

Game 1

6 Corners

Number the corners and two sides of the space 1 to 6. Give the children a time between 3 and 10 seconds to choose a number to stand beneath. When all of the kids are underneath a number, roll the dice. Whichever number the dice shows has to stand still while all other numbers benefit from physical activity. Use physical activity cards or choose your own movements. Once everyone has completed the movement, start another countdown. Children must move to a different number each time.



Provide more challenging movements



Provide easier movements

Game 2

4 Corner Rock Paper Scissors

Designate the four corners in the space to be stations one to four. Everyone starts in corner one and finds a player to play rock, paper, scissors (RPS) with. Whoever wins RPS runs to the next corner, where they find another person to play. If they lose RPS they go back to the previous corner. If players make it to corner four they must play an adult. If they beat the adult they get a point and start at corner one again. If they lose they must go back to corner three and try again.

Note: if there are not enough adults to keep people moving at corner four, the children can play each other. For additional difficulty when children are playing each other at corner four, make it best out of three before a winner is chosen.

Game 3

Float The Pond

Ask each learner to pick two objects from a selection of equipment to balance on. The aim of the game is to move around the playing area (i.e pond) without falling off the objects (i.e lily pads). Players can move anywhere in the pond. If they fall off their chosen lily pads they must choose an exercise to perform before getting back on (e.g. jumping jacks, burpees, etc). The learner must use their hands to move the objects forward by picking them up off the ground and placing them down again.



Only allow one foot on each object
Provide more unstable objects



Provide an easier object to balance on (polyspot)

How did you make the decisions that you did?

Would you make a different choice next time?

How did you feel when you made a decision and it turned out to be not that successful?

Debrief

Mindfulness

5 Finger Breathing: hold up a high-5; trace the outline of your fingers, as you go up, breathe in, and as you go down, breathe out

Choice and variation within activities is a powerful tool that can be used to keep each individual learner engaged and challenged throughout. Providing choice gives the learner a sense of ownership within their learning journey, allowing them to explore the possibilities of different objects, solutions and challenges. This exploratory 'trial and error' format also allows the educator to provide extension activities and discussions to engage the students further on both the successful and less successful choices that were made.

Choice and variation can be embedded in to activities in many ways:

Equipment - providing a variety of equipment to accomplish the same task allows variation to take place for all learners. Less experienced learners may choose an easier object to begin with in order to build confidence and skill, whereas a more experienced learner may choose the most difficult. Equipment choices can be as simple as different size, weight and textured balls, targets that are smaller and farther away compared to larger and closer, or having more of the chosen object.

Decision making - using games that require a decision to be made and the resulting effect of that choice can be used to create an equitable experience for all. Rock Paper Scissors is a great way for these choices to be made, but activities can be more complex as well, such as through using maps, clues or puzzles within an activity.

Movement - in many activities, the movement itself can be chosen by the learner themselves. This can vary in the way it is instructed, with either some parameters being provided or the learner able to choose any movement they like with a certain goal in mind. For example, parameters can be provided such as the movement as to involve a jump, or getting off the ground, which can provide multiple options such as jumping, hopping, frog jumping, leaping, burpees, jumping jacks etc. When the learner is able to choose any movement, a goal should be used to guide how that person moves and to build understanding. For example, a goal of getting from one side of the space to the other in a certain amount of time can be used but how they move from one end to the other is their choice and cannot be changed (if they walk they have to keep walking and cannot speed up to a run for instance). This can lead to discussion around speed of movement, what ways to move are faster or slower, which ones increase our heart rate or breathing rate more and so on.

The games and activities utilized in this lesson plan feature elements of all these components, and can be played again with the opportunity to make different choices, or choices that require two or more people to make the decision.

Using choice in this way promotes communication, empathy, decision making skills and self-awareness while also increasing fundamental movement skills and fostering the development of physical literacy.

If you have any questions or would like more information on how to accomplish anything mentioned above, please email play@pise.ca.