p>(8)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
<p>All-Touch Kickball: The fielding team stands behind the baseline, covering all the play area. The fielding team rolls the ball toward home base and waits for the kicker to kick the ball. After the ball is kicked, the kicker runs to each base without stopping. Kicking team players are scorekeepers and count one run for each base the kicker touches.</p> <p>When the ball is fielded, it must be thrown from one fielder to another. As soon as a player throws the ball, he or she sits down. When all the players are sitting down, the kicker tops running. If the ball is caught on the fly, no runs are scored. When all players have kicked, the teams switch places.</p> <p>(14)</p>	Strike With Feet	Learning to Train (Boys 9-12, Girls 8-11)
Strike With Arm or Object (ex. Racquet or Bat)		
<p>Hand Baseball: Place pylons in the activity space about 10m apart: one is home base and one is 'first base' (but in centre field). Divide the group into 2 teams: infield and</p>	Strike / Run	Learning to Train (Boys 9-12, Girls 8-11)

<p>outfield. The batter stands at home base and strikes the ball with an open hand. Once the batter hits the ball, they must run and touch the other pylon and make it back to home base before the outfielders can get the ball and throw it against the back wall (without it bouncing first). If the ball hits the back wall before the batter reaches home plate, the batter is out.</p> <p>(1)</p>		
<p>Balloon Bump: Move balloon forward down the gym; no group member can touch balloon twice in a row.</p> <p>(PISE)</p>	Strike With Arm	Learning to Train (Boys 9-12, Girls 8-11)
<p>1-Bounce Passing: In a circle, see how many times in a row your group can pass the volleyball allowing 1 bounce after each hit.</p> <p>(PISE)</p>	Strike With Arm	Learning to Train (Boys 9-12, Girls 8-11)
<p>Ping-Pong: Players form 2 single-file lines on either side of the net. Volley the ball over the net, running over to other side and joining the end of their line after contacting the ball.</p> <p>(PISE)</p>	Strike With Arm	Learning to Train (Boys 9-12, Girls 8-11)
<p>Eye on the Prize: Hit a soft ball with RJT block; 2 point if it hits hoop taped to wall, 1 points if it hits wall.</p> <p>(PISE)</p>	Strike With Arm	Learning to Train (Boys 9-12, Girls 8-11)
<p>Clock Dribble: Groups of approximately four–six: children stand outside a circle of hoops, one at each hoop (one ball per group). One child bounces the ball continuously in their hoop. On the call of a number and ‘left’ or ‘right’, (e.g. ‘three right’) they pass the balls around the circle, person to person, for the number of places and in the direction called. Then they continue to bounce in their own hoop.</p> <p>(8)</p>	Strike With Arm	Learning to Train (Boys 9-12, Girls 8-11)
<p>Burglar: The dribblers dribble or pass the ball to see how long they can keep it away from the burglar who tries to steal it. If the ball is stolen the person who lost control becomes the new burglar. No body contact is allowed.</p> <p>(16)</p>	Strike With Arm	Learning to Train (Boys 9-12, Girls 8-11)
<p>Paddle Handball Relay: In teams of 3-5, students must bounce a tennis ball with a racquet to other end of the gym while trying to</p>	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)

stay in control; when they reach end line, balance the ball on your racquet and run back to tag next person. (1)		
Circle Tennis: Have groups of 5 or 6 students in a circle; try to hit the tennis ball as many times as possible in a row, allowing 1 bounce.	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)
Tennis Baseball: Rules similar to baseball except swing a tennis racquet and use a tennis ball instead of a baseball bat and baseball. When the team in the “field” retrieves the ball, teammates must line up, single file, and pass the ball ‘over/under’ until the last person receives it. Meanwhile, the person who was hitting is running as many times between two cones as possible. (PISE)	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)
Makeshift Racquetball: Using a tennis racquet & ball, see how many hits against the wall you and your partner can get, allowing 1 bounce after each hit. (PISE)	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)
Caught Out: Play in a hard court with a net or neutral space. Two teams of four–five players each: one team batting (line up and go one by one) and the other fielding. The batting team does a tennis serve to the other side of the net. If unsuccessful or if the ball is caught on the full, the batter is ‘out’. The batting team continues hitting in rotation until everyone has had a turn. The other team then starts its inning. Play an even number of innings. (8)	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)
Scoring a Tonne: Groups of five–six, with a tee and three balls per group: a batter stands at the tee, and the other players spread out as fielders in a large grass area. The batter keeps hitting the balls in quick succession, while fielders gain points (e.g. catch on the full = 50; catch on the first bounce = 20; fielding a ball = 10). When a fielder scores 50 or 100, that fielder becomes the batter. (8)	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)
Kings Court: Children are in a single file line on one side of the net. The leader hits the birdie over net. If a child hits it back over within boundaries they are safe and go to	Strike With Object	Learning to Train (Boys 9-12, Girls 8-11)

back of their line. If they hit it out of bounds or don't return it they must come to leader's side of net and try to catch other's birdies. If they do, they return to "King's Court" (other side) and get to continue playing. Game is played until there is 1 person left and they successfully hit it into the court.		
Balance		
Group Pyramid Making: Try with groups of 3 or more!	Balance	Learning to Train (Boys 9-12, Girls 8-11)
Circle the Wagon: Students stand in a circle with 1 partner as the "cowboy" and the other as the "horse". The horse stands in front of cowboy and is usually the larger/stronger of the pair). Kids listen to leader's instructions and race to be the first to get back onto partner's back. Saddle up = jump on partner's back (piggy-back); circle the wagon=run around circle, through partner's legs and saddle up again. (PISE)	Balance	Learning to Train (Boys 9-12, Girls 8-11)
Flamingo Fight: Grab ankle; try to touch partner's "standing" knee.	Balance	Learning to Train (Boys 9-12, Girls 8-11)
Duck Fight: Hand-to-hand in low squat; try to push partner over.	Balance	Learning to Train (Boys 9-12, Girls 8-11)
Partner Balancing While Other Sprints: 3 body parts must touch the ground, then 2, then 1. Meanwhile, the other partner is sprinting to a cone and back. (PISE)	Balance	Learning to Train (Boys 9-12, Girls 8-11)
Beanbag Balance: Students begin by walking around the gym; when the whistle blows, they must pick up a beanbag and balance it on their head. They must continue walking until the whistle blows again; this time they must pick up another beanbag (without dropping the beanbag on their head) and balance the 2 nd beanbag somewhere on their body (e.g. shoulder). Keep going if kids are doing well. (PISE)	Balance	Learning to Train (Boys 9-12, Girls 8-11)
Wheelbarrow Races: In pairs, one child is the wheelbarrow who is in a tight front support position. Their partner should grasp the wheelbarrow's legs around the knee joint and lift no	Balance	Learning to Train (Boys 9-12, Girls 8-11)

higher than their own thighs (approximately 50 cm).		
<p>Inverted Balances:</p> <p><i>Shoulder stand:</i> Start in a crouched position with fingers touching the mat. Rock back so your bottom, then back, then shoulders touch the floor. Support your weight by bending your arms at the elbows and supporting your hips with your hands. Hold for 3 seconds and then slowly roll back into a crouched position.</p> <p><i>Tripod balance:</i> Start in a crouched position, make a triangle with your hands and head, and walk one knee and then the other onto your elbows. Weight is on the crown of your head, not your forehead. ‘Squeeze’ your fingers.</p> <p><i>Handstand:</i> Stand with your back against a wall. Beginning in a squat position, place your hands flat on the mat, keeping your arms straight. Walk up the wall then down, keeping a tight body.</p> <p><i>Kick ups:</i> Face the wall, one foot in front of the other (front–back stance). Lean forward and place your hands down on the mat, shoulder width apart and fingers pointing forwards. Using your back leg as a lever, kick your leg upward so that the weight is supported by your arms. Come down safely by twisting.</p> <p>(8)</p>	Balance	Learning to Train (Boys 9-12, Girls 8-11)
<p>Log Rolling:</p> <p><i>Children do an individual log roll:</i> Lie on your back, stretched out, with your arms above your head and your hands clasped then, with a long, stiff body, roll from back to front to back do a log roll, one way and then the other do a log roll without letting your arms and legs touch the mat.</p> <p><i>Log roll relay:</i> In groups of 6, half are the rollers and the other half are the leapers. The two groups stand at opposite ends of a mat. On a signal, rollers (spaced apart) start log rolling down the mat. Leapers leap over the approaching rolling logs. When rollers reach the end of the mat, the rollers become the leapers and the leapers become the rollers.</p>	Rotation	Learning to Train (Boys 9-12, Girls 8-11)

(8) Circuit		
<p>Circuit Training: Six stations around the room: Push ups – full or modified Chair squats – with a chair, sit down, stand up, sit down, etc. Curl ups – from sitting position Running on the spot Biceps book curls – arm curls with a book in each hand Bench step ups – with a bench, step up, step down, step up, etc.</p> <p>Divide your class into 6 groups. Each group starts at one of the stations and performs the activity for 1 minute. Rotate clockwise. 1 minute per station, 1 minute to get to next station, repeat 3 times.</p>	Circuit	Learning to Train (Boys 9-12, Girls 8-11)
<p>(6) Fitness Shake Up: On flip paper, write 6 fitness tasks. Use 3 different colours and 3 different numbers. Example: Red – stand up/sit down – 10 Red – stride jumps – 8 Blue – alternate knee lifts – 8 Blue – tuck jumps – 5 Green – jump out and cross legs – 10 Green – burpee jumps – 5</p> <p>Students move across the room. At regular intervals, call out a colour or number. Students choose a task (ex. If five is called do tuck jumps or burpee jumps).</p>	Circuit	Learning to Train (Boys 9-12, Girls 8-11)
<p>(PISE) Mission Possible: Make up a mission for students to perform (write list on whiteboard). Students can complete these in any order, but they must complete all of them.</p> <p>Example: Touch 4 different walls Do 20 stride jumps Shake hands with 6 different people Do 4 sit-ups Touch 4 different people wearing white Stand and squat 6 times</p>	Circuit	Learning to Train (Boys 9-12, Girls 8-11)

<p>Circuit: Set up 10 stations around the playing area with cards explaining the activity. In groups of 3-4 the students rotate clockwise through the stations (30-45 seconds at each). Bench tricep push Bench step ups Crunches on mat Ball push against wall Laps Stretching on mat Push ups on mat Skipping Standing long jump on large blue mat Agility ladder (PISE)</p>	Circuit	Learning to Train (Boys 9-12, Girls 8-11)
<p>Motor Skill Development: “Skip-it” “Skip-it” using hula hoop Hula hooping around arms (smooth transfer) Forward/backwards scissor jumps (like Genie from Aladdin) Open/Close jumping jacks Cross feet over line on floor 2 foot jumps over cones Squat while holding ball overhead 2-hand toss and 2-hand catch Chest pass ball against wall Dribble ball to beat of song Dribble ball while walking to bench, continue to bounce on bench, walk over 2 hurdles while bouncing, go to back of line Bounce ball while kicking soccer ball (PISE)</p>	Circuit	Learning to Train (Boys 9-12, Girls 8-11)
<p>Joker’s Wild: Make up a deck of exercise playing cards on blank index cards: include the ‘2’ through the ‘ace’ and add three Joker cards. Sample: King – thirteen jumping jacks Queen – twelve wall push-ups Jack – eleven sit-ups 10 – ten side leg raises, each leg 9 – nine bench steps 8 – eight mountain climbers 7 – seven crab-walks forward, seven back 6 – six high “tens”</p>	Circuit	Learning to Train (Boys 9-12, Girls 8-11)

<p>5 – five runs, end line to end line 4 – four lie down, stand, jump up 3 – three different stretches, ten seconds each 2 – two minutes of jump rope Ace – fifteen teacher's choice, girl's choice, or boy's choice Joker – two speed laps of the play area</p> <p>Variation: have a student select a card; then ask another student to roll a pair of dice. Add the numbers on the dice to determine the number of repetitions to be done on that exercise.</p> <p>(15)</p>		
Adaptive Activities		
<p>Goal Ball: Goal ball is a Paralympic game for people with visual impairments. Game consists of two 7-minute periods. 3 players on the court per team at a time (for PE purposes more players may be allowed). All players wear blindfolds to keep the game fair. The pitch is 18m long by 9m wide, the goal is the whole width of the end (volleyball courts can be used).</p> <p>Play begins when the designated team throws the ball to start the game. The ball must touch the floor at least once in the neutral zone, as well as in the team areas of the opposite team. The ball must make a noise (bell inside is best).</p>	Throw / Spatial Awareness	Adaptive Activities
<p>Hurdle Trust Walk Maze: Ask kids who knows the name of the Olympics for athletes with a disability? (Paralympics)</p> <p>In Paralympics there is a special category for visually impaired runners, where an able bodied partner leads a tethered visually impaired runner around the track (strapped at the wrist). Students in partners, one of which is blindfolded, are connected by holding on to a pinnie (let hand of blindfolded partner, right hand of visual partner). Students must walk their partner through an obstacle course.</p> <p>Possible follow up activity: leader does a stretch and</p>	Communication / Spatial Awareness	Adaptive Activities

<p>the visual partner must verbally instruct the blindfolded partner on the physical requirements of the movement. Switch partner roles. (3)</p>		
<p>Crossball: Place a hoop at either side of the court. Divide the court into 2 halves lengthwise. Use a soft ball (volleyball). Split teams evenly with those in chairs on one side and those not in chairs on the other.</p> <p>Players can't cross (use pylons) the dotted line. Players can only pass to the opposite court. Player must pass or shoot after 5 seconds. If a pass isn't made in 5 seconds, the other team gets the ball. The object is to score on the hoop, or knock over a cone. (7)</p>	<p>Wheel, Catch, Shoot</p>	<p>Adaptive Activities</p>
<p>Relay Race: Players run/wheel around the pylons to one end and back. When they cross the line, the next person goes. Try different movements (e.g. backwards, spin at each pylon, alternating hands, etc.). Try a round where you carry or dribble a ball. (7)</p>	<p>Wheel, Turn, Ball Handling</p>	<p>Adaptive Activities</p>
<p>Wheelchair Basketball: The game consists of 4 ten minute quarters A player may wheel the chair and bounce the ball simultaneously, however, if the ball is picked up and/or placed on the players lap, he/she is only allowed to push twice before they are obligated to shoot, pass, or dribble the ball again. There is no double dribble rule in wheelchair basketball. A traveling violation occurs if the player takes more than two pushes while in possession of the ball and not dribbling. The wheelchair is considered part of the player's body in relation to establishing responsibility for contact on court in the case of charging, blocking, going out of bounds, and other violations. An offensive player may not remain in the key area for more than three seconds. In addition to the technical fouls that may be assessed from time to time as in stand up basketball, a player lifting his/her legs to gain an advantage or lifting out of their chair is given a technical foul. The player must remain firmly seated in their chair and must not use their lower limbs to steer the chair or</p>	<p>Wheel, Throw, Catch, Shoot, Spatial Awareness</p>	<p>Adaptive Activities</p>

<p>gain an unfair advantage.</p> <p>* These are full rules. For younger groups keep the main rules and take others out to simplify the game. (13)</p>		
<p>Wheelchair Rugby: Teams consist of four players each and each player is classified according to his or her level of disability. Athletes are numerically classified by their function, ranging from 0.5 to 3.5, with the lower numbers depicting players of lesser functional ability, and the higher numbers depicting players of increased functional ability. Each team may have no more than 8 points on the court at one time (the combined total of all four players' classification levels cannot exceed 8). The offensive team has ten seconds to inbound the ball. The offensive team has fifteen seconds to move the ball past half court. An offensive player in possession of the ball may hold, or carry the ball for a maximum of ten seconds at one time, after which he must then either dribble the ball once or pass to a teammate. Offensive players are allowed in the key area for a maximum of ten seconds at a time. Only three defensive players are allowed in the key area simultaneously. A goal is scored when an offensive player in possession of the ball touches the goal line with any two wheels of his wheelchair.</p> <p>* These are full rules. For younger groups keep the main rules and take others out to simplify the game. (13)</p>	<p>Wheel, Throw, Catch, Spatial Awareness</p>	<p>Adaptive Activities</p>
<p>Handball: Split the group into two teams. Use hockey nets as the goals. When someone gets the ball they can't move and have to pass or shoot.</p>	<p>Wheel, Throw, Catch, Spatial Awareness</p>	<p>Adaptive Activities</p>
<p>Boccia: Boccia is a Paralympics sport offered at regional, national and international levels. The rules are fairly simple and scoring is similar to that of lawn bowling or curling. Each side is given 6 balls (red or blue). After one side has thrown the white "jack" (target ball), the</p>	<p>Throwing</p>	<p>Adaptive Activities</p>

<p>sides proceed to throw their balls as close as they can to this target ball. The side not closest continues to throw until they are closer than their opponent or they are out of balls, at which point the leading side throws their remaining balls. Sides are awarded points based on how many of their balls are closer to the “jack” than their opponents’ closest ball.</p>		
<p>Sitting Volleyball: Use a pop-up tennis net. Split the group into two teams. Bums have to stay glued to the ground. Sitting volleyball is hard, so say the ball can bounce 2 times before it has to go back over the net.</p>	Striking with Arm	Adaptive Activities
Relaxation		
<p>One Breath Relaxation: Your goal is to get so good at relaxing yourself that you can relax quickly whenever you are tense, worried, upset, hurt, mad, or simply want to get some sleep. You can learn to do this by practising one-breath relaxation. Let’s start right now. When I say go, I want you to slowly breathe in, taking in one long, slow, deep breath. As you breathe in feel the air slowly filling your body. Then slowly breathe out-letting all the air and tension flow out of your body. As you breathe out, calmly say to yourself, “relax”, and feel the tension leave your body. O.k. let’s try it. Go (pause – one long, slow breath in and out.) How did you do? Let’s try it one more time. Ready. Go. Slowly breathe in filling your body with air. Slowly breathe out, letting all the tension leave your body. Relax.</p> <p>Good. Now if you want to get really good at this, every time you are facing stressful situations or something upsets you at home, in the playground, in a game or competition, try your one-breath relaxation. Take one long, slow, deep breath in, then slowly breathe out thinking to your self - relax. Practice this every day, whenever something is bothering you. This will put you in control of your mind, your mind, your body, your tension and your relaxation. See how good you can get at one-breathe relaxation.</p>		Relaxation

<p>(22)</p> <p>Body Part Focus: Have all the kids lie down on their back and close their eyes. Tell them to visualize relaxing / releasing one body part at a time. Walk them through everything from their toes to their head. Ex: focus on your toes, feet, calves, thighs, stomach, back, shoulders, arms, hands, fingers, neck, and head. Remind them about breathing as you go. Talk about sinking into the floor and making those body parts looser and heavier.</p>		Relaxation
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Appendix A

Developmental Characteristics: 5-7 Year Olds

Grades: Kindergarten-Grade 2

Developmental Component	Characteristics
Physical	Very flexible Increase in muscular endurance and strength Moderate height and weight gain
Psychomotor	Steady improvement in hand-eye coordination Although reaction time is still very slow, improvements are occurring slowly and steadily Consistent improvement in ability to balance (static and dynamic) Consistent gains in locomotive and manipulative skills Rhythm and control of body movement are developing steadily
Cognitive	Attention span is still quite minimal; however, is gradually increasing Like patterns and schedules because they enjoy doing activities that they have done before and feel confident in performing Very interested in understanding “why” and try to gain this knowledge through many questions Like to participate in activities where they can be creative and imaginative
Social	Self-concerned therefore they prefer self-play or in small groups Desire adult approval which makes them sensitive to adult criticism Very adventurous and willing to try new activities Lack a sense of danger Do not care much about the differentiation between genders Becoming more cooperative

(Fishburne, 2005)

Implications

- Provide opportunities for vigorous activity
- Provide consistent and frequent rest intervals
- Avoid long intervals of inactivity
- Facilitate activities for a brief duration
- Utilize smaller equipment to match size of body
- Provide equipment of various sizes
- Facilitate activities that involve balance
- Change or adapt activities frequently
- Provide simple and short instructions
- Activities should be purposeful but simple
- Facilitate opportunities that foster creativity
- Explain why they are doing an activity
- Ensure time to answer questions
- Provide opportunity for individual and group work
- Provide opportunities for children to experiment and explore
- Provide positive feedback frequently to all children
- Provide opportunities for children to learn to work cooperatively and share with others

(Fishburne, 2005) & (Pangrazi, 2007)

Developmental Characteristics: 8-9 Year Olds

Grade: 3-4

Developmental Component	Characteristics
Physical	Increase in weight and height are continuous and moderate Some girls may start to have characteristics of puberty Gain in muscular strength is continuous Start to decrease in muscular flexibility Heart and lung development continues but at a much slower pace
Psychomotor	Great gains in manipulative skills Steady gains in hand-eye coordination Steady decrease in reaction time Improvement in ability to balance (static and dynamic) Interest in sport develops
Cognitive	Starting to become less individualistic and enjoy small and large group activities more Attention span continues to improve Interested in their own health and skill level
Social	Begin to feel hostility towards opposite gender Preference begins to change to group activities Increase in "social awareness" and begin to compare abilities with others Begin to build self-competence based on ability and success levels Desire to improve one's skill level Understand and willing to accept disciplinary action Starting to form groups of friends and have a strong dedication to the group

(Fishburne, 2005)

Implications

- Provide vigorous activity
- Provide opportunities to practice primary sports skills and modified sports games
- Ensure activities focus on form rather than speed, accuracy, or distance
- Provide opportunities to practice team work and cooperation
- Utilize groups games to develop an awareness of personal and group safety
- Provide increasingly more complex and challenging tasks and activities
- Provide more technical feedback in regards to skill development
- Promote bi-gender activities and cooperation
- Split groups into boys and girls if the antagonism between the genders is too strong or if there is a significant difference in skill level
- Utilize a particular method to choose partners or groups
- Be consistent with discipline
- Discipline on an individual not group basis
- Promote self-discipline

(Fishburne, 2005)

Developmental Characteristics: 10-12 Year Olds

Grades: 5-6

Developmental Component	Characteristics
Physical	<p>Large increase in height and weight due to puberty Girls start puberty at about age 12 which is approximately 2 years earlier than boys Great variability in height and weight amongst friends of the same age and between females and males Flexibility continues to decrease Muscular strength continues to increase rapidly</p>
Psychomotor	<p>Begin to see large discrepancy in skill between individuals and male and females. Males are generally more skilled in regard to sport specific skills. Coordination steadily improves</p>
Cognitive	<p>Great interest in one's own body and how to improve physical fitness and ability level Major increase in attention span Very curious about the purpose of activities.</p>
Social	<p>Greater interest in working individually or in peer groups versus general groups Increase in self-consciousness especially girls Boys and girls show very little concern or understanding for one another Self-concept starts to shift away from adult-centered to peer-centered</p>

(Fishburne, 2005)

Implications

- Provide vigorous activities for longer periods of time to develop muscular strength and endurance
- Be sensitive to changes and developments as a result of puberty
- Provide flexibility exercises
- Provide opportunities for more complex group and individual activities
- Separate boys and girls if there is a significant difference in skill level
- Utilize observation of developmental characteristics to create teams where the individuals are developmentally similar
- Facilitate activities that are increasingly challenging and complex
- Explain the purpose and intent of activities
- Ask students if they are comfortable demonstrating before asking them to do so
- Provide leadership opportunities

(Fishburne, 2005)

Appendix B

From Making Movement Matter module (Wilson and Painter, 2010)

Modifications and Adaptations to Increase Developmental Appropriateness

Component	Modification/Adaptation
Learners	<p>Group learners into the smallest groups possible to provide each learner with the greatest amount of active learning time possible. Example: relays are a fun and exciting way to practice skill; however, they often include large wait times. In order to decrease the wait times, the instructor should split the learners into the smallest groups possible and have the greatest number of relays going on at once.</p> <p>Group learners into developmentally appropriate groups to encourage fair play and greater opportunity for success (developmentally appropriate group: children with similar developmental characteristics are grouped together).</p>
Equipment	<p>Provide learners with a variety of equipment and allow them to try out the equipment in order to choose which is best for them. For example: in a badminton activity where the learners are supposed to try and keep the game object up for as long as possible, there could be three types of game objects available to choose from:</p> <ul style="list-style-type: none"> - Craft “pom-poms”: they are light and will move much slower than a ball or shuttle which allows the learner more time to track and adjust their body position to the descending pom-pom - Wiffle balls: they are heavier and larger than a shuttle which makes them easier to track and make contact with - Badminton Birdie: they are lighter and smaller than the pom-pom or wiffle ball which makes them ascend and descend faster and harder to contact <p>Although children have a tendency to choose the real or traditional sport object first, they like to be successful and therefore, will eventually choose the object they are most successful with.</p> <p>Instructors must help guide children in selecting the appropriate equipment piece through observation and questions. Example: if an instructor observes that a child is using a birdie and is having very little success, they could guide them along by asking questions such as: “why do you think it is hard to contact the birdie with the racquet?” and “which object do you think you could keep up longest?”</p>

Time	<p>Provide learners with the appropriate time that they need in order to complete a task or practice a skill. In order to do this, provide the children with progressions for each skill or activity.</p> <p>Progressions are steps that lead to the final task or skill. Example of progressions for the forearm pass in volleyball:</p> <ol style="list-style-type: none"> 1. Practice proper grip and contact point by kneeling on floor, with hands in proper grip and arms extended, and having a partner drop the volleyball down onto the proper contact point 2. Forearm pass the ball from kneeling position back up to tosser 3. Forearm pass the ball from ready position back to tosser 4. Move to ball and forearm pass back to tosser 5. Continuous forearm pass with partner 6. Practice forearm pass in a more complex and cumulative activity or game <p>Learners should be able to move through progressions as they feel comfortable and ready as each learner is an individual and therefore learns and develops at their own pace. Learners should not feel pressured by time constraints provided by the instructor.</p>
Space	<p>Utilize the space provided as effectively as possible by having multiple games or activities going on simultaneously. For example: if playing a modified version of soccer, have three games going on at once with different game objects and rules in each game. This not only allows for learners to be split into developmentally appropriate groups, but it also provides the opportunity for games to be modified in order to make them developmentally appropriate for the group. It is important that the instructor gets the basic game or activity started and then goes around to each individual team to modify it to make it more developmentally appropriate.</p>

Further Ways to Promote Inclusion, Activity & Developmentally Appropriateness

Safe Zones	<p>In territorial games where one team must enter the other team's territory, such as "capture the beanbags," provide safety zones where an individual may rest for up to 10 seconds without being tagged. This reduces uncertainty as it provides individuals with more time to think about what they will do next in a safe environment. Safe zones also provide learners with smaller goals that help them reach the overall goal.</p>
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Cumulative Scoring	Instead of a having winners and losers, have everyone work together to reach a common goal or score. Example: For a relay race, provide a time limit and challenge the group to see how many times they can get through the relay as a group. This helps to foster a cooperative environment and self-competence as there are no “winners” or “losers”.
Elimination	<p>If the goal of physical activity environments is to get learners moving and to foster self-competence, then why do we play games or activities with elimination? Elimination is unnecessary in physical activity environments as it only highlights children’s ability levels and may hinder the development of self-competence. When learners are assured that they will not be eliminated, it is more likely that they will feel more motivated and enthusiastic about participating. There are many popular and common activities or games that include elimination; however, these games or activities can be easily modified and adapted to make them more inclusive.</p> <p>Example of elimination game: Tag Modifications/adaptations to make tag more inclusive? Heads and Tails Tag: when the learner is tagged, they simply become a member of the opposite team.</p>
Uncertainty	<p>There are many “uncertainties” present in most physical activities 4 types of uncertainty: Event: what event will happen? Spatial: where will the event happen? Temporal: when will the event happen? Response: what to do when the event happens?</p> <p>The quantity and type of uncertainties can be adapted to meet the needs of the learner: Increasing uncertainties = increasing difficulty of task Decreasing uncertainties = decreasing difficulty of task</p> <p>Example: decreasing uncertainty in a partner passing activity for soccer Event: There are no uncertainties as the learners know that their partner will be doing a pass with the side of the foot. Spatial: The partner receiving the pass is not certain where the pass will go (sides, high, etc.). <i>Reduce uncertainty:</i> The passer must point to where they are intending to pass the ball. Temporal: The partner receiving the pass is not certain when the pass will arrive. <i>Reduce uncertainty:</i> The passer must count down from 3 to warn the receiver. Response: The general response can be made ahead of time such as trapping the soccer ball. However, the learner does experience some</p>

	uncertainty until the partner releases the ball and they can see where they need to move. <i>Reduce uncertainty</i> : The uncertainties will be reduced automatically if the spatial and temporal uncertainties are decrease.
Restrictions on Movement and Passes	Restrict the number of steps one can take with the game object before needing to pass in order to promote equal opportunity. Restrict aerial passes in order to provide equal opportunity for learners of different heights. Create a rule that a point or goal only counts if a certain number of passes were conducted.
Grouping	Partners must be selected by the instructor in order to encourage children to try working with others and to eliminate highlighting the child who does not have a partner. Leaders select groups. This way the groups can be developmentally appropriate.

(Fishburne, 2005)

Appendix C

Active for Life

CS4L and B2ten (a privately funded, charitable organization) have collaborated to create activeforlife.ca, a site that will help improve the quality of the lives of children as well as their experience in sport and physical activity. It describes best practices regarding physical literacy and will offer the tools necessary to help children become active for life. The website is user friendly and includes many cartoon-like icons to help children and adults better understand physical literacy. A snapshot from the website is shown below:



Listing of Fundamental Movement Skills (FMS)

(From Canadian Sport for Life: An Introduction to Physical Literacy)

Travelling Skills	Object Control Skills	Balance Movements
Boosting	Sending:	Balancing/Centering
Climbing	Kicking	Body Rolling
Eggbeater	Punting	Dodging
Galloping	Rolling (ball)	Eggbeater
Gliding	Strike (ball, puck, ring)	Floating
Hopping	Throwing	Landing
Ice Picking	Receiving:	Ready Position
Jumping	Catching	Sinking/Falling
Leaping	Stopping	Spinning
Poling	Trapping	Stopping
Running	Travelling with:	Stretching/Curling
Sculling	Dribbling (feet, hands, stick)	Swinging
Skating	Receiving and Sending:	Twisting/Turning
Skipping	Striking (bat, stick)	
Sliding	Volleyball	
Swimming		
Swinging		
Wheeling		

Appendix D

BCRPA Supplement to Vulnerable Populations Online Course - *Strategies section*

Challenging behaviours have been broken down into 3 types: Disengaged, Disregarding and Defiant. This list is not exhaustive, but it does target the most commonly seen behaviours which cause problems.

Disengaged: This involves any sort of checking out behaviour, which can include; not paying attention, not being interested, being “bored” distracted.

Disregarding: This behaviour involves the child *actively* checking out by not doing what is asked and/or not responding to you.

Defiant: This behaviour, the most serious of the three, includes a child; verbally disagreeing with you, using aggressive or threatening body language or speech, swaying others in the group to not listen or be disrespectful towards the leaders or other participants.

The following overall recommendations are given to prevent the behaviours stated above:

1. **Be compassionate with the kid and firm with the behaviour:** This is especially true for vulnerable kids who may not know consistent expectations or firm boundaries.
2. **Don't take it personally:** This is a tricky one. You put in time and energy to present an amazing activity and one of the kids says they “hate” it. Kids may say they dislike something for many reasons: they may not know how to do what you're asking, but instead of acknowledging this, they'll “save face” in front of their peers and use the old default statement “I hate this...”
3. **Establish ground rules:** When you begin a program set 3 - 4 ground rules for having the group work. Keep them short and use language kids will understand. If possible, co-create them with the kids. If not, include rules around listening, doing your best, respect.
4. **Establish yourself:** Be clear in the beginning with respect to what you expect from the kids. Share with the group in a way which they get you as someone who respects kids and sees them as capable, and as someone who will follow through with consequences as needed.
5. **Contain the problem behaviour:** When a kid is misbehaving, keep calm and carry on. If you lose your cool, other kids will get distracted and uneasy. Work with your co-leader to support the kid misbehaving while still keeping the group engaged and on task with the activity. The misbehavior will pass---have it be with the least amount of energy and drama as possible.

Disengaged

A child:

Looks into space
Stares straight ahead
Does not look at you
Does not pay attention to directions given
Is disinterested in the proposed activity
States they “hate” the activity

Strategy:

1. **Ask yourself:** Why might the child be disinterested in the activity? Is it too hard or too easy?
2. **Ask the child:** What’s happening? Is the activity too easy or too hard? Is anything bothering you at home or at school? Many kids will tell you directly that they don’t like the activity or that it is too easy/hard, and once the rapport is established, they’ll tell you what’s personally bothering them.
3. **Modify the activity - too hard:** Break the activity down into simpler steps. Give plenty of praise for attempts made.
4. **Modify the activity - too easy:** Consider putting the child in a leadership role. Have them demonstrate the exercise for the group. Propose a more challenging exercise. Thank them for their patience while others learn the skills.
5. **Stay focused on the child versus the behaviour:** This will keep your response and demeanor proactive and upbeat versus taking things personally. Use encouragement and do not get sidetracked by one student’s behaviours. Remember the entire group needs you!
6. **Acknowledge and move on:** Tell the kid that you get that s/he does not like the activity. Let them know that that they will need to participate, in that that is what you’ve asked. Communicate that the activity won’t last forever, but that they need to participate now.

DON’T do this:

1. **Get defensive** and enter into a power struggle
2. **Get consumed by one kid’s “not liking it” behaviour** and lose focus and energy for the group

Disregarding

A child:

Doesn't do what you ask

Looks away or may stare at you blank-faced

May shake their head

May keep away from you or literally run away from you

Strategy:

1. **Ask yourself:** Does the participant understand what you're asking? If English is not his/her mother tongue, increase your use of body and hand gestures to physically demonstrate what you want them to do. Pull in a friend to help with the activity. If kids feel secure, they'll be more willing to risk.
2. **Talk one-on-one:** Call the participant over and say you've noticed they're not listening. Ask them what's up? If s/he doesn't say anything, you can comment – in a neutral, observational way what behaviours you're seeing demonstrated. Check in to see what happened at school or at home. Listen. Give the child a moment to comment. Simply listening provides the space for the child to share with you what's going on below the surface.
3. **Provide choice:** Choice is a powerful tool to use with challenging behaviours. If the student is still not listening, or is looking upset, give him/her the option to re-join the group immediately or to take a 2 minute break. Other kids may be curious as to what's happening; simply re-direct them back to the activity. When the time is up, let the child know they need to re-join the group. Praise him/her for re-joining the group.

DON'T do this:

1. **Get loud and yell at a participant:** Even though inside you may feel the frustration boiling, with the group keep calm and carry on! Otherwise you risk being known as the "reactive" leader which kids will push to the edge.
2. **Embarrass the child by singling them out in front of the group:** This can backfire and be the start of a power struggle where it's you against them. Kids are amazingly aware and if it appears that you are losing your cool and embarrassing one of them, they can turn against you, simply because you are the leader and they're the kids.
3. **Put the child on the spot by stopping the activity until s/he cooperates.**

Defiant

A child:

Refuses to do what is asked

Says “no” directly to you

Swears at you

Says something rude/inappropriate to you or to another participant

Physically threatens to hurt you or another participant

Strategy:

1. **Stay calm:** When a participant is acting in a defiant way, it is essential that you remain calm. Inside, you can feel your blood boil, but on the outside, take a couple of deep breaths and present yourself in a non-reactive way.
2. **Use few words:** An upset person can't process much. For this reason, keep your directions short, simple and to the point. For example, if the youth swears back at you, say “off – to the side” versus “I need you to go to the side by the black doors right now.” Be direct and firm in your approach.
3. **Separate the participant from the group:** For the safety of yourself and the group waste no time in isolating the participant from the group. This is especially important if s/he is getting more upset and you suspect may be physical or threaten violence.
4. **Work as a team with your co-leader:** Ensure that your co-leader knows what has happened. Whoever has the stronger rapport with the youth is the one to talk with them on the side. If need be, request back-up from a third staff member.
5. **Provide choice:** Participant can take responsibility for what happened immediately and then join the group or s/he can take 2- 3 minutes off to calm down and then re-join group. If at the end of this time off, s/he has still not calmed down, or if you do not feel safe proceeding ask them to sit off some more. Try to re-integrate him/her as soon as is workable to do so.
6. **Write up a contract:** At the end of the program, ask the participant to stay after and write down what happened in their own words. Have them read aloud what they wrote. If s/he cannot yet write, ask them to tell you and you write it down. Some youth will take responsibility in the moment for what they did, others will only after the incident. If the behaviour continues, write up a contract with what is expected in terms of behaviour and some strategies the child can use if s/he starts to lose it. Some examples are: count down from 20, take 3 deep breaths, and take a walk to calm down.

DON'T do this:

1. **Lose your cool:** This erodes confidence in the group that you're capable of managing them.
2. **Take it personally:** Make sure you keep taking deep breaths and work together with your co-leader to diffuse the situation.

Related Resources

Print Resources

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- ¹⁴Canadian Intramural Recreation Association of Ontario, (2001). *You're "It"! Tag, Tag....and More Tag*.

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- ⁹Sport New Zealand. (2007). *KiwiDex*. Retrieved July 3, 2012, from <http://www.sportnz.org.nz/en-nz/young-people/Ages-5-12-Years/KiwiDex/>
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- ¹⁵Ever Active Schools (2009). *Teacher Resources*. Retrieved October 11, 2012, from <http://www.everactive.org/k-12-physical-education>
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- ¹⁸CS4L Path for Athletes, Coaches and Active Canadians. (2009). *Moving Forward: Circulation Volleyballs plan for long term success*. Retrieved November 27, 2012, from http://www.canadiansportforlife.ca/sites/default/files/resources/Volleyball_CS4L_Program_Inventory.pdf
- ¹⁹Carly's PE Games (2012). *Blog*. Retrieved November 28, 2012, from http://carly3.blogspot.ca/2012_11_01_archive.html
- ²⁰Kids Activities (2012). *1000's of ideas for childcare professionals and teachers*. Retrieved November 29, 2012, from <http://www.kidactivities.net/category/Games-Quiet-Thinking-Table-Circle.aspx>

²¹Mr. Gym (n.d.). *Tag games*. Retrieved November 30, 2012, from <http://mrgym.com/TagGames.htm>

²²New South Wales Curriculum Support (2012). *Curriculum Support*. Retrieved January 4, 2013 from <http://www.curriculumsupport.education.nsw.gov.au/>

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