Daily Physical Activity in Schools

Sample Activities for Students, Grades 1 to 8
A Message to Teachers:

Every day you find new ways to teach lessons, design dynamic programs, and find creative activities that appeal to your students. You create a learning environment that nurtures the whole child – including the child’s physical health. By doing this you make an invaluable contribution to children’s growth and development.

You are the experts in determining what will work in your own classroom. Everyone has their own style and approach. That’s why we are providing supports to help you incorporate daily physical activity into your school day. This guide provides a large selection of activities, as well as helpful resources and tools.

You understand that student achievement depends on more than traditional classroom work. It is maximized when students reach their academic, emotional, and physical potential. Research shows that daily physical activity improves concentration and academic achievement and can enhance math, reading, and writing test scores. Your guidance is essential to your students’ success.

Twenty minutes of daily physical activity is critical not only to improving student achievement but also to making publicly funded schools healthier places to learn. It is another step in the government’s comprehensive Healthy Schools plan. Highlights of the plan include directing school boards to remove all junk food from vending machines in elementary schools, providing funding to school boards to help them open up schools to non-profit community groups for use after hours and year-round, and providing funding to hire 2,000 new specialist teachers in key areas such as literacy and numeracy, music, the arts, and physical education. But we can’t move ahead without your help.

With daily physical activity, you will make yet another impression on the lives of your students. Making activity a regular part of their day will show students the importance that you place on being healthy and active – a lesson that will stay with them for the rest of their lives.
This booklet previews the resource guides that teachers across Ontario will receive from the Ministry of Education this fall.
INTRODUCTION

The implementation of daily physical activity in schools ensures that every student has access to daily physical activities that are safe and of high quality, and that promote positive health behaviours that students can draw upon for a lifetime.

When planning to implement daily physical activity, teachers should be aware of any school-wide plans that provide support and coordination with respect to facilities, implementation models, and resources. It is also important for teachers to be aware of all existing areas that are available for physical activity (e.g., outdoor space, activity room, multipurpose room, classroom, gymnasium) and the different approaches that can be used to implement daily physical activity.

Implementing daily physical activity in schools involves establishing the routines that support a safe and motivating environment for physical activity, as well as allowing students to participate in a wide range of physical activities that include warm-up procedures, moderate to vigorous physical activity, and cool-down procedures. The following sections provide guidelines for planning and implementing daily physical activity in schools.

Requirements for Daily Physical Activity (DPA)

- DPA must consist of at least 20 minutes of sustained moderate to vigorous physical activity daily.
- DPA must be scheduled during instructional time.
- DPA can occur in a variety of locations, including classrooms, the outdoors, the gymnasium, and multipurpose rooms.

Planning and Organizing Daily Physical Activity Time

There are many different frameworks for planning and organizing daily physical activity time within a class and school. When planning daily physical activity time, it is important to remember that daily physical activity must be provided during instructional time.

On days when the gymnasium, multipurpose room, and outdoor spaces are not available, a minimum of 20 minutes of physical activity time can be scheduled in an alternative location, such as a classroom. Each session should include moderate to vigorous physical activity that raises the heart rate and maintains this increase for a sustained period of time.
In all daily physical activity sessions, there must be a warm-up and a cool-down. It is important to warm up to increase the blood flow to the major muscle groups and to prevent major muscle injuries. After moderate to vigorous activities, the cool-down activities serve to bring the heart rate down to a resting rate. The activities themselves focus on developing overall fitness of the heart and lungs and, in some cases, on developing muscular strength and endurance.

Allocating time for daily physical activity takes creative planning and coordination at the classroom, school, and board levels. It will often be possible to integrate the 20 minutes of sustained physical activity into physical education classes. On days when this is possible, additional physical activity is not required. On days when it is not possible, or when there are no physical education classes, the 20 minutes of physical activity needs to be incorporated into regular instructional time. This can be done by taking an equal amount of time from each of the periods during the day – if there are seven scheduled periods in a day, decrease each period by 3 minutes to allow for the necessary 20 minutes in total. Or schools may schedule daily physical activity at different times each day – during period 1 on Monday, period 2 on Tuesday, period 3 on Wednesday, and so on. In this case, daily physical activity time will affect any given period only once in each seven-day cycle.

The following are some examples of ways of implementing daily physical activity time.

**Daily Physical Activity During Physical Education Classes**

Daily physical activity is considered to be only one component of a quality health and physical education program, and must not replace physical education classes. Teachers are encouraged to incorporate daily physical activity into a physical education class only when there is sufficient time for students to sustain moderate or vigorous activity for a minimum of 20 minutes.

The length of physical education classes will vary depending on the grade level of the students, the availability of facilities, and the activity. The skill application/physical activity component of a physical education lesson provides the opportunity for a minimum of 20 minutes of sustained physical activity. It is important that physical education classes contain a warm-up, skill development, skill application, and cool-down component to ensure that students have the opportunity to learn, practise, and demonstrate the necessary skills and strategies associated with the health and physical education curriculum.

**SAMPLE LESSON PLAN**

<table>
<thead>
<tr>
<th>Warm-up: 3–5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill development: 10–20 minutes</td>
</tr>
<tr>
<td>Skill application/physical activity: 15–30 minutes</td>
</tr>
<tr>
<td>Cool-down: 3–5 minutes</td>
</tr>
</tbody>
</table>

An opportunity for 20 minutes of sustained physical activity may be available during the skill application/physical activity component.
**Daily Physical Activity Outside Physical Education Classes**

There are many opportunities for the classroom teacher to incorporate daily physical activity in an existing schedule. A teacher can use a variety of strategies, such as:

- incorporating physical activity to help reinforce literacy and numeracy skills. This strategy provides students with active, hands-on opportunities to develop a deeper understanding of the concepts and strategies taught in the literacy and numeracy programs;
- incorporating material from other subject areas into daily physical activity. This strategy provides students with opportunities to learn through physical activity some of the concepts taught in other areas of the curriculum;
- integrating curriculum expectations from the health and physical education curriculum with those from one or more other subject areas. This strategy provides students with an opportunity to participate in physical activities within an integrated unit or lesson and to have achievement of expectations from both subject areas assessed;
- dedicating time for daily physical activity as a separate activity. This strategy may provide the classroom teacher with greater flexibility to provide the required daily physical activity.

**SAMPLE LESSON PLAN**

<table>
<thead>
<tr>
<th>20-minute Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm-up:</strong> 2–3 minutes</td>
</tr>
<tr>
<td><strong>Moderate to vigorous activity:</strong> 15–16 minutes</td>
</tr>
<tr>
<td><strong>Cool-down:</strong> 2–3 minutes</td>
</tr>
</tbody>
</table>

**School-Wide Daily Physical Activity**

Daily physical activity can be incorporated into the schedule of the whole school in a variety of ways, such as the following:

- It can take place in all classrooms after morning or afternoon announcements.
- It can take place with the entire school together, outdoors or in the gymnasium, as appropriate, at regularly scheduled times.
- It can be set up in a rotating schedule so that the same subject is not always affected.
- It can be a made part of special events taking place during the school day (e.g., seasonal celebrations, school spirit days, community events).
General Teaching Strategies

Teachers should ensure that students have all the information they need to participate in the activities, and that the appropriate procedures are followed while students are engaged in daily physical activities.

In all physical activity, it is essential that safety be a prime consideration. The following are some general guidelines to assist teachers as they implement daily physical activity.

- Introduce general rules and procedures at the beginning of the year (e.g., rules about fair play, respect for others, safety).
- Ensure that students understand clearly the rules and procedures that apply in different physical activity areas, including the classroom.
- Ensure that students are dressed appropriately for daily physical activities.
- Outline the curriculum expectations that relate to daily physical activity to help students take responsibility for achieving those expectations.
- Ensure that all instructions are clear and that students pay close attention to instructions. When instructions are being provided, ensure that all students are able to see the leader and that the leader can see all the students. If the class is held outside, ensure that students' view is not obstructed by the sun.
- Establish clear start and stop signals. Whistles can be effective if not overused. Start signals are just as important as the stop signal (e.g., "When I say 'go', you can begin the activity. Go!"). Use audio and/or visual signals (e.g., stopping the music, putting a hand up), where appropriate. When students can respond to brief signals, not only is their attention engaged, but their activity time also increases.
- Use clear visual cues, such as lines on the floor and pylons, to help identify boundaries during activities.
- Ensure that spacing between groups is adequate so that one group's activity does not interfere with another group's activity.

Use of music

Music can be an excellent motivator for students when they participate in physical activities. Play upbeat music with a fast tempo during the warm-up to motivate children to move quickly and energetically. During the cool-down, play slower and quieter music to help create a calm and relaxed mood. Allowing children to select music (within certain guidelines) can have a significant positive impact on the atmosphere in the class.

Strategies to Motivate Students

There are many ways to motivate students to be more physically active. Here are some suggestions.

- Make physical activity fun.
- Be enthusiastic and provide encouragement.
- Ensure that students feel comfortable asking questions and discussing concerns.
- Keep instructions short and simple to maximize activity time and keep students engaged.
- Encourage students to talk to peers while being physically active.
- Set realistic expectations for each student, and modify skills and activities where necessary.
- Praise students when they are doing things correctly, and provide ongoing constructive feedback.
- Involve students in planning physical activities, and allow for some choice.

1. Many of the strategies and suggestions in this and the following sections are adapted from: Ophea, H&PE Curriculum Support Documents, Grades 1 to 8, 2000.
Identify and take advantage of suitable moments to teach physical activity, and help students to understand ways of incorporating physical activity into their daily lives on a lifelong basis.

Provide students with opportunities to make activities personally challenging.

Ensure that activities and facilities used enable all students to participate.

Provide opportunities for students to learn concepts from various subjects in a kinesthetic way.

Grouping of Students for Activities

Use different ways to divide classes into groups or teams to provide variety and to give students opportunities to work with different people. Do not choose captains or have selected students choose their team members. Simple games can be used to divide classes into groups. Here are some examples.

**Whistle Mixer**

Have students jog on the spot. When the whistle is blown a certain number of times, students form groups. The number of students in the groups corresponds to the number of whistles. (The number of students in a group can also be changed by simply calling out numbers.)

**Partners into Teams**

Any method of grouping students as partners will also serve as a method of dividing a class into two teams. The following are some possibilities:

- **“Select a partner”**: If students choose their own partners, two teams can be created either by choosing several pairs to form one team and other pairs to form the other team, or by splitting partners so that one partner goes to one team and one partner goes to the other. If students choose their own partners, designate an area to be the “lost and found”, where anyone without a partner can go to find one. Encourage the class to make sure that the same students do not go to the “lost and found” on a regular basis. If this happens, the teacher should use other methods for dividing the students into groups.

- **“Line A, line B”**: Have students form two lines; line A becomes one team, line B the other team. For the next time a team is needed, students in the first half of each line form one team, and students in the second half of each line form the other team.

- **“Back to back”**: Have students stand back to back (or shoulder to shoulder, or elbow to elbow) with another student as quickly as possible. The emphasis is on frequent and rapid selection. For example, to make two teams at any point, have one partner sit and the other stand; those students who are sitting move to one area, those who are standing move to another.

- **“Similarities”**: Ask students to find a partner with the same shoes, the same colour shirt, the same colour hair, the same birthday month, and so on.
Outline of the Activities

The activities provided include a warm-up, moderate to vigorous physical activity, and a cool-down. These activities can be used throughout the year. Repetition of a daily physical activity – five or six times during the course of a month, for example – allows students to become familiar with the activity, and reduces the time required for instruction in the activity. As a result, students have more time to be physically active. Teachers can create variations on the activities, and can also encourage students to create their own variations.

Warm-up

It is important that students do a warm-up before starting daily physical activities. A proper warm-up sets the tone for the class and reduces the risk of injury during an activity. To warm up, students should participate in some low-intensity aerobic activity, such as brisk walking. Using the large muscles and gradually increasing speed and intensity in this type of activity gradually increases the heart rate and blood flow to the muscles. During the warm-up, it is important to follow up with stretches that move the joints through their full range of motion. Stretches such as arm circles and flexing and extending of the arms and legs are helpful.

Moderate to Vigorous Physical Activity

The physical activities in this resource guide are examples of moderate to vigorous physical activities. It is important to ensure that students participate in the activities in an appropriate manner, working towards increasing their ability to participate in them for a sustained period of time.

<table>
<thead>
<tr>
<th>Moderate</th>
<th>Vigorous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate physical activity causes some increase in breathing and/or heart rate, but not enough to prevent an individual from carrying on a conversation comfortably during the activity. Examples of moderate physical activity are brisk walking and recreational dancing.</td>
<td>Vigorous physical activity is aerobic activity, which increases the breathing and heart rates enough for cardiorespiratory conditioning. This type of activity may, depending on fitness level, cause puffing, so that talking is possible but the ability to carry on a conversation is limited. The amount of time required for a vigorous activity is dependent on age and stage of development. Examples of vigorous physical activity are jogging and aerobic dancing.</td>
</tr>
</tbody>
</table>

Cool-down

After physical activity, a cool-down period involving a more gentle activity helps the heart and body to return to their normal state. Slow-moving activities and stretches also help normalize the blood flow to the muscles and improve flexibility. The cool-down activities concentrate on unhurried, slow stretching. Because the muscles are warm during stretches, the risk of injury is reduced. Stretches should include all the major muscle groups, starting with the largest muscles. Each stretch should be held without bouncing for fifteen to thirty seconds. Stretching should be imaginative and creative. Children can “reach for the sky”, or pretend to be a tree that is growing, or stretch their arms out as “wide as a wall”. The cool-down can also prepare children for the transition back to less-active activities.
Monitoring of Physical Activity Levels

There are many ways students can monitor their personal physical activity levels. It is important to use a method that is appropriate for the age of the students in your classroom. Here are some examples:

- **Self-assessment.** Have students assess their activity level using informal indicators: (1) I did not stop during the activity; (2) My heart was beating faster and I could hear my breathing; (3) I tried my very best.

- **Pulse check.** Ask students to count the number of times their hearts beat in a given number of seconds (e.g., 30 seconds) before, during, and after activity. Explain that the heart rate goes up during activity and returns close to the normal rate after a short rest.

- **Talk test.** Ensure that students are able to talk while participating in an activity. If they can talk, their bodies are taking in sufficient oxygen.

- **Breathing check.** Ensure that students are able to hear their own breathing. Breathing should be just audible. Studies show that fitness benefits can be gained by working at or above this level. While breathing intensity will differ from one student to another, this simple instruction is effective for all students.

Tag Games

Some of the activities provided are variations on tag games. Since these games encourage aerobic activity and can be quite vigorous as well as enjoyable, they are ideal for daily physical activity. With regard to tag games, teachers should do the following:

- Clearly define areas of the body that can be tagged (e.g., arms, legs, back).

- Ensure that students who are “it” can be readily identified by other students (e.g., have them wear a pinnie, scarf, or wrist band, or have them move around with their hands up in the air).

- Inform students that a tag is a touch, not a push or grab.

- Emphasize the importance of respecting the rules of the game and being honest about having been tagged.

- Ensure that games are restarted frequently, and redirect students’ attention to the activity when necessary.

- Change the complexity of the game periodically by adding new challenges and situations.
IMPLEMENTATION CHECKLIST

Before the activity

☐ Discuss the purpose and benefits of daily physical activity with students. Students should understand that regular physical activity, in addition to being beneficial, can also be enjoyable.

☐ Ensure that students become familiar with safety rules and procedures.

☐ Involve students in the planning and implementation of the daily physical activity program.

☐ Plan opportunities to integrate physical activity into other subject areas.

☐ Help students develop the skills necessary to participate fully in daily physical activity and potentially to lead activities in the class.

☐ Establish a safe and motivating environment for physical activity.

☐ Explain to students how to monitor their personal physical activity levels (e.g., describe the talk test).

☐ Ensure that the equipment to be used is easily accessible and appropriate for the facility (e.g., classroom, school gymnasium) and for the age and ability of the students.

☐ Ensure that all activities and facilities enable every student to participate.

☐ Ensure that all activities and activity areas are safe for students.

During the activity

☐ Ensure that students have a proper warm-up.

☐ Ensure that students are engaged in moderate to vigorous physical activity throughout the activity time.

☐ Ensure that students have a proper cool-down.

After the activity

☐ Reflect on the physical activity, and make notes on ways of modifying the activity for later use.

☐ Talk about ways in which students can incorporate physical activity into their daily lives on a lifelong basis.
SAMPLE ACTIVITIES FOR GRADES 1 TO 3
Daily Physical Activity in Schools | Sample Activities for Students

<table>
<thead>
<tr>
<th>Alphabet Games</th>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio equipment (optional); letter cards; north, south, east, west signs</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.

Warm-up: Moving on the Spot
- Have students march on the spot, lifting knees high and performing a variety of arm actions.
- Have students jog on the spot, slowly at first, then faster, lifting knees high in front.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

Activity 1: Alphabet Tag (Adapted from: Active Healthy Kids Canada, activ8, Grades 1–3, 2002)
- Give each student in the class a letter (e.g., a card with a letter on it) or have the students remember their letter.
- Call out a word (e.g., “house”) or a series of letters (e.g., “all vowels”). Students with those letters are “it.” When a student tags another student, the student who is tagged also becomes “it” and tries to tag other students. Call out a wide variety of words and letters so that all students get a chance to play different roles.
- Call out “alphabet” and have all the students move around the activity area in a variety of ways, waiting for a new word to be called.

Activity 2: Alphabet Soup (Adapted from: Ophea, H&PE Curriculum Support Document, Grades 1, 2, and 3, 2000)
- Have students travel around the activity area in a variety of ways (e.g., walking quickly in curved lines).
- Call out a letter, and have students move around the activity area in the shape of that letter. Encourage students to be creative and think of a unique pathway to make the letter (e.g., bubble letters, cursive).
- Once the students finish making their letter, have them move around the activity room again. Students can make a series of letters that spell out frequently used words.

Cool-down (Adapted from: Ophea, H&PE Curriculum Support Document, Grades 1, 2, and 3, 2000)
- Designate different walls of the activity area as north, south, east, and west.
- Give movement and direction signals (e.g., walking to the north, hopping to the east, wiggling west, skipping south). It is important to choose progressively less vigorous ways of travelling so that students can cool down.
- Have students move towards the wall and stop at a designated line a safe distance from the wall.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

Variations
- Call out words being used in different subjects or high-frequency words.
- Substitute numbers for letters, and call out a math equation. The students can solve the equation and form the answer with their bodies.
- Have students play Alphabet Soup in a limited space by modifying ways of travelling (e.g., replace jogging with walking or marching).

Notes for Teachers
- Discuss with students how using their bodies to spell words can help them to remember how the words are spelled.

Planning Notes and Reflection
Sample Activities | Grades 1 to 3

<table>
<thead>
<tr>
<th>Dragon’s Jewels</th>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
</table>
|                 | 20 minutes | ❌ Classroom  
|                 |       | ✓ Gymnasium  
|                 |       | ✓ Multipurpose  
|                 |       | ✓ Outdoors  

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
</table>
| 3–5 pinnies and 1 hoop (per group), 20–30 beanbags, 4 pylons | ✓ Moderate  
| | ❌ Vigorous  

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
</table>
| • Remind students to be cautious when moving and to be aware of the personal space of others.  
• Ensure that students understand the types of movement being used in the activity.  

<table>
<thead>
<tr>
<th>Warm-up: Moving on the Spot</th>
</tr>
</thead>
</table>
| • Have students march on the spot, lifting knees high and performing a variety of arm actions.  
• Have students jog on the spot, slowly at first, then faster, touching heels to hands and lifting knees high in front.  
• Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).  

<table>
<thead>
<tr>
<th>Activity: Dragon’s Jewels (Adapted from: Ophea, H&amp;PE Curriculum Support Document, Grade 2, 2000)</th>
</tr>
</thead>
</table>
| • Set up three hoops in the middle of the activity area with 20–30 “jewels” in each. Pylons marking the safety line should be set up around the activity area a safe distance from the walls.  
• Designate three to five students to be the guards, who prevent the “jewels” from being taken. Use the pinnies to identify the guards.  
• Have all the other students attempt to get a jewel and take it across the safety line without being tagged. If students are tagged, they must return to the safety line and perform a specific fitness activity given to them by the guard or the teacher (e.g., 15 jumping jacks, 10 leg lifts). Once students have completed the activity, they may rejoin the game.  
• Change the guards on a given signal or once all the jewels have been taken.  

<table>
<thead>
<tr>
<th>Cool-down: Ladder Climb (Adapted from: Ophea, H&amp;PE Curriculum Support Document, Grade 2, 2000)</th>
</tr>
</thead>
</table>
| • Have students walk on the spot, with feet slightly apart.  
• Ask students to pretend that they are climbing a ladder to the sky, using their arms and legs to “climb” upward for 20–30 steps.  
• Have students repeat the process, climbing down the ladder at a slower and slower pace.  
• Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).  

<table>
<thead>
<tr>
<th>Variations</th>
</tr>
</thead>
</table>
| • Have students incorporate different types of movements (e.g., hopping, jogging, skipping) when travelling to and from safety line.  

<table>
<thead>
<tr>
<th>Notes for Teachers</th>
</tr>
</thead>
</table>
| • Discuss with students the best way to avoid getting caught and what they would do differently the next time they play the game.  

| Planning Notes and Reflection |
## Four Corner Fun

<table>
<thead>
<tr>
<th>Time</th>
<th>Facility</th>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Classroom ❌</td>
<td>Class set of a variety of balls; 4 benches; floor tape (optional)</td>
<td>Moderate ✓ ❏ Vigorous</td>
</tr>
<tr>
<td></td>
<td>Gymnasium ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multipurpose ❌</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outdoors ❌</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Safety
- Remind students to be aware of personal space when moving around the activity area and to watch for other students moving in a variety of directions.
- Place benches on their sides with the seat area facing inwards, and a safe distance from corners and walls.
- Remind students of basic soccer safety tips (e.g., kick with the inside of the foot to keep the ball on the ground).

### Warm-up: Thunder, Lightning, and Snow (Adapted from: Ophea, H&PE Curriculum Support Document, Grade 3, 2000)
- Have students stand and move in response to the following cue words:
  - thunder: running on the spot so you can hear your feet
  - lightning: standing still
  - rain: stride jumps
  - snow: walking with high knees
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Activity 1: Building Blocks
- Have students move in various ways around the gymnasium (e.g., skipping, galloping, zigzagging, hopping).
- Call out “5-blocks!” Have students form groups with the number of students that was called out (i.e., five). *(Note: If it is not possible for all groups to consist of an equal number of students, have most of the student form groups according to the number called and the remaining students form a group of their own.)*
- Have students continue moving again until another number is called out.
- Finish with a number that will result in the formation of four groups. These groups can be used for the next activity.

### Activity 2: Four Corner Fun (Adapted from: CIRA Ontario, 50 Games with 50 Tennis Balls, 2004)
- Explain that the main objective of this game is for each team to allow as few goals as possible.
- Assign each team a bench that they are responsible for defending. Remind students that there are no goalies in the game.
- Place all the balls into the centre of the activity area. Have the students scatter and try to kick the balls to hit the bench of another team. When a ball hits a bench, it is a goal. Whenever students score a goal, they take that ball and place it behind the bench they scored on.
- Have students play until a designated time is reached or until all of the balls are gone.

### Cool-down: Windstorm
- Have students walk around slowly, pretending they are trees blowing in the wind and using their arms as branches. Students start in a big windstorm in which branches break, and finish as the wind stops blowing.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Variations
- Increase the difficulty of the Building Blocks activity by calling out math equations.
- Increase or decrease the number of balls or the size of balls used.
- Tell students they cannot score on the same goal twice in a row.

### Notes for Teachers
- Discuss with students how they would rate their level of participation and why they gave themselves that rating. How could they improve?

### Planning Notes and Reflection

---

---
Sample Activities | Grades 1 to 3

<table>
<thead>
<tr>
<th>Imagine and Move</th>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
<td>✓ Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❏ Gymnasium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio equipment (optional)</td>
<td>✓ Moderate</td>
</tr>
</tbody>
</table>

Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.

Warm-up: Moving on the Spot
- Have students march on the spot, lifting knees high and performing a variety of arm actions.
- Have students jog on the spot, slowly at first, then faster, touching heels to hands and lifting knees high in front.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

Activity 1: Imagine and Move
- Have students walk around the activity area, varying their speed and moving like an elephant, a mouse, a frog, a robot, and an airplane.
- Have students continue to walk around the activity area and have them move like something that starts with the letter A, C, W, and so on.

Activity 2: Act It Out (Adapted from: Active Healthy Kids Canada, activ8, Grades 1–3, 2002)
- Create a list of different types of athletes with a corresponding action for each type. The list could be posted on the blackboard or wall, and could include the following:
  - A swimmer: Walk on the spot while moving arms in a front crawl motion.
  - A dancer: Dance on the spot. Use your imagination.
  - A jogger: Jog on the spot.
  - A cyclist: Move feet quickly as if pedalling a bike.
  - A rock climber: March on the spot while moving arms up and down.
- Teach the actions that correspond with each type of athlete's movements.
- Have students march around the room or sit on chairs, and have them perform the action that corresponds with the athlete type you call out.

Cool-down
- Have students walk slowly around the classroom. Call out “tall,” “small,” or “wide” to have students stretch to be as tall as a house, as small as a mouse, or as wide as a wall.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

Variations
- Ask students to brainstorm school or community events and actions to perform instead of the ideas listed above.
- Instead of having students march around the classroom, have them sit on their chairs or stand on mats, marching their feet and swinging their arms.

Notes for Teachers
- Discuss with students the physical activity that they most enjoy and how they feel before, during, and after participating in the activity.
### Mission Possible Circuit

<table>
<thead>
<tr>
<th>Mission Possible Circuit</th>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
<td>✓ Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Gymnasium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission sheets</td>
<td>✓ Moderate</td>
</tr>
</tbody>
</table>

### Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.
- Do not use walls/stages and fences as finish lines or stopping points. Place pylons or use a line a safe distance from the wall.
- If the activity is taking place in the classroom, caution students to walk or crab-walk between activity sites instead of running.

### Warm-up: On the Move
- Have students walk in a large circle formation and respond to cues such as the following:
  - Walk and roll your shoulders.
  - Jog and shake your hands above your head.
  - March with high knees.
  - Leap over lines on the floor.
- Let, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Activity: Mission Possible Circuit (Adapted from: Ophea, H&PE Curriculum Support Document, Grades 1, 2, and 3, 2000)
- Divide students into groups of 4–6.
- Put the following list of missions on a chart in a visible area, or on individual sheets for each group. If students are not able to read the tasks, call out a different one every 30 to 45 seconds.
  - Touch six red objects with your knee.
  - Complete one jumping jack for every letter found in your name or other suitable words (e.g., Ontario).
  - Line up in single file and pass an object over your head or through your legs until it has been passed all the way down your line.
  - Stand in the corner of the classroom and sing a verse of “Row, Row, Row Your Boat” or another suitable song.
  - Touch every line/desk and chair in the activity area.
  - Shake hands with five students not in your group.
  - Stand in the middle of the activity area and perform the “Chicken Dance.”
  - Using your chair, sit down and stand up ten times with hands on your hips or head.
  - Create a cheer, using the words “I love being active.”
- Have students complete all the missions. They may do so in any order, as long as they complete every activity as a group. Once students complete the Mission Possible circuit, they “high five” each other.

### Cool-down: Statue
- Have students walk slowly around the activity area, pretending they are slowly turning into statues. Gradually, their arms and legs move more and more slowly, until the students become perfectly still.
- Let, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Variations
- Create new missions appropriate for a variety of activity areas.

### Notes for Teachers
- Emphasize that the aim is to be active, and discuss with students what they had to do to complete the circuit.
SAMPLE ACTIVITIES FOR GRADES 4 TO 6
### Clothes-Peg Tag

<table>
<thead>
<tr>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>☑ Classroom</td>
</tr>
<tr>
<td></td>
<td>☑ Gymnasium</td>
</tr>
<tr>
<td></td>
<td>☑ Multipurpose</td>
</tr>
<tr>
<td></td>
<td>☑ Outdoors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>50–75 clothes pegs</td>
<td>☑ Moderate</td>
</tr>
<tr>
<td></td>
<td>☑ Vigorous</td>
</tr>
</tbody>
</table>

#### Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.

#### Warm-up
- Have students work in groups of 3–5 and line up one behind the other.
- Have the first student lead the group around the activity area using a variety of movements.
- Every 30 seconds, have students change leaders and increase their speed (e.g., slow walk, walk, speed walk, jog).
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Activity 1: Atom
- Have students travel around the activity area.
- Call out a number every 45 to 60 seconds, and have students form a group of that number. Students do a physical activity (e.g., jogging on the spot, stride jumps). If there is an extra student, the group can make the formation or circle around that student.
- Call out another number to continue the game.

#### Activity 2: Clothes-Peg Tag (Adapted from: CIRA Ontario, You're “It”! Tag, Tag . . . and More Tag, 2001)
- Have each student attach three clothes pegs to the hem on the back of his or her shirt.
- Have students play the following variant of the game of tag, in which everyone is “it” at the same time. The object of the game is to take as many clothes pegs off the back of other students’ shirts as possible. Students attach the clothes pegs they have taken to the hem on the front of their own shirts. Once a clothes peg is on the front of a shirt, it cannot be taken. At the beginning of each game, have the students redistribute the clothes pegs so everyone starts with the same number.
  - **Game 1: Offence Rules.** At the end of the game, the students receive one point for all clothes pegs on the back of their shirts and 10 points for all the clothes pegs on the front.
  - **Game 2: Defence Time.** At the end of the game, the students receive one point for all clothes pegs on the front of their shirts and 10 points for all the clothes pegs on the back.
  - **Game 3: Your Choice.** At the end of the game, the students receive five points for all clothes pegs on the front of their shirts and five points for all the clothes pegs on the back.
  - **Game 4: Small-Group Tag.** Students play the same game in small groups of about 4–6 students, using a smaller activity area.
- At the end of each game, briefly discuss with the students the strategy used and the reason why they chose that strategy.

#### Cool-down
- Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Variations
- Have students hop, gallop, or skip instead of running.

#### Notes for Teachers
- Discuss with students the difference between playing an offensive game and a defensive game, and the type of strategy they enjoy most.
### Sample Activities | Grades 4 to 6

<table>
<thead>
<tr>
<th>Moving and Math</th>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
</table>
|                 | 20 minutes | ✓ Classroom  
|                 |         | ◼ Gymnasium  
|                 |         | ✓ Multipurpose  
|                 |         | ◼ Outdoors |

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
</table>
| Number cards | ✓ Moderate  
|             | ✓ Vigorous |

### Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.

### Warm-up
- Have students walk on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth.
- Have them gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Activity: Moving and Math (Adapted from: Ophea, H&PE Curriculum Support Document, Grades 4, 5, and 6, 2000)
- Place number cards face-down around the activity area.
- Have students move around the room, using methods of their choice (e.g., walking, hopping, skipping).
- On your signal, have each student take a card and find the student that is his or her match (e.g., question card: $5 \times 7 = \_\_\_\_$, answer card: 35). There could be more than one set of matching cards (e.g., question card: $20 + 15 = \_\_\_\_$ and $5 \times 7 = \_\_\_\_$ would both match 35). Each question could have one or several answers.
- Have partners complete a physical activity (e.g., 15 star jumps, 30 seconds of jogging on the spot).
- When all students have completed their designated activities, have them place their cards face-down around the activity area and continue to move until the next signal.

### Cool-down
- Have students walk on the spot.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Variations
- Create cards to reinforce other subjects and other concepts (e.g., nouns and verbs, capitals and provinces, food groups).

### Notes for Teachers
- Discuss with students which activity each of them did best and which activity was the biggest challenge.

### Planning Notes and Reflection
## Paper Play

<table>
<thead>
<tr>
<th>Time</th>
<th>Facility</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>✓ Classroom</td>
<td>✓ Moderate</td>
</tr>
<tr>
<td></td>
<td>✓ Gymnasium</td>
<td>✓ Vigorous</td>
</tr>
<tr>
<td></td>
<td>✗ Multipurpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ Outdoors</td>
<td></td>
</tr>
</tbody>
</table>

### Equipment
- Two scrap pieces of paper per student

### Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.
- Review rules and limitations for throwing paper balls.

### Warm-up
- Give each student two sheets of paper. Have students place both sheets on the floor and put one foot firmly on each sheet. Challenge students to move or ‘skate’ around the activity area in different directions, gradually increasing their speed.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Activity 1: Paper Skate
- Have students experiment with the following movements:
  - **Twist:** Twist back and forth on the paper.
  - **Wax on, wax off:** Brush one foot in a circle, then the other.
  - **Scissors:** While standing in one place, slide one foot forward and one foot back, then switch feet, in a continuous motion.
  - **Scooter:** Slide on one foot and push with the other.
- **Skate tag:** Designate 2–4 students to be “it.” Once a student is tagged, he or she also becomes “it.” Once all the students are tagged, the game starts again.
- **Cross-country ski relay:** Place students in groups of 2–4. Have them move across the activity area and back in a relay. While one person skis across the activity area on the paper, the second person in line walks on the spot, the third person in line jogs on the spot, and the fourth person in line runs on the spot (this is not done on the paper). Once the skier returns, the students each move up a place in line and change the level of activity.

### Activity 2: Spotless  (Adapted from: Ophea, PlaySport, 2004)
- Have students crumple up all the scrap paper used as skis and place the paper inside a hoop in the middle of an activity area.
- Have 2–3 students stand around a hoop and throw the crumpled papers, one at a time, towards the edges of the activity area. Have the students around the outside run to retrieve the crumpled papers and return them to the hoop in the middle.
- Have students continue this for 45–60 seconds and then designate different students to stand in the middle.

### Cool-down
- Have students take two sheets of paper and flatten them out. Have students place both sheets on the floor and put one foot firmly on each sheet. Have students move or “skate” around the activity area in different directions, gradually decreasing their speed.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

### Variations
- Use larger pieces of paper.

### Notes for Teachers
- Use paper from the school’s recycling bins.
- Discuss with students how they can use simple items to help them be physically active (e.g., paper skates).
Sample Activities | Grades 4 to 6

<table>
<thead>
<tr>
<th>Pylon Power</th>
<th>Time</th>
<th>Facility</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
<td>Classroom</td>
<td>Gymnasium</td>
</tr>
</tbody>
</table>

**Equipment**
Pylons, 4–6 soft-skin balls

**Safety**
- Remind students to be cautious when moving and to be aware of the personal space of others.

**Warm-up**
- Divide students into groups of 3–5. Have the students in each group line up one behind the other.
- Have the first student lead the group around the activity area, using a variety of movements.
- Change leaders every 30 seconds. With each new leader, the speed progressively increases (e.g., slow walk, walk, speed walk, jog).
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

**Activity: Pylon Power**
- Divide students into teams of 4–6. Divide the activity area into smaller areas, using pylons to create boundaries, so that several games can be played at the same time. Each game involves two opposing teams.
- Set up four pylons at each end of each of the game areas.
- Explain to students that the object of the game is for each team to try to hit and/or knock over the other team’s pylons. However, before the ball may be thrown at a pylon, it must be passed five times from one teammate to another. Members of the opposing team attempt to intercept passes, but they may not guard the pylons or stand still in front of them. If a member of the opposing team successfully intercepts a pass, the ball goes to the opposing team.
- Once a student catches the ball, he or she may not take any more steps. A student can be in possession of the ball for a maximum of 3 seconds. If the student holds the ball for longer than 3 seconds, it must be given to the other team. If the ball touches the ground, it goes to the opposing team.
- The game is over when all of a team’s pylons have been hit and/or knocked over.

**Cool-down: Stretch Wave** *(Adapted from: Ophea, H&PE Curriculum Support Document, Grade 8, 2000)*
- Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.
- Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” the stretch around the circle and hold it as others join in, creating a wave effect (see the Appendix for sample stretches).

**Variations**
- Have students use only one kind of pass – e.g., underhand, overhand, bounce. *(Note: If a bounce pass is selected, the ball goes to the opposing team only if it touches the ground more than once.)*
- Play the game using a soft object, such as a stuffed animal, instead of a ball.

**Notes for Teachers**
- Discuss with students how they can monitor their physical activity levels.
<table>
<thead>
<tr>
<th><strong>Ravenous Raiders</strong></th>
<th><strong>Time</strong></th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Multipurpose</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Outdoors</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Equipment</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25–50 beanbags, four hula hoops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical Activity Level</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Vigorous</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Safety</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remind students to be cautious when moving and to be aware of the personal space of others.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Warm-up</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students walk on the spot or around the activity area with a partner as they discuss the components of physical activity. Have them slowly increase their speed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activity:</strong> Ravenous Raiders</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Divide the activity area in half, and place a hula hoop at each end of the activity area. Divide students into two groups and assign each group to one part of the activity area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spread 25–50 beanbags across the centre line.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have the students on each team stand at their end of the activity area, then, on a signal, have them run to the centre, pick up one beanbag, run back, and drop the bag inside their group's hula hoop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• When all of the beanbags have been gathered from the centre, have students run from their end of the activity area all the way to the other team's hula hoop, grab one beanbag, run back, and drop the beanbag in their own hoop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students must carry the beanbags to their area, and may not pass or throw them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Stop the game after a few minutes and add or change some aspect of it (e.g., team members must skip/hop [on one foot]/speed walk/gallop rather than run; one player from each team is “it” and can tag students from the other team; when tagged, a student must jog on the spot for 15 seconds).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cool-down</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students move around the activity area in groups of 2–4, playing follow the leader.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have one leader in each group take the group through a variety of movements and directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Give a signal. Have new students take the lead and go through a variety of movements and directions at a slower speed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Variations</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Divide the activity area into quarters and have students in four teams move from the four corners (where their hula hoops are placed) to gather beanbags from the centre of the activity area.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Notes for Teachers</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss with students how changes in locomotion affected the pace and the level of challenge of the game.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Planning Notes and Reflection</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
SAMPLE ACTIVITIES FOR GRADES 7 AND 8
### Ball Shuttle

<table>
<thead>
<tr>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
</table>
| 20 minutes | Classroom [ ]
| | Gymnasium [✓]
| | Multipurpose [ ]
| | Outdoors [✓] |

#### Equipment

- 30–50 small balls/beanbags
- (1–2 per student), five hoops

#### Physical Activity Level

- Moderate [ ]
- Vigorous [✓]

#### Safety

- Remind students to be cautious when moving and to be aware of the personal space of others.
- Scatter balls across the middle of the activity area so that students can run safely into the middle to pick up balls.

#### Warm-up

- Have students walk around the activity area, slowly increasing their speed.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Activity 1: Ball Shuttle (Adapted from: Active Healthy Kids Canada, activ8, Grades 7–8, 2002)

- Mark off two lines 10–15 metres apart.
- Place several balls in a line in the middle.
- Divide students into two groups, placed at opposite ends of the activity area.
- Have students run or walk quickly from their starting line to the middle, at the same time.
- Have students pick up one ball, return it to their starting line, and place it down (students cannot throw or pass the balls). Have students continue until all balls are gone from the middle.
- Once all the balls are gone from the middle, have students run to the opposite end one at a time, retrieve one ball from the other group, and bring it back to their side.
- Have students continue for 3–5 minutes.
- Challenge students to move constantly for the entire time.

#### Activity 2: Four Corner Shuttle

- Place five hoops around the activity area, one in each corner and one in the middle.
- Place 30–50 balls/beanbags in the middle hoop to start.
- Divide students into four equal teams. The aim of the game is to get as many objects as they can into their hoop by the end of the time limit.
- Have students first go to the middle hoop to get the objects. Once all the objects are gone, students can go to any other hoop to get objects. Students may only carry one object at a time and may not throw or pass an object.
- Stop the game after a few minutes to allow 30–45 seconds for groups to meet and discuss strategy and changes to the game. Then have students resume the game.

#### Cool-down

- Place students in groups of 4–6. Have them walk around the activity area, slowly decreasing their speed and throwing an object from student to student.
- Give a signal to stop. The last student in each group to touch the object leads students in a stretch of the large muscle groups.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Variations

- Pair teams so that two teams are working together.
- Rearrange the groups so that the teams are not all the same size.

#### Notes for Teachers

- Discuss with students the challenges and strategies in the game and ways in which these were affected by the changes made to the game.
### Chuck the Chicken

<table>
<thead>
<tr>
<th>Time</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td></td>
</tr>
<tr>
<td>Multipurpose</td>
<td></td>
</tr>
<tr>
<td>Outdoors</td>
<td></td>
</tr>
</tbody>
</table>

#### Equipment

- 5–6 rubber chickens

#### Physical Activity Level

- Moderate  
- Vigorous

#### Safety

- Remind students to be cautious when moving and to be aware of the personal space of others.

#### Warm-up: Catch-up Run

- Have groups of 4–6 students move around the activity area in single file, slowly increasing their speed (e.g., walk, speed walk, slow jog, run).
- Have the last student in the line hold a pinnie or marker and move to the front of the line. Once the student gets to the front, he or she passes the pinnie or marker back until the new last student in line gets it, and then this student moves to the front. Each time all the members of the group have taken a turn, the speed slightly increases. Have students continue for 2–3 minutes.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Activity: Chuck the Chicken  (Adapted from: Ophea, PlaySport, 2004)

- Divide the class into groups of 4–5. Pair the groups.
- Have one group of a pair start with the rubber chicken. This group yells, as loudly as possible, “Chuck the Chicken”, and one student from the group throws it.
- Have the second group run to the chicken, line up one behind the other, and pass the chicken over their heads and between their legs, alternating between the movements (“over-under”). When the last student in line gets the chicken, he or she yells “Stop!”
- Meanwhile, have the students in the group that threw the chicken form a circle where they are and jog on the spot. Have the student who threw the chicken run around his or her group until he or she hears “Stop!” A group scores a run each time a student runs completely around his or her group.
- Have the group doing the “over-under” sequence throw the chicken and make a circle. The other group locates the chicken and then does the “over-under” sequence.
- Stop the game to allow 30–45 seconds for groups to meet and discuss strategy and adaptations to the game. Then restart the game.

#### Cool-down

- Place students in groups of 4–6. Have them walk around the activity area, slowly decreasing their speed and throwing the chicken from student to student.
- Give a signal to stop. The last student in each group to touch the chicken leads students in a stretch of the large muscle groups.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Variations

- Rearrange groups so that they are not all the same size.

#### Notes for Teachers

- Discuss with students the challenges and strategies in the game.

#### Planning Notes and Reflection

- Discuss with students the challenges and strategies in the game.
### Cross Country Canada

<table>
<thead>
<tr>
<th>Time</th>
<th>Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>✓ Classroom</td>
</tr>
<tr>
<td></td>
<td>✓ Gymnasium</td>
</tr>
<tr>
<td></td>
<td>✓ Multipurpose</td>
</tr>
<tr>
<td></td>
<td>✓ Outdoors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio equipment (optional), paper</td>
<td>✓ Moderate</td>
</tr>
</tbody>
</table>

#### Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.

#### Warm-up
- Have students begin by walking on the spot or around the activity area with a partner while discussing the components of physical activity, slowly increasing their speed.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Activity: Cross Country Canada
- Have students perform each of the following activities for 45 seconds. Have them repeat the circuit, performing it a total of four times.
  - **Climbing the mountain**: Have students pretend they are climbing a mountain. They can pretend they are using a rope or just climbing up a slope. Make sure they are using their legs.
  - **Skiing the Rockies**: Have students do side-to-side steps with twists as if they are doing a slalom down the Rocky Mountains.
  - **Biking the plains**: Have students pretend to be sitting on a bicycle, while they are sitting either at their desks or at a specific location. Have them move their legs as if they are cycling.
  - **Skiing the north**: Have students place their feet on pieces of paper. Without taking their feet off the floor, they slide their feet in a skiing motion either side-to-side or front-to-back as if they are cross-country skiing (either Nordic-style or skate skiing).
  - **Paddling the St. Lawrence**: Have students pretend they are paddling a kayak on the St. Lawrence. Have them sit straight up, either on the floor or in a chair. Students need to paddle on both sides, as a kayak paddle has blades on both sides.

#### Cool-down
- Have students walk on the spot, slowly reducing their speed.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Variations
- Encourage students to add their own examples of activities that they have already done or would like to do.
- Make references to various Canadian and world landforms referred to in the Grade 7 Patterns in Physical Geography strand.

#### Notes for Teachers
- Discuss with students geographical differences found in Canada and ways in which these can influence physical activity levels.

#### Planning Notes and Reflection
### Disc Golf Race

<table>
<thead>
<tr>
<th>Time</th>
<th>Facility</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Classroom</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Gymnasium</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multipurpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outdoors</td>
<td></td>
</tr>
</tbody>
</table>

#### Equipment
- 15 discs, 9–18 outdoor targets, pinnies/markers

#### Safety
- Remind students to be cautious when moving and to be aware of the personal space of others.
- Teach students to throw the disc safely and properly.
- Do not choose targets located near entrances and exits.

#### Warm-up
- Place students in groups of 4–6. Have them move around the activity area in single file, slowly increasing their speed (e.g., walk, speed walk, slow jog, run).
- Have the last student in the line hold a pinnie or marker and move to the front of the line. Once the student gets to the front, he or she passes the pinnie or marker back until the new last student in line gets it and then this student moves to the front. Each time all the members of the group have taken a turn, the speed slightly increases. Have students continue for 2–3 minutes.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Activity 1: Team Throw
- Have groups of 5–6 students stand in line, one behind the other. The first person throws the disc down the field and goes to the back of the line. The entire team jogs towards the disc in single file. The second person, who is now the first, picks up the disc and throws it, and then goes to the back of the line. The team jogs down the field and repeats the activity until the team reaches the end of the field and everyone has thrown the disc.

#### Activity 2: Disc Golf Race
  (Adapted from: Ophea, H&PE Curriculum Support Document, Grades 7 and 8, 2000)
- Divide the class into pairs. Give each pair a disc and a list of outdoor targets (e.g., the slide, the garbage can, the fifth fence post, pylons, or objects brought outside to act as targets).
- Have students hit all the targets, in any order they wish. They may not carry the disc any distance. They must always throw it towards the target.
- Have students in the pairs take turns throwing the disc. One student throws, and his or her partner runs to where it lands, picks it up, and throws it again.
- Tell students that the objective is to complete all the targets without stopping.

#### Cool-down
- Place students in groups of 4–6. Have them walk around the activity area, slowly decreasing their speed, throwing the disc from student to student.
- Give a signal to stop. The last student in each group to touch the disc leads students in a stretch of the large muscle groups.
- Lead, or have a student lead, a stretching routine (see the Appendix for sample stretches).

#### Variations
- Have the students draw a course, indicating the number and location of each of the targets. Circulate these course maps throughout the school for use by other teachers and students. Make a connection to the Grade 7 Themes of Geographic Inquiry strand.

#### Notes for Teachers
- Discuss with students how they could improve their time, number of shots, and number of steps.
<table>
<thead>
<tr>
<th>Tag Games</th>
<th>Time</th>
<th>Facility</th>
<th>Equipment</th>
<th>Physical Activity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
<td>Classroom</td>
<td>None</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gymnasium</td>
<td></td>
<td>Vigorous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multipurpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outdoors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remind students to be cautious when moving and to be aware of the personal space of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm-up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have students walk or speed walk around the activity area with a partner or small group, while discussing heart rate and the effect that walking around the activity area has on heart rate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lead, or have a student lead, a brief stretching routine (see the Appendix for sample stretches).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangle Tag</td>
<td></td>
<td>(Adapted from: Ophea, H&amp;PE Curriculum Support Document, Grades 7 and 8, 2000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Place students in groups of 4–8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have all but one person in each group join hands and form a circle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Designate the person on the outside in each group as “it.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have “it” attempt to tag a designated person from the same group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have the other members of the group attempt to protect the designated person from being tagged, by moving in any way they choose as long as they do not let go of each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have “it” move around the outside of the group, not touching anyone else in the group or going through the linked hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bump Tag</td>
<td></td>
<td>(Adapted from: Ophea, H&amp;PE Curriculum Support Document, Grade 5, 2000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assign two students to be “it”. Designate three spots (you may use hoops or pylons) where students will go when tagged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have tagged students move to one of the designated spots and jog on the spot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell the students that, once a third student is at the designated spot, the first one there is back in the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Change the student who is “it” frequently. You may choose to use more than two students at a time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool-down:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stretch Wave</td>
<td></td>
<td>(Adapted from: Ophea, H&amp;PE Curriculum Support Document, Grade 8, 2000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have students form a circle. Appoint a leader, who will choose stretches. Have students “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see the Appendix for sample stretches).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have students share a variety of tag games and variations on them that they know.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes for Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask students about various tag games they know. Keep a list of different ones that can be played in turn throughout the year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Notes and Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STRETCHES FOR WARM-UP AND COOL-DOWN ACTIVITIES

Some of the stretches in this appendix are designed to stretch muscles, and some are designed to move the joints through a full range of motion. See the sections entitled “Warm-up” and “Cool-down” in the Introduction (page 7) before selecting and implementing stretches.
# GRADES 1 TO 3

The following warm-up and cool-down stretches have been adapted from Ophea, *H&PE Curriculum Support Documents, Grades 1, 2, and 3, 2000*.

## NECK

### Neck Stretches
- Slowly tilt head to the right side, moving right ear towards right shoulder. Hold.
- Repeat on left side.
- Slowly tilt head forward, moving chin towards chest. Hold.
- Slowly roll head across chest from shoulder to shoulder in a half circle. Repeat four times.

### “I Don’t Know!”
- Slowly tilt head side to side, shrugging shoulders.
- Raise hands in a gesture to indicate, “I don’t know!”

## SHOULDPERS

### Swan Dive
- Raise arms outward from sides to shoulder height.
- Slowly press arms backward and hold.
- Feel a stretch across chest and down arms. Repeat.

### Snail Stretch
- In a kneeling position, with arms stretched forward in front (on the floor), try to touch armpits to the floor.
- Keep posterior high, and pretend it is the snail’s shell. Press low to the ground and pretend to be a small snail.

## ARMS

### Tall as a House, Small as a Mouse, Wide as a Wall
- Stand on tiptoes with arms overhead, stretching fingers up to the sky as “tall as a house”. Hold. Crouch down, hugging knees and tucking head down towards chest to curl up as “small as a mouse”. Hold.
- Slowly return to standing position and extend arms and legs out on each side of body to stretch as “wide as a wall”. Hold.

### Scarecrow (activity for range of motion)
- Pretend to be a scarecrow, putting arms out to the side, parallel to the ground, palms facing backward.
- Bend arms at the elbows and let hands swing down and towards the body.

### Shake and Splash (activity for range of motion)
- Gently shake hand as if shaking water off fingers.
- Flick fingers away as if splashing water.
- Flick other body parts (e.g., toes, hips, arms) as if flicking water.

### Arm Swing (activity for range of motion)
- Swing arms slowly forward and back.
- Swing arms in front of body.
- Swing arms overhead.

### Growing Flowers
- Stand with feet shoulder-width apart.
- Crouch down, tucking head towards chest and folding arms across front of body, like the closed petals of a flower.
- Slowly rise to standing position while unfolding arms.
- Extend arms overhead, like a flower opening.
- Repeat.
### HANDS AND WRISTS

<table>
<thead>
<tr>
<th>Stretches</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fist and Stretch</strong></td>
<td>Make a tight fist, then spread out and relax the fingers.</td>
</tr>
<tr>
<td><strong>Wrist Circle</strong></td>
<td>Rotate wrists by drawing circles with hands.</td>
</tr>
<tr>
<td><strong>Finger Press</strong></td>
<td>Place hands in a steeple position. Press the ends of the fingers together.</td>
</tr>
<tr>
<td></td>
<td>Pretend to make hands look like a spider doing push-ups on a mirror!</td>
</tr>
</tbody>
</table>

### BACK

<table>
<thead>
<tr>
<th>Stretches</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be a Star</strong></td>
<td>Stand with feet placed wide apart, moving onto tiptoes and extending arms over head to look like five points of a star. Hold stretch while standing on tiptoes.</td>
</tr>
<tr>
<td></td>
<td><strong>Hug Me</strong></td>
</tr>
<tr>
<td></td>
<td>Hug yourself tightly. Release.</td>
</tr>
<tr>
<td><strong>Cat Stretch</strong></td>
<td>Stand with feet shoulder-width apart, knees slightly bent.</td>
</tr>
<tr>
<td></td>
<td>Bend forward, placing hands on knees and keeping the back flat.</td>
</tr>
<tr>
<td></td>
<td>Slowly arch the back upward into a rounded position.</td>
</tr>
<tr>
<td></td>
<td>Hold. Return to flat back. Repeat.</td>
</tr>
<tr>
<td><strong>Horse/Camel (or Cat)</strong></td>
<td>Get down on hands and knees. The horse position is with back slightly arched and head up; the camel position is with back curled and head down. Hold each position.</td>
</tr>
</tbody>
</table>

### HIPS AND WAIST

<table>
<thead>
<tr>
<th>Stretches</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sit ’n’ Twist</strong></td>
<td>Sit with one leg stretched out in front, the other bent with foot flat on the floor. Twist body around from the waist on the straight-leg side, and try to look behind.</td>
</tr>
<tr>
<td><strong>Side Bends</strong></td>
<td>Stand with feet shoulder-width apart, knees slightly bent. Bend at the hips from one side to the other. Hold the position. Do not bounce. Keep body facing straight forward.</td>
</tr>
<tr>
<td></td>
<td><strong>Seat Walk (activity for range of motion)</strong></td>
</tr>
<tr>
<td></td>
<td>In a sitting position on the floor with legs straight out in front and together, move forward, using only the hips to begin movement.</td>
</tr>
</tbody>
</table>
### ANKLES AND FEET

#### Foot Flexers
*(activity for range of motion)*
- Lie on back, legs vertical, knees bent.
- Alternately flex and extend the ankles.
- Try both feet together.

#### Ankle Rotation
*(activity for range of motion)*
- Lie on back or sit, using hands for support, legs bent in front.
- Raise one leg off the ground and rotate the foot at the ankle.
- Repeat with other foot.

### LEGS

#### Shin Stretch
- Hold onto desk, chair, or wall for balance. Stand with feet slightly apart.
- Lift one foot and move it slightly behind you, gently pressing the top of the toes into the floor. Feel a stretch up the shin.
- Keep knee of supporting leg slightly bent. Hold.
- Repeat with the other leg.

#### Calf Stretch
- Stand with both feet together, lean forward, and place hands on the floor in front of feet. Press with arms to straighten legs, and push with shoulders. Push up with arms and straighten arms and legs.
- *Cue words:* “Make your body into a triangle.”

#### Lunge and Reach
- Stand with legs wide apart and knees bent.
- Place hands on thighs.
- Slowly lunge to the side by bending one leg and straightening the other. Keep feet flat on the floor.
- Alternate sides.

#### Butterfly *(stretch for inner thighs)*
- Sit with legs bent in front, knees to the side, soles of feet touching.
- Using hands, gently press knees towards the floor. Hold.
## FULL BODY

### Sky Stretch
- While standing on tiptoes, stretch arms over head, reaching up as high as possible. Hold. Repeat.

### Funny Body Shapes
- Make interesting shapes (poses) with bodies or by using specified body parts, expressing such emotions or states as the following:
  - anger
  - strength/weakness
  - fatigue/energy
  - sadness/happiness
- Hold body in each shape.

### Body Stretch
- Pretend to be a puppet controlled by strings.
- Be loose and limp, then tighten and stretch.
- Stretch up high, reaching with fingers, arms, legs, tiptoes, whole body.

### Tight Body Exercise
- Make whole body as stiff and tight as possible.
- Tighten one body part at a time: one arm, both arms, one leg, both legs, buttocks, whole body.
- Be as straight as a pencil and tighten all your muscles to stay straight. (The teacher can check tightness by trying to move or lift students’ bodies to see if they stay tight or go loose and bend.)
The following warm-up and cool-down stretches have been adapted from Ophea, *H&PE Curriculum Support Documents, Grades 4, 5, 6, 7, and 8, 2000.*

### NECK

**Neck Stretches**
- Slowly tilt head to the right side, moving right ear towards right shoulder. Hold.
- Repeat on left side.
- Slowly tilt head forward, moving chin towards chest. Hold.
- Slowly roll head across chest from shoulder to shoulder in a half circle. Repeat four times.

**Neck and Shoulder Stretch**
- Without moving shoulders, turn head to one side and look over your shoulder. Hold.
- Repeat on same side, then do twice on the other side.

### SHOULDER

**Shoulder Stretches** *(activity for range of motion)*
- Move shoulders up and down, first one, then the other, then both at the same time.
- Move shoulders forward and backward together, or one at a time.

**Shoulder Shrug and Roll** *(activity for range of motion)*
- Shrug shoulders up towards ears and hold. Repeat three times.
- With arms down by sides, slowly roll shoulders forward in a circular motion. Repeat, doing five circles forward.
- Slowly roll shoulders backward in a circular motion. Repeat, doing five circles backward.

### ARMS

**Upper Arm Stretch**
- Stand with feet shoulder-width apart.
- Raise right arm above the head and bend elbow so the right hand rests at the back of the neck or upper back.
- Place left hand on right elbow.
- Press the elbow slightly backward until a gentle stretch is felt in the right upper arm. Hold.
- Repeat with left arm.

**Arm Circles** *(activity for range of motion)*
- Stand with feet shoulder-width apart.
- Hold arms straight out to the sides.
- Slowly circle arms forward and backward.
- Repeat with arms bent.
<table>
<thead>
<tr>
<th>HANDS AND WRISTS</th>
<th>CHEST AND BACK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finger Press</strong></td>
<td><strong>Chest, Shoulders, and Arm Stretch</strong></td>
</tr>
<tr>
<td>• Place hands in a steeple position.</td>
<td>• Stand with feet shoulder-width apart.</td>
</tr>
<tr>
<td>• Press the ends of the fingers together.</td>
<td>• Clasp hands behind back and slowly lift arms upward until stretch is felt in the chest, shoulders, and arms. Hold. Repeat.</td>
</tr>
<tr>
<td>• Shake hands out.</td>
<td><strong>Back Stretch</strong></td>
</tr>
<tr>
<td></td>
<td>• Clasp hands in front of body and raise arms to shoulder height.</td>
</tr>
<tr>
<td></td>
<td>• Slowly press hands forward while curving the back and tucking chin down towards the chest.</td>
</tr>
<tr>
<td></td>
<td>• Feel a gentle stretch across the upper back. Hold.</td>
</tr>
<tr>
<td></td>
<td>• Repeat.</td>
</tr>
<tr>
<td><strong>Wrist Circles</strong></td>
<td><strong>Cat Stretch</strong></td>
</tr>
<tr>
<td>• Rotate wrists by drawing circles with hands.</td>
<td>• Stand with feet shoulder-width apart, knees slightly bent.</td>
</tr>
<tr>
<td></td>
<td>• Bend forward, placing hands on knees and keeping the back flat.</td>
</tr>
<tr>
<td></td>
<td>• Slowly arch the back upward into a rounded position. Hold.</td>
</tr>
<tr>
<td></td>
<td>• Return to flat back. Repeat.</td>
</tr>
<tr>
<td></td>
<td><strong>Hug</strong></td>
</tr>
<tr>
<td></td>
<td>• Sit or stand with back straight and tall.</td>
</tr>
<tr>
<td></td>
<td>• Slowly take a deep breath in through the nose and let it out through the mouth. Repeat three times.</td>
</tr>
<tr>
<td></td>
<td>• Wrap arms around shoulders and give yourself a big hug. Hold.</td>
</tr>
</tbody>
</table>

| **Cross and Reach**                                  | **Hug**                                             |
| • Cross one arm in front of body at shoulder height. | • Sit or stand with back straight and tall.          |
| • Using the other arm, press arm across the body until a stretch is felt in the upper arm and upper back. | • Slowly take a deep breath in through the nose and let it out through the mouth. Repeat three times. |
| • Repeat on other side.                              | • Wrap arms around shoulders and give yourself a big hug. Hold. |
### HIPS AND WAIST

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| **Twister**                                                             | - Stand with knees slightly bent, feet shoulder-width apart.  
                            - Without moving hips or legs, slowly rotate the upper body from the waist up, twisting to look behind.  
                            - Repeat on other side.  
| **The Pretzel (hip stretch)**                                           | - Sit on the floor with right leg extended along the floor in front of you.  
                            - Pull left leg over right leg in a bent position with left foot flat on the floor.  
                            - Using the right hand, pull the left knee towards the chest.  
                            - At the same time, twist torso to the left as far as possible.  
                            - Place the left arm behind you for balance.  
                            - Repeat on other side.  
| **Sitting Twists** (range of motion activity for hips)                  | - Sit with legs bent and close to chest, arms at sides, and hands on floor for support.  
                            - Keeping legs together, slowly twist them from side to side, touching knees to the floor on each side.  
| **Hips, Shins, and Feet Stretch**                                       | - Stand with weight on right leg.  
                            - Bend left leg and rest the left foot on the floor with “shoelaces facing the floor” to stretch the front of the foot.  
                            - Tilt the hips forward (pelvic tilt) to stretch the hip flexors.  
                            - Keep abdominal muscles tight.  
                            - Repeat on other side.  
| **Front Lunges**                                                        | - Stand with feet shoulder-width apart.  
                            - Take a giant step forward without moving the other foot.  
                            - Bend front knee to 90 degrees while keeping back leg straight. Rest hands on front thigh.  
                            - Repeat on other side.  
| **Reach for the Sky (side stretch)**                                    | - Stretch arms overhead, first straight up then diagonally up.  
                            - Reach up with both arms as if you are being pulled up to the ceiling.  
                            - Relax between stretches.  
| **Side Lunges**                                                         | - Stand with feet spread wide apart, knees slightly bent, hands on hips.  
                            - Move slowly from side to side by alternately bending and straightening each leg, keeping upper body vertical and facing straight ahead.  
| **Torso Twist**                                                         | - Lie on the back with knees bent and arms out to the sides on the floor.  
                            - Slowly lower both knees down to one side, while trying to keep both arms flat on the floor. Hold.  
                            - Repeat with the other side.  
| **Crossover Stretch**                                                   | - Lie on the back, and support body on bent elbows and lower arms (or lie flat on floor).  
                            - Extend one leg on the floor and bend the other knee with foot flat on the floor.  
                            - Press bent knee over straight leg towards the floor, keeping hips as level as possible.  
                            - Repeat on other side.  

## ABDOMINAL MUSCLES

**Pelvic Tilt**
- Lying on back with knees bent, press the arch of the back into the floor by tightening the abdominal muscles. Hold.
- Repeat.

## FEET

**Foot Flexers**
- While standing, balance on one leg and alternately flex and extend the ankle on the other leg.
- Repeat on the other side.

**Ankle Rotation**
- Sit with legs bent in front and use hands for support.
- Raise one leg off the floor, and rotate the foot at the ankle.
- Repeat with the other foot.

*Variation:* Do this exercise standing up, balancing on one leg, then the other.

## LEGS

**Butterfly (stretch for inner thigh)**
- Sit with legs bent, soles of feet together, knees out to the side.
- Use hands to gently press knees towards floor. Hold.

**Shin Stretch**
- Stand with feet shoulder-width apart.
- Lift one foot and move it slightly behind you, gently pressing the top of the toes into the floor. Feel a stretch up the shin.
- Keep knee of supporting leg slightly bent. Hold.
- Repeat with the other leg.

**Calf Stretch**
- Stand with feet shoulder-width apart.
- With right foot, take a large step forward into a lunge position.
- Bend the knee of front leg, and press the heel of back foot to the floor, keeping back leg straight.
- Do not bend front knee farther than the ankle.
- Feel a gentle stretch in the back of the extended leg. Hold.
- Repeat with the other leg.
- Bring the back foot in slightly and bend the back leg to stretch deeper inside the calf muscle. Hold.
- Repeat with the other side.

**Stork Stretch**
- Stand and, if necessary, hold onto something (chair, table, wall) for balance.
- Lift right foot off floor and back. Grasp right foot or shin with right hand and gently pull it towards buttocks.
- Tilt right hip forward slightly until a gentle stretch is felt in the front of the thigh.
- Keep knees together. Hold.
- Repeat with the other leg.

**Lunge and Reach**
- Stand with legs wide apart, knees bent.
- Place hands on thighs.
- Slowly lunge to the side by bending one leg and straightening the other.
- Keep feet flat on the floor.
- Alternate sides.

**Leg Stretches**
- Lie on back with legs bent, one foot flat on the floor.
- Grasp the other leg and gently pull the leg towards chest.
- Slowly try to straighten leg.
- Repeat with the other leg.