**21st CENTURY – SUN WEST ARTIFACT**

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**Grades 1-9**

**Plan Summary:**

**The plan for our school this year was to incorporate critical thinking and collaboration into creating an atmosphere where our students were more aware of their health and to be more physically active. We provided them with information and encouraged them to think critically and deeper as to why their health and physical fitness are so very important.**

**Students collaboratively worked in teams to make up their own games or to play games designated by the teacher.**

**We also incorporated daily Brain Gym activities into their fitness regime. We felt these exercises beneficial for students to do at the beginning of each day. These exercises integrate the brain and body and enhance learning ability and academic performance.**

**We also set up a fitness circuit. Students were tested three times during the year and were encouraged to improve their previous testing time**

**Curriculum Outcome: PE4.1**

**Make decisions about and apply, with guidance, strategies, principles and activities related to fitness improvement to determine and positively affect own level of health-related fitness.**

**Brain Gym Activities (Daily)**

**Drink water before “Brain Gym’ and throughout the day.**

1. **The Owl- massage each shoulder, head facing hand-10**
2. **Neck Roll- roll head from side to side-10**
3. **Lunges- 10 on each leg**
4. **Hangers- feet apart, bend over with hands touching floor three times between feet-10**
5. **Elbows on hips- bend to opposite knee-10**
6. **Toe touches- hand to opposite foot-10**
7. **Knee/Elbow Cross- 20**
8. **Back /Touch- bend leg back, foot touches opposite hand-20**
9. **Spot Running- 1minute**
10. **Hook Ups- 1 minute**

**Physical education class format:**

1. **Before- Exercises from our fitness circuit**
2. **During- Games and Activities**
3. **After- Cool Down Activities**

**BEFORE:**

**Fitness Circuit**

**-Timed –October/February/ June**

**-Our school goal is that our students will improve their time on our fitness circuit by 30 seconds by June, 2014.**

**Fitness Activities**

1. **Sit-Ups- 10(1-4); 15(5-8)**
2. **Push-Ups- 5(1-4); 10(5-8)**
3. **Lunges- 20 on each leg**
4. **Leg Crosses- 20**
5. **Knee/Elbow- 20**
6. **Jumping Jacks-10(1-4); 15(5-8)**
7. **Bean Bag Toss- throw bean bag up high from hand to hand. 10(1-4); 20(5-8)**
8. **Soft Ball Toss- throw ball up high from hand to hand. 10(1-4); 20(5-8)**
9. **Skip Rope- 15 jumps (1-4); 20 jumps (5-8)**
10. **Hula Hoop Straddle - Run through 6 hoops that are side by side on the ground by straddling feet.**
11. **Running- Run back and forth from basement wall to wall.( or outside from pylon to pylon 1-2(4); 3-4(6); 5-6(8); 7-8(10)**

**DURING:**

**Related Games and Activities**

**1. Loose Caboose**

**-Divide students into groups of three and have the groups form trains by placing their hands on the shoulders of the person in front.**

**-Identify “loose cabooses”, which will be individual players that are challenged to join the end of a train. One loose caboose is needed for every two trains. Start on signal. When a loose caboose is successful at joining the end of a train, they shout, “Go” and the student in front of the train becomes a new loose caboose. Trains communicate and work together to try to avoid being caught by loose cabooses.**

**2. Three Deep**

**-Choose one player to be the chaser. Choose another player to be the runner. Everyone else finds a partner. Partners scatter around the play area and stand in single file formation.**

**-On signal ‘Go!” all pairs jog on the spot. Chaser tries to lightly tag the runner.**

**The runner trying to prevent themselves from being tagged stops in front of any pair. As soon as a pair is joined, the last player in file becomes the new runner and sprints away to avoid the chaser.**

**-When a runner is tagged the chaser changes roles with the runner and the game continues.**

**3. Exercise Tag**

**Students find their own spaces in the gym or area. The teacher designates an exercise location and what exercises students have to do at that location each time they are tagged. Just before saying ‘GO” the teacher assigns several students to begin as “its”. On “GO” the students who are “it” run after the other students trying to tag them. When a student is tagged, they go to the exercise location and do the exercises before returning to the game. Every few minutes the teacher will stop the game and assign new students to be “It” and a new set of exercises that students have to do if they are tagged during the next round.**

**4. Flag Tag**

**Students are divided into two teams. Each team is given is a flag of the same colour that they tuck into the waist of their pants (or apron). Students chase after members of the other team trying to grab their flag. Once a student’s flag is pulled, they must sit down and their flag is on the ground beside them. They can get back into the game when a member of their team with a flag tags them. They replace their flag and continue on in the game.**

**5. Over, Under Through, Around**

**- Divide class onto teams of eight. Four team members act as the obstacles for the race and the other four are the runners.**

**-First student crouches down low (rock), second holds up a push up position (bridge), third stands legs astride (cave), and the fourth stands straight as a tree.**

**-First runner runs and jumps over the rock, crawls under the bridge, through the cave, and around the tree back to tag the next runner.**

**-When all runners have had a turn, change the runners to the obstacles.**

 **6. Hoop Line Relay**

**-Divide students into two teams. Each team holds hands in a circle.**

**-Each team has a hoola hoop. The hoop is passed around the circle without letting go of hands. The first team to complete the entire circle is the winner. More than one hoop can be added to each circle to make this more fun and more challenging.**

**7. Exercise Dodgeball**

**The teacher divides the students into two teams. One team forms a circle and the other team is in the middle. On “Go” team members from the outside take turns throwing two foam balls at team members on the inside. If a student on the inside team is hit by a ball that student goes out of the circle and does 10 of whatever exercise the teacher has assigned. That person then joins the outside circle. The last person in has 10 chances to avoid being hit by the ball, before being declared the winner!**

**8. Rounders**

**Students are divided into two teams. One team is at bat the other team is out in the field. One person in the field is designated as the pitcher. The pitcher rolls the ball to the batter. The batter tries to kick the ball as far as possible. It the ball is caught the batter scores no points. If the ball is not caught the batter runs around his group of teammates who have bunched together scoring 1 point each time he or she completes the circle. Once the field team has the ball they form a line with their feet apart and push the ball under the legs of all their teammates. Once the ball has gone all the way through, the field team yells “Stop”. On “Stop” the batter can no longer score points. A new batter is then up. Teams trade after all infield players have had a chance at bat.**

**9. What Time is it Mr. Wolf?**

**-Students stand side by side at a line on one side of the field. Selected student is appointed “Mr. Wolf”.**

**-Mr. Wolf stands about 10-15 meters away. Students call out “What time is it Mr. Wolf?”**

**-Mr. Wolf replies with a time. The children progress that many steps forward. When the reply is “dinnertime”, the children attempt to cross to the other side of the field without being caught by the wolf. If tagged, the students join the wolf as chasers.**

**10. Jump Rope Circuit**

**-Divide the class into four groups. A circuit of four stations can include the skills that the students are already aware of**

**-Individual skipping**

**One rope per child. Students practice their individual skipping skills, forwards, backwards crossover, alternate feet skip.**

**-Long rope, throw and catch**

**Students take turns to jump in the long rope facing side on. Another student throws a ball to the jumper to catch and return. Rotate rope turners so all students have a turn.**

**-Partner Challenge**

**Pairs of students work out as many ways as possible to jump with their partner. This may be with one rope or two.**

**-Eggbeater**

**Two long ropes are crossed. Skipper enters the rope and skips where the two ropes meet. Attempt to have four skips then take an end of one of the ropes so the next person can have a turn.**

**11. (Upset the Fruit Basket)**

**-Each of the four corners in the room is given the name of a fruit. A student is chosen to be it and stands in the center of the room with eyes covered. Children scatter to different corners of the room making sure there are close to the same number of students in each corner. ‘It” counts to ten and then names two of the fruits. The students in those two corners trade places .Students have to quickly change places before the next two fruits are called.**

**12. Chicken Run**

**-Class is divided into two teams. One team is in the field and the other is at the batters plate where there is placed a basket of three rubber chickens.**

**-One by one each team member throws each chicken as far as they can into the field.**

**-When all three chickens have been thrown this person runs to first base and back before the fielder team has collected all the chickens and placed them back into the basket.**

**-After each team member has had a chance to throw, the chicken’s teams trade positions.**

**13. Courting Disaster**

**The teacher divides the students into two teams. Each team must stay on their half of the playing field. Ten or more balls (or beanbags) are placed in the center of the gym. On “Go” the teams pick up the balls (or beanbags) from the center and throw them into one of the other teams’ baskets (laundry baskets can be used). The team with the most balls in the baskets wins the game.**

**14. Blindman’s Bluff**

**- Students form a circle. One student is chosen to be “It” in the middle of the circle. This person is blindfolded.**

**- Children move around the circle until the teacher calls “FREEZE!” The children stop. The person who is “it” carefully moves around the circle until he or she touches one of the players. “It” tries to guess who it is. They get three chances. If they guess correctly this person then becomes “It”**

**15. Bean Bag Tag**

**-All students have a bean bag placed on their head. Two or three students are “It”. Those who are “It” try to tag another student. If tagged that student goes to the side to do an activity such as jumping jacks, sit ups, push ups etc. When they have completed the activity they return to the game. If a bean bag falls off a students’ head at any time they also go to the side to complete an activity.**

**16. Alphabet Race-**

**-Students are divided into two teams.**

**-Two papers with the letters of the alphabet in random order are written on a sheet at the front of the room. Each letter has a line before it or after it.**

**- Students take turns running up to fill in the lines correctly.**

**-The first team to correctly fill all lines on the sheet is the winner.**

**-17. Shark Attack**

**-Students do the activity that the teacher commands.**

**-Ship- students run to the wall that the teacher points to.**

**-Shore- Students run to opposite wall**

**Clams- Students find a partner. On students sits with knees raised, the other student sits on their knees.**

**Crabs-Students stand back to back with partner. They bend over and hold partner’s hands through their legs and move sideways in any direction.**

**Sardines- All students run to the middle of the gym, sit down and squeeze as close together as possible.**

**Dolphins- Students form circles of three or four. They move in a circular motion making a diving action.**

**Shark- Students lay down in groups of three or four as quickly as possible and lock arms to protect each other.**

**-One student is the shark and tries to tag a student whose arms are not locked into position.**

**18. Clothes-pin tag**

**- At the beginning of the game everyone is given the same amount of clothes pins to clip onto the back of their shirt. Have students play the game as in tag in which everyone is “it” at the same time. The object of the game is to take away as many clothes pins off the back of students’ shirts as possible. Once a clothes pin is on the front of a shirt it cannot be taken away. The one with the most clothes pins on the front of their shirt is the winner.**

**19. Chain Relay**

**- Use cones to mark each team’s starting line and turning line. Form teams of four or five players and have each team stand in single file formation behind their starting line.**

**-On signal “Go!”, the first player runs forward around the far cone marker and back to the cone starting line. They grip the wrist of the second player on their team and run around the cone together. They then hang onto each person in order in their line until all team players are running around the cone holding onto each other’s wrists forming a long chain of students. The first team to complete the activity sit cross legged in single file.**

**20. Pillow Scramble**

**This game is played like musical chairs but pillows are used not chairs. Instead of music, the teacher says “go” and the students run around not touching the pillows. The teacher then says “stop” and every student tries to find a vacant pillow. The one without a pillow stands beside the teacher and waits till the word “Go” is spoken. On the command “Stop” once again everyone tries to find a pillow and hopefully a different person is left to stand beside the teacher.**

**AFTER:**

**Cool Down Activities**

**1. Leg stretches**

**2. Arm circles**

**3. Knee raises**

**4. Forward and backward bends**

**5. Hook ups**

**Resources**

**1 Daily Physical Education- John Felling**

**ISBN: 978-0-9811452-0-4 www.noswesteducation.com**

**2. The Biggest Little Game Book Ever - Jo Brewer**

**ISBN 189564703712**

**3. In Motion Snactivities**

[**www.inmotion.ca/uploads/tools/Snactivities**](http://www.inmotion.ca/uploads/tools/Snactivities) **updated August 2006.pdf**

**4. Daily Physical Activity Manual**

[**www.inmotion.ca**](http://www.inmotion.ca)

**5. Ready to Use- P.E. Activities**

**ISBN- 0-13-673054 (v.1) ISBN 0-13-673088-4**

**6. Cooperative Games - Daryl Elaschuk**