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www.everactive.org

info@everactive.org

(780) 454 - 4745

3rd flr, 11759-Groat Road

Edmonton, AB T5M 3K6

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www.schoolscomealive.org

shelley@schoolscomealive.org

The following chart will assist teachers in making connections between the activities and the student learning outcomes. This template is not intended to limit which outcomes may be addressed through the activities. As activities can be used to build skills for many outcomes, this template serves to assist teachers to easily identify the main focus of each activity.

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily ... For Life!			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-Being	Communication	Fair Play	Leadership	Team work	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
Frisbee Football	X	X				X	X		X			X	X
Frisbee Golf	X	X				X	X		X			X	X
Snow Golf	X	X				X	X		X			X	X
Frisbee Tag	X	X				X	X		X			X	X
Frisbee Tricks	X	X				X	X		X			X	X
Ultimate Frisbee	X	X				X	X		X			X	X
Group Juggle	X	X				X		X	X			X	
Ring Call Ball	X	X				X		X	X			X	
Ball Pursuit	X	X				X		X	X			X	
Double Circle Catch	X	X				X		X	X			X	
In Class-"Schmuck Ball"	X	X				X		X	X			X	
Bean Bag Desk Relay	X	X				X		X	X			X	
Top 10 Beanbag Stunts	X	X				X		X	X			X	
Extreme Beanbag Stunts	X	X				X		X	X			X	
Beanbags and Company	X	X	X							X		X	
Beanbag Desk Relay	X	X	X							X		X	
Jumping Juniper Relay	X	X	X							X		X	
Beanbag Tag	X	X	X							X		X	
Electric Current	X	X	X							X		X	
Foot-Bag Frenzy -	X	X	X							X		X	
Hackey Sack	X	X	X							X		X	
Hot Potato			X			X		X	X				
Lego Moves			X			X		X	X				
A Real Bummer			X			X		X	X				
Whose Shoe			X			X		X	X				
Chug-a-Belly			X			X		X	X				
Reaching Out			X			X		X	X				
Special Numbers			X			X		X	X				
Under, Over, Around, and Through	X	X	X					X	X	X		X	
Bicycle Relays	X	X	X					X	X	X		X	
Non-Elimination Musical	X	X	X					X	X	X		X	
Desks/Chairs/Hoops	X	X	X					X	X	X		X	
Paper Chase	X	X	X					X	X	X		X	
Chair Aerobics	X	X	X					X	X	X		X	
Paper Plate Can-Can	X	X	X					X	X	X		X	
Telephone Aerobics	X	X	X					X	X	X		X	
Movement Songs	X	X	X					X	X	X		X	
Movement Maps	X	X	X					X	X	X		X	
Line Dance	X	X	X					X	X	X		X	
Circuit Dance	X	X	X					X	X	X		X	

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Including Students with Disabilities

To ensure inclusion, activities may require adaptation. Within this resource, recommendations are made for modification to activities, and special considerations for students with disabilities. Specific recommendations are made for students with visual impairments and those in wheelchairs.

VI = instructional notes pertaining to students with visual impairments.

WC = instructional considerations pertaining to students in wheelchairs.

Note: Teachers and activity leaders should inquire to determine whether students have conditions that could compromise safe participation.

Latex Alert! Individuals with Spina bifida should be considered LATEX ALLERGIC. Caution should be exercised when selecting manipulative equipment for all activities. Contact distributors directly for information regarding content, e.g., Wintergreen identifies latex-free equipment in their 2002 catalogue. They may also be contacted at www.wintergreenlearning.ca.

Students with Down Syndrome may have a condition known as Atlanto-axial instability. These students must avoid collisions or impact from equipment or peers as these situations could result in spinal cord injury. Other activities to avoid include somersaults, butterfly stroke when swimming or other activities that put stress on this neck area.

FRISBEE FUN!

Frisbee Football¹

Organization:

- Frisbee Football is best played outdoors. Mark out a rectangular play area about the size of a football or soccer field. Form groups of eight to ten students. Have both teams wear a set of pinnies. The team that wins the toss starts with a Frisbee.

Activity:

- The team with the Frisbee, begins at their own goal line. Passing the Frisbee among teammates they try to pass to one of their own players across their opponent's goal line. There are no boundaries, and interceptions are allowed.
- The "rule of three" applies. Players may hold the Frisbee for no more than three seconds and take no more than three steps without passing it.
- When tagged, the player with the Frisbee must immediately throw it or lose possession. They must be given one metre of space in which to throw the Frisbee.
- When scored-upon, that team resumes play from their goal line. Play continues for four five-minute quarters, for a specified time, or until one team gets five points.

Variations:

- Players tag with two-hand contact.
- Use a goal for each team guarded by a goaltender. Each team scores by throwing the Frisbee into their opponent's goal.

VI: Add an auditory component to the "holes".

- Modify distance to the "hole" as necessary.
- Increase size of the "hole" to increase the opportunity for success.
- Some students with visual impairments may find the glare of the snow troubling and will need to wear sunglasses.
- Depth perception may be affected by snowy fields. Scan the field for dips or holes.

WC: player may be pulled in a toboggan.

- Consider additional golf "holes" of lower height.

- Closely monitor temperature of players with circulation or neurological impairments.
- If students remain in wheelchair, some golf "holes" may be placed on the tarmac for all to use.

Frisbee Golf¹

Organization:

- Form groups of three or four students and prepare a scorecard for each one. Set up five to nine "holes", e.g., garbage cans, trees, light posts or poles. Each "hole" should be three to five throws away from the next. Frisbee Golf can be played around the schoolyard or another large open area. Make the course more challenging by positioning some of the "holes" out of sight, e.g., behind buildings or other structures. Establish a "par" for the course and have students try to beat par. Emphasise using correct technique rather than forcing a throw to gain extra distance. Form groups of three or four.

Activity:

- After picking up Frisbees and scorecards, each group may start at any "hole". Students continue throwing in order, until they hit each "hole" with their disc.
- To determine throwing order during play, the one who's Frisbee is the farthest from the "hole" throws first.
- To make each shot, the student lifts the Frisbee from the ground, places their front foot on the place where the Frisbee lay, then throws from there.
- Students record their score for each "hole". After completing the course, have each student tally their own score for the round.

Snow Golf²

Organization:

- Position boxes in a pattern around the field. Each box should have a visible number printed on it. Proceed using as many boxes as you like. Provide Frisbees for each player. Different colours help.

Activity:

- Students try to throw the Frisbee in the box.
- Two points are awarded for getting the Frisbee in the box and one point is awarded for hitting the box.
- Groups of three to five students play a round together.

- Make the game easier or more difficult by spacing the boxes closer or farther apart.
- Students may keep score or just play for fun.

Variation:

- Use pylons as targets instead of boxes.
- Ringette rings may be used to throw over the pylons.

Frisbee Tag¹

Organization:

- Use three or more soft Frisbees or round mouse pads. Emphasize aim not power. Students should target someone fairly close and throw softly. Students are only allowed to hold the Frisbee for three seconds.

Activity:

- All students find their own space.
- To start the game, throw the Frisbees in different directions.
- Students closest to the Frisbees pick them up and aim to hit another student below the waist.
- If a student is hit, they must do a task (e.g., five jumping jacks, wall push ups, windmills, etc.), before rejoining the game. If a student has a Frisbee in their hand, they cannot move. They may only move about if they don't have a Frisbee. Students are allowed to jump or move to avoid a Frisbee. They may also try to catch a Frisbee, but if they drop it they have to do a task.

VI: This activity may or may not be appropriate, depending on the student's functional vision.

- Call the student's name prior to aiming at them; cannot hit their head or neck region.

WC: Remove arm rests for greater throwing ability; use seat belt; apply breaks.

- Depending on reaction time, consider challenging other students to strike the wheelchair, not the person.
- Consider placing an additional target on the tray to strike at.
- If struck, student may do push-ups in the chair, leg raises with the beanbag on their foot, arms circles or modified jumping jacks.
- Student may be tagged three times before changing roles.

Frisbee Tricks¹

Activities:

- **360 Degrees:** Students throw the Frisbee to their partner. Before catching the disc, they do a 360 degree-turn. Students repeat this using the other hand to catch the disc. The catcher can do heel clicks, jumping jacks, slap the ground, or sit then stand before catching.
- **Curve:** Try throwing a curve. Student takes a step toward their partner, tilts the Frisbee up or down at the time of release, and follows through. Students experiment throwing to the left, right, upward, slow, fast, etc.. Students may also try releasing the Frisbee at different levels, i.e., high, low. Students may also experiment with catches and try different speeds, i.e., fast, slow.
- **Snap:** (The Snap is used in almost all throws, including the Hover Throw). The action is the same as "snapping a towel" and may be practiced by actually snapping a towel. Students throw the Frisbee with a forceful quick, forward movement of the wrist; then pull the wrist back quickly, before the movement is complete. This action causes the Frisbee to spin.
- **Hover Throw:** Students stand facing their partner. They tilt the front of the Frisbee up slightly and do a backhand throw with a "snap of the wrist" to produce a flat floater, which arrives at the catcher with little or no speed left.
- **Fingertip Catch:** This catch may be used when receiving a Hover Throw or high floater. The fingertip catch is done by matching the speed of the Frisbee as it is received. As the Frisbee slows down, students spin their finger around the rim, matching the speed of the Frisbee so that it spins around their fingertip.
- **Tipping Techniques:** Students throw their disc up so that it spins overhead. Look for the centre mark on the disc and try to place a slightly bent middle finger on the centre and let it spin. When this is accomplished, strike in the centre and tip it up an inch or so and then catch it again on the fingertip; then tip again. Try continuous tipping.
- **Overhead Tipping from Hover Throws:** Students throw in partners.. Standing about 10 metres apart, one student throws a Hover Throw so that it drops over their partner's head. The partner practices tipping as many times as possible. After ten throws, change roles and repeat.
- **Low Tipping:** One player throws a low Hover Throw so that their partner can practice tipping the disc below eye level.
- **Throw for Distance:** Move farther apart. Using proper technique, throw for distance. Use right and the left for throws and catches.

VI: Students may attempt various tricks outlined above, or they may create their own challenges; peers may then try too!

- Activities requiring quick rotation may be especially challenging due to balance difficulties.

WC: Students may pivot on the spot using their wheelchair.

- Students work in a group of three.

Ultimate Frisbee⁴

How to Play:

- Students form two equal teams with each standing on their own goal line. Designate one team to start with the Frisbee.
- The game begins with the offensive team advancing the Frisbee down the field by throwing it to teammates. The student in possession of the Frisbee cannot walk or run with it; however, they can pivot on one foot while attempting a pass. If they walk or run with the Frisbee, they forfeit possession to the other team.
- The defensive team can intercept the Frisbee at any time. If the offensive team allows the Frisbee to fall to the ground uncaught, the other team is given possession. Defensive players can guard, but cannot touch or make physical contact, with the offensive players. If they touch or make physical contact, a non-guarded free throw is made at the spot of the infraction.
- To score, the offensive team must have the Frisbee caught by one of its' players behind the opponent's goal line. Each goal counts as one point. After each score, the teams line up again on their goal lines and the non-scoring team starts with possession of the Frisbee.
- Play usually continues until a predetermined number of points have been reached or a time limit has been met.

VI: Students with visual impairments may begin the game by throwing to a teammate.

- They may substitute a different piece of equipment for the Frisbee.

WC: As a defensive player, the student may use pillow-polo stick to help intercept the Frisbee.

- Student may be positioned behind their opponent's goal line to catch a final toss or in another field position.

HAVING A BALL

Group Juggle

Organization:

- Group Juggle should be done with groups of 10 - 25 students.

Activity:

- Students form a circle and identify a starting point within the circle along with a leader. The leader will always begins the "juggle".
- Start with one ball. The ball is passed randomly around/across the circle until every student has received it and sent it to someone else. The ball must end up back at the leader. Each student gets the ball only once; they must remember who they received it from and who they sent it to. Repeat so that everyone remembers whom they are sending to and receiving from.
- Now tell the students that you will be adding a number of balls in variety of shapes and sizes. Explain that this is like juggling the many jobs and issues related to their life. Ask the group to establish some rules to ensure the success of the organization/classroom, Allow three minutes for this. Students will come up with a variety of rules, e.g., having to make eye contact, to having the big balls go high and the little balls go low. This is their organization and they must create their own rules. Once their rules are established, one at a time, begin adding balls until they are successfully juggling up to 10 balls. For variety, throw in a rubber chicken or beanbag!

Variation:

- The next stage of this game explores how to compete cooperatively. As well, goal-setting and decision-making skills are challenged. You will need a stopwatch.
- While still in a circle, change the challenge. Students must now pass a single ball from person to person, as fast as they can. They will soon discover that going around the circle, not across, is fastest. Give them 60 seconds to decide how to be most efficient and then time them.
- Give them another 60 seconds to try to be faster as a team. Set a goal time and encourage them to be ambitious about reaching that goal. Emphasize encouragement of teammates, to help everyone succeed.

- Encourage students to lower their times in three or four turns. Debrief them about feeling good, accomplishing tough goals, striving for mediocrity, respectful behaviours in competitive situations, and teamwork.

VI & WC: When establishing rules, encourage the group to brainstorm ways that this game can actively include everyone.

- Use equipment that facilitates success, e.g., large surface area, slightly deflated balls or tail balls.
- Consider adding an auditory component as necessary.

Ring Call Ball⁵

Organization:

- Facing the centre, all students but one form a circle. One student stands in the middle of the circle holding a ball. That student is considered to be "it".

Activity:

- The one who is "it" calls the name of another student and tosses the ball into the air above their head. The student whose name is called runs forward and attempts to catch the ball on the first or second bounce. If that student misses, they return to the circle and call the name of another student. If they succeed in catching the ball, they, become the new "it".

VI: Rather than the student who is "it" initially tossing the ball overhead, gently bounce the ball while calling the name of the student who is visually impaired. Consider using one, two, or three bounces.

- Consider adding an auditory component to the ball.
- Consider increasing the size, but decreasing the weight of the ball, e.g., Balzac.

WC: Provide ample space for the wheelchair.

- Ensure that the ball is well inflated so that it rebounds at an appropriate height.
- Have the student remove the tray from their wheelchair.
- Provide physical assistance as necessary.

Ball Pursuit⁴

Organization:

- Arrange students into one large or two smaller circles. Have them count off by two's. Those with the same number are on the same team. One ball each (of different colours, if possible) is given to two students standing on opposite sides of the circle.

Activity:

- On the teacher's signal, students pass the balls around the circle (in the same direction) to each successive teammate until one team's ball passes the other. A point is awarded each time this happens, and the game resumes.

VI: Verbally warn or nudge the student when the ball is coming to them.

- Add an auditory feature to the ball; therefore teams are quiet.

WC: Modification is unnecessary.

Double Circle Catch⁵

Organization:

- Arrange students in two circles, one inside the other. Students should be spaced about five feet apart in the inner circle. Each student in the inner circle has a partner in the outer circle. Their partner should be about 10 feet away. The circles face each other. One partner has a playground ball.

Activity:

- As the circle moves in opposite directions, the ball is tossed back and forth between the partners as they pass each other. Have them walk at the beginning, then jog, and then run.

In Class - "Schmuck Ball"

Organization:

- Divide students into two groups. They are to remain in their desks. Ensure that there is a definite separation between the two groups. Using two soft cloth balls, the goal is to try and eliminate the players on the other team by hitting any part of their body. If a student is eliminated, they are not out of the game, but they do sit on the floor. They may move anywhere in the room while keeping their buttocks in contact with the floor. If a student on the floor lifts their buttocks up to move around, they are to go to a predetermined spot (i.e., a penalty box) for a 30-second time out. While on the floor, students may pick up any loose balls and toss them back to a team member sitting in a desk. A student may not eliminate a player on the opposite team when they are on the floor. While sitting in desks, the students may not lift their buttocks off the chair. If they do, they have to go down on the floor.

VI: Participation in this game may or may not be appropriate depending on residual vision

- Do not hit the student with visual impairment on the head, neck or face.
- Rather than hitting the student directly, consider placing a target on their desk that others have to strike at, e.g., a suction toy.

WC: Students may strike the wheelchair instead of the person or target on the tray of wheelchair.

- Provide the student with numerous cloth balls that they may throw at any time.
- Consider increasing the width of the pathways between desks to allow for easy access.

BEANBAG BONUS!

Beanbag Desk Relay

Organization:

- Have students sit in rows of desks or in chairs.

Activity:

- The first student in the row has a beanbag. The beanbag is passed over their head to the next student, and so on to the back of the row. The last student in the row runs to the front of the room and touches the wall. They then sit in the front desk and every one else moves one desk back. The manner in which the bag is passed can be varied to include an "over-under" type pass or a straight "under" pass. Do the relays for time instead of having one team finish first and wait, i.e., have all teams pass the bag as many times as they can in three minutes and then have them beat their own score. Ask students for input on how to modify their game.

VI: Reduce the distance that the student has to travel or eliminate touching the wall.

- Consider having the student remain in their desk or only move once or twice if mobility is severely limited.

WC: Student in the wheelchair sits in second position; they are therefore in the midst of the action throughout the rotations.

- Provide physical assistance as necessary.

Top 10 Beanbag Stunts

Organization:

- Give each student a beanbag.

Activity:

- Students throw their beanbag into the air and execute the following activities before catching it:
 - _ clap hands once
 - _ clap hands twice
 - _ touch knees
 - _ touch toes
 - _ clap hands behind back
 - _ clap hands behind back then front
 - _ slap thighs
 - _ make 360-degree turn
 - _ throw while standing, sit to catch
 - _ throw while standing, lie down to catch

VI and WC:

- Challenge the student to create their own fun stunts based on their own abilities and interests.

Extreme Beanbag Stunts

Organization:

- Give each student a beanbag.

Activity:

- Students clap hands, cross touch shoulders, touch their head, then catch the beanbag.
- Students assume the crab-walk position, toss the beanbag with one hand and catch with the other.
- Students stand astride, push the beanbag as far as possible through their legs, jump and turn 180 degrees, and repeat.
- Students stand astride, reach high and then drop the beanbag behind their body. Have them reach between their legs to retrieve the beanbag.
- Students stand astride with the beanbag on their head, then have them tilt their head forward. Keeping their knees straight and feet still, have them pick up the beanbag.

Beanbags and Company

Organization:

- Students take two large steps backward and throw the beanbag.

Activity:

Students throw the beanbag:

- back and forth, so that they and their partner can catch it. Then take another step backward; throw and catch some more. Continue, having students taking more steps backward to increase the distance between them, etc.
- to make a rainbow arch.
- in a straight line.
- a little bit short of their partner so that their partner has to bend down to get it.
- high in the air, so that their partner has to stretch and jump to catch it.
- as a long high pass so that their partner has to step backward to get it.
- as a short pass so that their partner has to step forward to get it.
- to the left or right so that their partner has to step sideways to catch it. Then, they throw it to the opposite side.
- to a partner who is on the move. Remind students that they should lead their partner by throwing the beanbag into the space ahead.
- back and forth as both partners move in a circle.
- back and forth as they both move about in the general space. Then, they throw and catch with yet another partner who is also on the move.

VI: Consider adding sleigh bells on to beanbag.

- Work in groups of three with distances and trajectory modified only for the student who is visually impaired.

WC: Have partners seated at same level as the student in the wheelchair.

- Consider increasing the size of "beanbag" or use alternate equipment.
- Consider including a bounce pass rather than a toss if reaction/movement time is impaired.

Jumping Juniper Relay⁵

Organization:

- Place the "junipers" (beanbags) far enough apart so that students must leap to get one foot down in between each "shrub".

Activity:

- Students run from the starting line to the "junipers", making four continuous leaps over them before running straight back to tag their partner who then takes a turn.

VI: Allow the student with visual impairment to walk and take giant steps over rather than running.

- Consider using a guide runner to assist.
- Ensure "junipers" contrast with the floor.
- Consider reducing the number of "junipers".

WC: Student in a wheelchair may wheel around and through "junipers".

- Consider attempting to travel over, so "juniper" is underneath the wheelchair.
- Consider performing four quick pushes and see if they can travel from the first "juniper" to the fourth one.

Beanbag Tag

Organization:

- Give each student a beanbag. Consider varying the object being thrown, e.g., small balls, pucks, rubber chickens!

Activity:

- Each student places a beanbag on top of their head. Select four or five students to be "it". Students who are "it" try to tag the other students. If tagged, those students do a quick activity (e.g. 10 jumping jacks, a balance), then continue. If a beanbag falls off of a student's head, then they must also do the activity. Alternate those being "it" every two or three minutes.

VI and WC: Limit the playing area and provide the student with a long scarf that extend their reach to tag.

Electric Current

Organization:

- Students form two lines facing each other. Each line crosses arms and links with the student next to him/her. All students close their eyes except for those at the top of the line watching the leader.

Activity:

- Leader flashes a one, three, five (using his/her fingers) and the watcher squeezes the hand of the person next to him/her the number of times the leader indicated, and so on down the line. The last person in the line picks up a beanbag. The first group to do so wins. The first student goes to the back of the line and the second person becomes the "watcher". On the count of two and four with the leader's hands, there is no "current". If they do squeeze, the other team gets to move a student down the line.

	x-----	x-----	x-----	x-----	x-----	x	beanbag
Leader	o-----	o-----	o-----	o-----	o-----	o	beanbag

VI: The student may require a buddy to relay information from the leader.

WC: Accommodate the wheeling time by having a student from the other team go twice.

Foot-Bag Frenzy - Hackey Sack⁷

Organization:

- Demonstrate the basic foot-bag kicks, i.e., the toe kick, the inside kick, and the outside kick. Students may also contact the foot-bag with their head, knees, or upper torso. The only parts of the body that students are not allowed to use are their hands and arms.

Activity:

- Object is for a student to control the foot-bag for one or several kicks. They should try to keep the foot-bag aloft for as long as possible.

Variation:

- Play "Foot-bag Foursquare" where four students stand in a four square pattern. Students try to keep the foot-bag aloft and avoid having it land on the ground inside their square.

VI: Substitute the beanbag for a hackey sack.

- Consider adding an auditory component, e.g., sleigh bells.
- Consider tethering an object to the student's ankle.

WC: Allow student to use their hands instead, trying to balance the hackey sack on their palm, backside, or wrist.

Hot Potato⁵

Organization:

- Students sit in a circle. The student selected to be "it" assumes a position in the centre of the circle. The object of the game is to prevent the student in the centre of the circle from catching the "hot potato".

Activity:

- Student seated in the circle starts the game by throwing the hot potato to another student. The hot potato is thrown rapidly in any direction, while "it" is attempting to intercept the ball. When the ball is intercepted, the student responsible goes into the centre of the circle and becomes "it".

VI: Reduce the speed at which ball is thrown.

- Consider rolling the ball rather than throwing it.
- Challenge others to catch with their non-dominant hand.

WC: Provide the student using a wheelchair in centre, with an implement to extend their reach.

- Consider having other players seated at the same height.
- Apply brakes when throwing.

NO GYM, NO EQUIPMENT, NO PROBLEM!

Lego Moves

The leader hits a rhythm instrument such as a tambourine - while doing so, they vary the tempo, dynamics, volume, and rhythm. Students should move in a way that reflects the sounds made by the instrument. When the leader calls "LEGO", students make an interesting shape with their body.

Variation:

- Leader can use commands like "LEGO 2" (two students work together to make an interesting shape), "LEGO 4", or "WHOLE GROUP LEGO". At the end, the leader can disengage students by saying "Lego my Eggo."

VI: This activity requires few modifications, aside from perhaps limiting the distance traveled.

WC: The student may use their wheelchair to travel using various pathways, with different tempos and directions.

- In partners or groups, the student in the wheelchair may be easily accommodated and integrated as part of the shape.
- Those with limited movement may use ribbons or scarves as extensions of their own movements.

A Real Bummer

No equipment is needed for this activity. Each team member sits on the floor; one behind the other, then puts their feet in the lap of the person in front, who holds their feet. Only the student in front may have their feet on the floor. No one is allowed to put their hands on the floor. The teams then race from line A to line B. To win, the last team member's bum must cross line B.

VI: This activity requires few modifications.

WC: Student seated in front may hold two skipping ropes either attached to the wheelchair itself, or are held by the student using the wheelchair, and pulled along as the team moves.

Whose Shoe

All students take off one shoe and put it in a pile. Each student picks up someone else's shoe and then joins hands to form a circle. Object of the game is to return the shoes to their owners while keeping hands joined.

VI: Position the pile of shoes close to student with visual impairment.

- Shoes may have additional tactile features, (e.g., felt initials) thereby assisting the student in identifying who the shoe belongs to.

WC: Challenge other students to keep one hand in contact with the wheelchair or the student in the wheelchair.

- Consider having the student hold a skipping rope in each hand with adjacent students holding the other end thereby increasing the personal space around the wheelchair.

Chug-a Belly

Students form a human chain, going from one person to the next with each student's head on the previous student's belly. Students then go down the line saying only "Ha" without laughing. Each student adds one "Ha" as they go, i.e., "ha"... "ha, ha" ... "ha, ha, ha" ..., etc.

VI: Few modifications are required.

WC: Student may transfer out of their chair onto a mat.

Reaching Out

Students reach out to each other by listening to simple descriptions. Invite the group to stand, and then tell them, "reach out to someone wearing red." Players then move around to find someone wearing red. As soon as each student finds someone, he or she reaches out a hand to that individual, and without touching, both the "reacher" and the student wearing red immediately freeze in place. Several students may reach out to the same person. As soon as students are all frozen in place, they introduce themselves to the individual to whom they're reaching or extend a greeting. Then call out another description, keeping

categories general and the pace brisk so that everyone is on the move, e.g., "reach out to someone wearing ..."

- _ an earring
- _ blue jeans
- _ a belt
- _ a ring
- _ has brown eyes
- _ longer hair than you have
- _ same colour eyes
- _ ponytail

Variation:

Have students move around in exaggerated slow motion, hopping, skipping, sliding, etc.

VI: Try adding an auditory component, who is shaking the tambourine, sleigh bells, maracas, playing the castanets?

WC: Consider substituting variations in wheeling speed, direction, and pathway when others are doing different loco motor patterns.

Special Numbers

Jazz up ordinary exercises by honouring special numbers, e.g., "Today is the 10th. Let's celebrate it by doing ten jumping jacks," or "Today is Emanuel's 9th birthday. Emanuel, choose an exercise that we can do nine times for your birthday."

VI: Few modifications are required.

WC: Use independent functional abilities of student.

- Provide physical assistance as necessary.
- Consider using additional equipment, e.g., small drum beat "three" times.

Under, Over, Around, and Through

Students travel throughout the room to music going under, over, around, and through furniture and other students. Be imaginative. Try going head first, feet first, tummy up, tummy down, travelling in different directions.

VI: Designate the student who is visually impaired as one of the obstacles, i.e., others must crawl under his/her legs or step over.

WC: Student seated in the wheelchair may hold a hoola hoop that others need to step through.

Bicycle Relays

Organization:

- Push desks close together so that each student can support themselves with their hands, with one hand on one row of desks and the other hand on the row beside them. Students could sit in the desks to help anchor them while the biker is "biking".

Activity:

- First student on each "bike crew" picks his/her feet up and pedals in the air as long as possible. Before he/she puts his/her feet down they must yell "GO", so the next person in line can begin. The process continues for a pre-determined time limit as students try to pedal their way to a Grand Prix Championship. This activity is very tiring, so do it in small bursts. Students in wheelchairs can be put "on blocks" for this portion.

Variation:

- Any relay used in party games can be used in the classroom, i.e., drop the clothes peg into the bottle, egg and spoon - substitute ball and spoon, pass the orange under the chin, pass the lifesaver with the toothpick, etc. For a more skill-oriented activity, try bouncing a ball on each desk, or toss a beanbag and get it to stay on top of the desk, or move through a relay pattern in a variety of loco motor patterns, i.e., skip, hop, leap, etc.

VI: Few modifications are required.

WC: This activity may/may not be appropriate depending on the student's leg and arm strength; some individuals may be able to transfer out of their chair and use the desks for support.

Non-Elimination Musical Desks/Chairs/Hoops

Similar to the traditional game but as you remove chairs you do not move students. They must now double, triple, and quadruple up! This one becomes very fun but be careful what kind of desks you use, as some are sturdier than others! Students move around the room to music. Movement patterns can be varied to include skipping, hopping, with hoops, etc.

VI: Participation may require the assistance of a buddy.

- Watch the speed that students travel.
- Inform the students how many chairs are in play and consider letting them Braille the route prior to the game.

WC: Students may be required sit down in a chair close to them when the music stops, and if they are close to the student in the wheelchair, they may be required to touch a part of the wheelchair.

Paper Chase

Using two sheets of recycled paper (approx. 8 1/2 x 11), have each student stand on the paper to replicate "skates". Ask students to move at different speeds, pathways and heights. After speed skating, power skating, cross country skiing, figure skating and hockey, students will be warmed up and ready for a new challenge. Crumple the "skates" into paper balls and explore throwing. Try throwing from right hand to left hand and visa versa. Throw under one leg, throw low and high, walk and catch or throw for power against a wall. Finally, throw for accuracy into a waste paper basket, or divide into two teams and have a snowball fight.

VI: Student may have difficulty keeping the paper "skates" on.

- Consider using cardboard shoebox lids or larger socks.

WC: Student may be wheeled about while pushing two cardboard boxes with light floor hockey sticks.

- Student may independently wheel about in a variety of ways.
- Determine whether or not the student in the wheelchair is able to participate in the final throwing activity with or without assistance.

MOVE WITH THE GROOVE

Chair Aerobics

Create 16 beat patterns of movement using just arms, just legs, the entire body, and travelling away from (8 beats) and towards (8 beats) the chair. Students work with a partner. Have them record their sequence on paper using pictures, numbers, symbols, and words. Students then share their sequences with the other groups, combine sequences to make one twice as long, and trade sequences. Have them try to do each other's. Choose one sequence for the entire class to do together. Change the music and do it again to slower or faster beats.

VI: Few modifications are required.

WC: Use the student's independent functional abilities and outside physical assistance as required.

Paper Plate Can-Can

Locate Can-Can music or other lively music with a steady beat. Lead aerobic sequences to the music. This can be led by the teacher or by a student. With large arm and leg movements Use two paper plates (one in each hand) to "clap", "fan", "slap" etc. to the music. This may be done using different objects - try keys on chains, notebooks, shoes, rulers etc.

VI: Few modifications are required.

WC: Use the student's independent functional abilities and outside physical assistance as required.

- Students with severe limitations may practice "switch" skills by turning the music "on" and "off".

Telephone Aerobics

Brainstorm a variety of movement terms. Write them down on the blackboard. Have students write a phone number vertically in the middle of a piece of paper. Instruct them to use the whole paper. Students then choose seven different movement words and write them beside each number. To music, perform each movement the number of times indicated by the phone number, i.e., five jumps, three kicks, four wiggles, seven slide steps, one turn, eight bends, two jumping jacks. Zero becomes ten. With very young students, do one sequence together using the school phone number - or use pictures instead of words.

VI: Describe the actions and numbers.

WC: Use the student's independent functional abilities and outside physical assistance as required.

Movement Songs

Start a collection of movement songs for children. Artists such as Sharon, Lois and Bram; Raffi; Charlotte Diamond; and Fred Penner are good sources. Create movement sequences for each song. Take a fitness break each day to get kids moving to their favorite songs.

VI: Few modifications are required.

WC: Consider using a variety of manipulative and/or creative equipment.

Movement Maps

With eyes closed, kids follow teacher instructions to draw connected zigzag, curved, and straight lines using a different coloured felt pen for each line. Brainstorm and record a variety of movement terms on the blackboard. Kids choose three different words and print each one on their paper in each of the three colours. Play lively music. Kids read and follow their movement maps, i.e., hop in a zigzag pathway, crawl in a curved pathway, skip in a straight line. Variations include sharing maps, trading maps, or combining maps.

VI: Student may need assistance when drawing the map, i.e., determining edge of paper

- Student works with a sighted partner.

WC: Use the student's independent functional abilities and outside physical assistance as required.

Line Dance

Create a class line dance using ideas from students. Choose four different movements to do for eight beats each. At the end of the 4 x 8 beat sequence, make a quarter turn to the right or left and repeat the dance sequence until the end of the music.

VI: Keep transitions and changes of direction to a minimum.

WC: Use the student's independent functional abilities and outside physical assistance as required; increase space around the wheelchair for safety.

Circuit Dance

Write down familiar aerobic moves on task cards. Arrange at stations. Divide students and position them at each station. When the music starts they do the movement noted on the task card. Rotate to new station and new movement on signal.

VI: Verbally describe or "model" with the student to review the aerobic moves.

Older children may prefer to Braille a small sewing mannequin.

- Student may be assisted by sighted partner or by being provided with a tactile route to follow, e.g., pylons with flagging tape.

WC: Use the student's independent functional abilities and outside physical assistance as required.

- Students with severely limited movement may hold the station card.

Hip Hop Dance

The following descriptors are a series of moves students can learn when creating Hip Hop dances:

Attitude: Students cross their arms at their chest. They turn to the right and tap their right foot four times. Have them lean back and show "attitude" in their expression. Repeat on the opposite side. Continue this pattern.

Fish: Students place their hands in "praying" position at waist. They flick their hands at the wrists three times to the right followed by a clap. This action should begin near their body and move slightly higher with each motion. The clap should end up at head level. Repeat on the opposite side four times.

Wave: Students make a wave-like motion in front of their body, e.g., an "s" shape with two dips. Alternating arms, they do this twice on each side. Have them bend their knees and bounce slightly with the wave motion.

Raise the Roof: Students pretend they are holding an object or "pushing up" the roof. This is done with two hands raised together on one side of their body above the head for four counts, then change to other side.

Push Down: This activity is opposite to "Raise the Roof". Students "push down" with palms facing the floor. This is done four times on each side of body. Have them tap their foot on the same side four times while they "push down". Consider adapting with two pushes and two taps on each side.

Robocop: Students face forward and throw their right elbow out, then left, then bring their arms in together and swing downward beside hips for two counts while swinging body outward at the hips. They repeat this four times.

Janet Jackson: Students touch their shoulders, cross hands over their chest, slap their thighs, turn their feet "in", "out", "in" while their head turns sharply to the right. Have them repeat this movement.

Butterfly: Students turn their knees and hands inward; they close and open by crossing their limbs in and out simultaneously.

Box: Students pretend a table is in front of and behind them. One at a time, they place two hands flat on the "table". This is first done in front of their body, and then behind their back flat on the "table" with fingers facing inward for both.

Round 'em Up: Students roll their hands over each other like a boxer for two counts (Tweedle). On the next two counts, have them face their palms up and forward. Have them bend at the elbows bringing their hands back to the chest twice on left side. Tweedle for two counts then move their elbows back for two counts on the right side. Have them repeat this movement. **Sprinkler:** Students place their left hand at their neck with their elbow extending outward. Have them extend their right arm at waist height. Student then move their elbows and extended arm back and forth four times - then switch to use opposite hands. While moving their upper body, students turn their feet in and out to the same beat.

Swing-Pull: Students extend both arms to the left at shoulder height. Have them pull in their right arm to bend at the elbow. They then swing both extended arms to the right side and pull back with the left arm. Have them repeat this movement.

Stir the Pot: Students pretend they are holding a stick and rotating their arms in a circle as if stirring a large pot.

Music Selections

Everybody

That's The Way

Miami

Get Giggy With It

Rapper's Delight

Artist

Back Street Boys (Backstreets Back)

Spin Doctors (Space Jam)

Will Smith

Will Smith

Now 3 CD

VI: Verbally describe or "model" with the student to review the aerobic moves.

- Consider using a sewing mannequin to Braille the moves.

WC: Use independent functional abilities.

TICKLE YOUR FANCY WITH FEATHERS

Balancing Act

Organization:

- Have each player get a feather and take it to a free space. Remind students that the feathers are fragile and emphasize the importance of handling the feathers gently. Ensure that students are well spaced to avoid interference with other students. Emphasize that students should concentrate on the feather, never letting their eyes leave it.

Activity:

- Students balance a feather in the palm of their right hand, then in the palm of their left hand. Then they balance it on the back of each hand. Have them balance their finger on their index finger of their right hand; then their left hand. Have them try balancing it on each finger, on other body parts, i.e., their elbow, shoulder, wrist, knee, forehead, nose, and foot. Then have them try to transfer their feather from one body part to another without letting the feather touch the floor. Next, have students find a partner. Have them try to transfer one feather between partners using different body parts. Consider other balancing challenges as well.

VI: Few modifications are required, except assistance in locating the feather if it falls.

WC: Use functional abilities; student may require assistance retrieving feather.

Feather Challenge¹

Organization:

Use short, wispy, fluffy feathers. These can be purchased at craft or "dollar" stores.

Activity:

- Students toss the feather into the air and try to keep it aloft by blowing it.
- Students toss the feather up and catch it with various body parts, i.e., their shoulder, knee, foot, etc.

- Students hold the feather up high, release it and try to keep it aloft by fanning it with their hands or other body parts.
- Students hold it up high, release it and try to imitate its motion with their body as it drifts to the floor.
- Have students see how many times they can punch the feather with their fist before it lands?
- Have students try to spin around three, five, or seven times and still catch it before it lands on the floor?
- Have students blow the feather high then manoeuvre underneath it so that it lands on their nose or face?
- As the feather drifts to the floor, have students kick it with each foot before it lands. Have them try to punch it with each fist after kicking it with their feet?
- Have students release the feather, then quickly lie flat on their back, and wiggle themselves into position to have the feather land on their stomach.
- In partners, each student holds a feather up high. On signal they both release their feathers and run to catch the other's feather. The distance can be 10-20 feet and students should agree on the path that they will take to avoid collisions.

VI: When releasing the feather, depending on the student's functional vision, consider increasing the size of the feather or modifying the colour.

WC: Use functional abilities.

Team Feather Race

Divide students into several teams with five to seven individuals per team. On signal feathers are blown into the air and each team tries to keep theirs' aloft and blow it toward a goal line. The team who gets their feather across the line first without catching or touching it wins. If the feather falls to the floor, that team must begin again.

VI: Have student with the visual impairment begin and conclude the activity by blowing it forward.

WC: Consider using a paddle bat to strike at feather or throw it into play instead.

- Remind students about safety when lunging toward a feather near the wheelchair.
- Student in the wheelchair may be the designated "starter" when the feather falls to the ground.

Feather Ball

Two teams with two to four individuals aside are required. Mark off a court with three strips of masking tape on the floor. One strip designates the court's centre line and a goal line for each team is put 10 feet from the centre line. The game starts with a feather on the mid-line and each team (on their tummies) on either side. The object of the game is to blow the feather beyond the other team's goal.

VI: Provide student with verbal cues to locate the feather and to blow it in the proper direction.

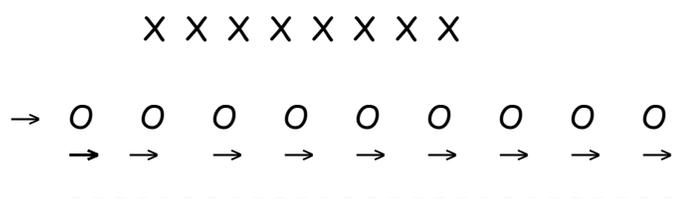
WC: Consider transferring out of the wheelchair if possible; and if so, consider reducing the distance traveled.

TANGLING FOR TWO

Key-up

Organization:

- This activity is done in partners. Facing each other, preferably in a single line, students politely introduce themselves to their partner and show a sign of respect by bowing forward. Taking a deep breath in and forcibly exhaling, they shout, "Key-up". This is followed by a challenge activity (see the list below). After completing the challenge, one line remains stationary; the other line shifts over one person - the student at the end of the line moves to the front. Everyone on that side moves over one spot. This can be repeated from the formal introduction, sign of respect, and then a new challenge.



Challenges:

- Thumb wrestling.
- Foot taps - Students join left hand to left hand in a "handshake" grip. They try to tap their partner's toes without letting their partner touch their own toes.
- Knee slaps - Students join left hand to left hand in a "handshake" grip. They try to slap their partner's knees without letting them touch their own knees.
- Push 'em - pull 'em. With hands flat and palms touching (MUST remain touching), students try to get their partner to move their feet.
- Trust. Students fall forward into their partner's hands, then push up to a standing position. They then take a step back and repeat.

VI: Depending on their functional vision, the student may require a verbal description of the challenges.

- Minimal physical prompting will assist the student with moving in the line.

WC: Use functional abilities.

- Have a partner seated in close proximity and at same height as the student in the wheelchair. Try touching the other person's elbow instead of foot, if necessary.

- Consider substituting arm wrestling on the tray of the wheelchair.

Inuit Games

Activity:

Tush Push: Two students standing "tush to tush" (backside to backside) try to push each other off balance, using push off from their "tush". Students wiggle left, right, left, right then push off. Consider doing this activity on a mat.

Tush Pull: Two students standing "tush to tush", bend forward and hold right hands between their legs. Each one attempts to pull the other over a line drawn between them.

VI: Reminder that often those with visual impairment have poor balance;

- Consider having students sit instead of standing, and try to push one another forward over a line.

WC: Consider transferring out of the wheelchair and sitting back to back.

Tu Nu Miu: Two students sitting "back to back", try to push each other over a distance of three metres.

VI: Modification is unnecessary.

WC: Consider transferring out of the wheelchair.

Holman Island Musk-Ox Challenge: Two students go down on all fours and put their heads under each other's shoulder (armpit). They then try to uproot their opponent much the same as musk-ox do when locking horns.

VI: Few modifications are required.

WC: Consider transferring out of the wheelchair.

Upper Body Strength

Activities involving the upper body are usually quite appropriate for manual wheelchair users. Depending on the abilities, persons may be able to transfer out of their chair or they may perform a variety of activities using their chair for support. Individuals will have unique trunk stability and therefore modifications of support will need to be individually determined.

Beat the Clock: In partners, students are in a push-up position, facing in opposite directions with feet touching. They form the hands of a clock at 12:00 and 6:00. On the command, "go," the "hands" turn clockwise as each student attempts to catch the other.

VI: Provide a tactile cue for student's feet to stay in contact with.

WC: Students with leg paralysis may not be able to support weight on their toes or turn. Student may remain stationary or simply have their partner move and time them. Consider also recording the number of push-ups the person does before their partner reaches him/her.

Together Stand: In partners, students sit with toes together. They either join hands or hold a stick between them and try to stand at the same time.

VI: Student may require verbal cuing, i.e., when to stand. Reduce speed of movement as necessary to accommodate for balance.

WC: This may be done with their partner seated in a chair.

- Ensure that the student in the wheelchair is using a seat belt and that their breaks are applied.
- Student in the wheelchair may bend at the waist and gradually sit up as their partner stands.

Row Your Boat: In partners, students sit facing each other with their knees bent and toes touching. While holding each other's hands, one leans back almost to a lying position and gives resistance as their partner pulls them into a sitting position. Then it is the other partner's turn.

VI: Modification is unnecessary.

WC: This may be done with their partner sitting in a chair.

- Consider removing the tray if present.
- Ensure that the student in the wheelchair is wearing their seat belt and that their brakes are applied.

Knee Slap: In partners, students stand with their right hands joined. They try to slap their partner's knees with their left hands. Then they change hands and repeat.

VI: This activity may be inappropriate depending on the student's functional vision.

WC: Consider using an extension to reach partner's knee or toes, e.g., a scarf or pillow-polo stick.

- Consider limiting the range of movement that their able-bodied partner has.

Push Me, Pull Me: In partners, students face each other - one on each side of a line. The partners join right hands. They then try to pull each other over the line. Have them try it with their left hand, then with both hands.

VI: Have the student kneel rather than stand, depending on functional vision

- Provide mats in case the student falls over.

WC: Consider substituting arm wrestling or tug-of-war with their partner seated in a chair at the same height.

Twelve-Minute Workout

Focus: Leg, arm-shoulder, and abdominal strength; lateral and forward trunk mobility.

Equipment: One beanbag per pair; one mat per player; music with a strong 4/4 beat; tape or record player.

Organization: This workout involves working in pairs to warm, strengthen, and stretch the major muscle groups. Have players find a partner about the same size.

One partner gets a beanbag; then each pair finds a free space and partners stand facing each other.

Activities:

1. Slide & Toss: Students slide-step in a clockwise direction, tossing the beanbag back and forth to each other. If the beanbag drops to the floor, the students are to pick it up and sprint once around the play area with their partner; then continue to slide and toss. Have them try to keep going until the music stops?

2. Partner Leg Push-Ups: Partner A lies on their back and lifts their legs off the floor. Partner B faces their partner and places their hands against the soles of A's feet. Partner A bends and straightens their legs while B applies pressure. After doing 10 leg push-ups, they switch roles and repeat.

3. Backward Get-Up: In partners, students sit back-to-back with elbows linked. They then gently push against each other so that they rise to a standing position. Once they've done this, have them sit down and repeat three times.

4. Wheelbarrow Walk: In partners, partner A gets down on "all-fours" on one sideline. Partner B lifts partner A's legs off the floor and holds on to A's upper legs. Partner A walks forward in this way to the opposite sideline. Then reverse positions so that partner B wheelbarrow walks. Repeat again for each partner. .

5. Partner Curls: Each partner collects a mat and places it on the floor to face their partner. Students begin in the hook-sit position on their mat, facing their partner, with arms folded across their chest. Have them interlock their legs by hooking their feet around their partner's. On the signal "curls," gently curl up and down together. Do this for twenty-four Partner Curls.

6. Side Winders: Partners face in the same direction and stand side-by-side with inside hands joined and inside feet touching. Have them slowly lean away from each other and hold that position for ten seconds. Partners now turn to face the opposite direction and repeat. With one partner facing in one direction and the other facing in the opposite direction, repeat this stretch.

7. Splits Stretch: Have students sit facing their partner, with their legs wide apart and the soles of their feet touching. Have them reach forward from the hips to clasp wrists. They may need to bend their knees slightly. Have them hold this stretch for fifteen seconds. Then have them stretch for ten seconds away from each other in the back-support position, with eyes looking back as far as possible. Repeat each stretch once more.

8. Partner Shoulder Stretch: In partners, partner B stands behind partner A, facing A's back. Partner A raises their arms sideways to shoulder level, with their palms facing forward. Partner B grasps A's wrists and gently pulls A's arms back until A tells them when to stop. Have them hold this stretch for ten seconds. Repeat this two more times and then reverse roles.

VI: Activities 2-8 require verbal cuing.

- Activity 1 may use "Wintergreen cooperative rubber band" that provides physical guidance to remain in circle formation as students slide sideways.
- Eliminate toss of the beanbag if student has severely limited vision.

WC: Have student work in a group of three.

- Able-bodied students complete the specified activities and alternate upper-body strengthening activities may be substituted for the student using the wheelchair, e.g., rolling a heavy ball back and forth to two partners, push-ups using the wheelchair; hitting a suspended ball back and forth, light free weights using soup or tomato paste cans; pulley station may be set up using Canadian Climber apparatus or basketball hoop (rim).

JUMP TO IT!

Skipping Ropes

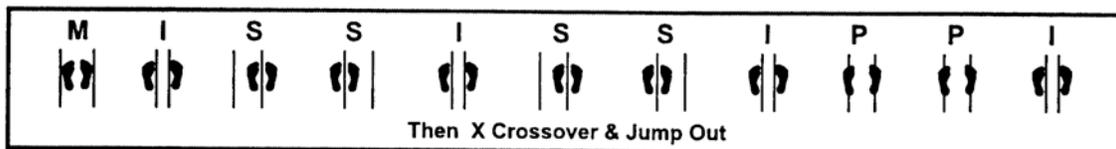
Activity:

- Create circuits or stations with basic skipping patterns. See *Skipping DF - Physical Education Online*.
- Contact the Heart and Stroke Foundation and inquire about their "Jump Rope for Heart" program. Access free materials for a fitness fundraising project. Invite the demo team to your school. Website: www.hsf.ab.ca.

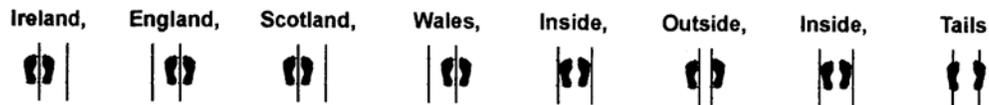
Chinese Jump Rope⁶

Activity:

- Students create their own games after an orientation class. Have students try various manoeuvres, e.g., turning, one foot, partners, teams, two elastics, and so on.
- Two students put the rope around their ankles. A third student jumps a pattern. If the jumper completes the pattern without making a mistake, they move the rope up to their shins. The jumper repeats the pattern with the rope at their shins, and then at their knees. The jumper continues until a mistake is made. Then they take a turn at holding the rope while someone else tries.



BRITISH ISLES



VI: Students with significant visual impairment often have difficulty with jumping or other activities that have a flight phase, i.e., skipping, hopping or running.

- If student is uncomfortable jumping, they may step over or they may turn the rope for a friend.
 - Consider using a heavy beaded rope that makes a sound when striking the floor.
- WC: Student may turn the rope for a friend or tie it to their wheelchair, depending on their functional abilities.
- Student may be the designated counter.

BEACH BALL FUN!

Frappez¹

Organization:

- Form groups of six to eight students. Have each group find a free space, form a circle, and space themselves at arm's length from one another. Check for good spacing of groups. One of the students should have a beach ball.

Activity:

- When the music starts, the leader hits the ball into the air toward any student, who in turn hits it to another student, and so on. Students try to keep the ball in the air, by hitting it with either hand for as long as possible. No student is allowed to hit the ball twice in a row. Count the number of consecutive hits in French: "une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix!" If the ball touches the floor, the count must start over again. The object is to see which group has the highest score by the time the music stops?

VI: Insert some small beans or lentils into the beach ball. These will assist the student with visual impairment in tracking it.

WC: Allow student using the wheelchair to hit the beach ball at least once out of every six hits.

- Student may begin the activity by hitting the beach ball or throwing it into air.

Orbit Ball¹

Organization:

- Form two groups of ten to twelve students. Have groups form a double circle, one inside the other. Students in the outer circle stand with arms ready to tap the beach ball. Students in the inner circle lie on their backs, heads pointing to the middle of the circle and legs raised overhead, ready to tap the beach ball with their feet. Emphasize that students should control the ball and that it should be tapped rather than kicked.

Activity:

- Circle students work together to put the beach ball into "orbit". Students should try to keep the ball between the inside players, who tap it with their feet, and the outside players, who tap it back with their hands. Do not allow the ball to touch the ground. Students should call "mine!" when they want to hit the ball. Count out loud the number of times the ball orbits the circle? Then, inner and outer circles change places.

VI: Consider adding an auditory component.

- Use a ball that contrasts with the surroundings.
- Provide verbal cues.
- Depending severity of the student's visual impairment, they may toss the ball into play at beginning and each time ball drops to floor.

WC: Student may need to remain in the outer circle if leg movement is limited or impossible.

- Student may require the assistance of a partner if extension of arms overhead is minimal.

Partner Challenge¹

Organization:

- Each student finds a partner of approximately the same size. Have one of the students collect a beach ball and then find a free space.

Activity:

- Students place the ball between them and try these balances:
 - _ side to side
 - _ back to back
 - _ tummy to tummy
 - _ seat to seat
 - _ shoulder to shoulder
 - _ knee to knee
 - _ head to head
- Students then attempt to do all those balances again as they move about the play area?
- Have the partners pick the ball up from the floor without their hands, using their backs only; elbows only, tummies only; and heads only.
- Students form a circle; then try to pass their beach balls from partner to partner, around the circle, without using their hands.

- Two sets of partners stand one behind the other with one beach ball between each student. Have them move about like a train, with train noises. Have them try to link up all of the trains to make one big train?

Variation:

- With beach ball balanced head to head, have the pairs touch their toes, knees, the floor, turn around, kneel, etc.

VI: Modification is unnecessary.

WC: Be Creative! Frequently alternative partners.

WALKING WELLNESS

Footsteps for Organizing a School-Wide Walking Wellness Program

- Staff volunteering to walk in the morning before classes, at noon, immediately after lunch, in the afternoon after school.
- Schedule a daily fitness walking break, e.g., from 10:00 - 10:30 a.m. walk 2 km - this should take 22 minutes at 3.5 mph or 6 kph.
- Walk with the Principal!, e.g., select students of the week from each class.
- Walking field trips during class time -to encourage discovery, problem solving etc., e.g., connect with the curriculum.
- Walk 10 - 15 minutes at an opportune time to relieve stress, boredom, "oxygenate" the brain.
- Plan a school-wide walk of a longer distance/duration, e.g., one hour - one hour 45 minutes. Invite parents to walk.
- Plan a "Roads Scholar" Program. This is a more intense goal oriented, challenging experience for eligible students. Establish a contract between the staff/coaches and students/parents.
- Excellent extra curricular experience for all.
- Plan a theme walk, e.g., Big Walk - school-wide in October
- Teacher can establish with the students their weekly, monthly or annual walking goals.
- Periodically present award, e.g., laces, stickers, etc.
- Have Fun.

VI: Consider using a sighted partner who can offer their elbow for the student with visual impairment to grasp.

- Consider providing a tactile cuing system using pylons/stations and flagging tape to mark the course.
- Review the course for holes, cracks in the tarmac or changes in elevation.

WC: Students may be able to wheel for distance and/or speed. Remember, it is very difficult to wheel across grass or surfaces like gravel or sand. Field should be scanned for potential safety hazards, i.e., holes, dips or other obstacles. A wheeling route that intersects with the walking course may be established on the tarmac. This includes the student in the general activity and allows them a

safer opportunity to develop aerobically. Those who are using power wheelchairs may be challenged to complete various obstacle courses based on their abilities. Jogging strollers that accommodate individuals up to 100 pounds are available through the Running Room at www.chariotcarriers.com

Power-Walking

Organization:

- Power-walking or Race-walking provides an alternative to jogging or running. A power-walking pace is faster than normal walking but slower than running. If indoors, use music to motivate students to walk in time to the music and to keep going! Have students walk in a counter-clockwise (CCW) direction for half of the time; and clockwise (CW) for the other half. Explain that when you race-walk, some part of your foot must stay on the ground at all times, i.e., the toe of the back foot cannot be lifted before the front heel touches the ground. Point out that race-walking is less traumatic to the lower leg because it is less jarring. Have students walk beside a partner.

Activity:

- On the signal "Go," students briskly walk beside their partner as they move around the play area. Encourage them to keep in time with the music.
- On the signal "Switch," each student finds a new partner to power-walk with. Have them try to carry on a conversation while walking?

Variations:

- Power-Walk Relay: Divide students into teams of four. Ensure that each student is spaced equally. The first walker passes a baton to the second walker, who then passes it to the third, who then passes it to the fourth walker, who walks it across the finish line. Gradually increase the walking distance.
- Rainy Day Walks: Have students walk the school corridors. Remind them to keep to the right.

RUN FOR YOUR LIFE!

One of the most difficult tasks we face as physical educators is to convince students that running can be enjoyable as well as beneficial to overall fitness. Here are a number of motivational techniques to make running fun!

Patterns

Activity:

Have students try ...

- Non-traditional patterns to inspire a combination of walking or running.
- Figure 8's.
- Running Rectangles, i.e., walk widths and run lengths.
- Dog those Diagonals, i.e., walk widths and run diagonals.
- Concentric Circles, i.e., lead runner leads group to wind into concentric circles. When leader reaches the centre, they must wind the group out of the concentric circle.
 - Optical Opposites, i.e., divide students into two equal groups with an inner circle and an outer circle each facing the opposite direction, e.g., one clockwise, the other counter-clockwise. On the signal "GO," both groups begin running in a circle while slapping the hands of those they pass. Introducing the concept of "high fives" or "low fives" can make running more interesting.
 - Run-on Relays, i.e., organize students into groups of five or seven (odd numbers work best) to make shuttle formation. X1 runs forward past X2 and takes a place behind X4. X2 then proceeds as in the case of X1. The relay continues for a fixed amount of time. Substitute race-walking, skipping or hopping for running

VI: Consider using a sighted partner who can offer their elbow for the student with the visual impairment to grasp.

- Consider using a calling system for distances shorter than 100 metres, i.e., the buddy calls out five, five, five, five if the student is running straight and calls out seven, seven, seven, seven, if they are veering to the right or two, two, two, two, if to the left.
- Consider using a tactile cuing system to mark the course.
- Review the course for holes, cracks in tarmac or changes in elevation.

WC: "Rollers" may be used when wishing to wheel indoors during inhospitable weather. Facilities like the Rick Hansen Centre, Cerebral Palsy Sports or Paralympic Sports may be contacted regarding available equipment or access information.

- See note regarding jogging strollers in walking section.

Circuit Training

Students complete an outdoor circuit-training course either individually, in pairs, or in small groups. Set up several stations in a schoolyard, park or wooded area with equal distances between each station. Students run between stations and complete assigned tasks. Individual, pair or group record of times may be kept to use as a basis for improvement. Station activities may include push-ups, sit-ups, chin-ups, jumping jacks, squat thrusts, rope skipping, step-ups, etc.

VI: Provide verbal descriptions of station activities and guidance during station rotation.

WC: Access to the circuit should be considered.

- Use alternate activities suitable to the functional abilities of student, e.g., free weights to perform curl; in-chair push-ups; kicking ball for leg strength, throwing for distance or height.
- Students with severely limited movement may be counter of repetitions for their peers.

File Run

Divide students into groups of five or six. Groups run in single file lines with two - three metre distances between members. Students may run in random patterns or through an assigned course. When a signal is given, e.g., a whistle, the last runner sprints to the front of the line and assumes the position of leader. This is repeated several times during an allotted time period, e.g., eight-12 minutes.

VI: Consider using a sighted partner who can offer their elbow for the student with the visual impairment to grasp.

- Consider using a calling system for distances shorter than 100 metres, i.e., the buddy calls out five, five, five, five if the student is running straight and calls out seven, seven, seven, seven, if they are veering to the right or two, two, two, two, if to the left.
- Consider using a tactile cuing system to mark the course.
- Review the course for holes, cracks in tarmac or changes in elevation.

WC: "Rollers" may be used when wishing to wheel indoors during inhospitable weather. Facilities like the Rick Hansen Centre, Cerebral Palsy Sports or Paralympic Sports may be contacted regarding available equipment or access information.

- See note regarding jogging strollers in walking section.

Straw Walk/Run

Students may walk/run individually or in pairs. Determine a set course that may be repeated several times, e.g., 200 metres. On the signal "go," each student or pair runs the course at their own pace. As they pass the starting point, the teacher or student assistant hands the individual or pair a straw for completion of each lap. Students try to collect as many straws as possible during the allotted running time.

VI: Consider using a sighted partner who can offer their elbow for the student with the visual impairment to grasp.

- Consider using a calling system for distances shorter than 100 metres, i.e., the buddy calls out five, five, five, five if the student is running straight and calls

out seven, seven, seven, seven, if they are veering to the right or two, two, two, two, if to the left.

- Consider using a tactile cuing system to mark the course.
- Review the course for holes, cracks in tarmac or changes in elevation.

WC: Establish baseline distance and/or time traveling according to student's abilities, fatigue, etc.

Scavenger Hunt

Divide students into pairs. Make a list of items for students to collect in the schoolyard or park area, e.g., two maple leaves, one oak leaf, a gum wrapper, a grey stone, etc. On the signal "go," students leave the starting point in search of the listed items. Students should walk, jog, or run while locating all items before returning to the starting point.

VI: Depending on functional vision, Student may work with a sighted partner.

WC: Student may use a ski pole to spear items such as leaves or candy wrappers on the ground.

- Student in the wheelchair may be stationed where each team is to return their items.

Cross Canada Walk/Run

Collectively accumulate the amount of kilometres run by each class. Plot the day's total on a map of the country. A variation of this might include running from Edmonton to Calgary, or Grande Prairie to Lethbridge, etc.

VI: Consider using a sighted partner who can offer their elbow for the student with the visual impairment to grasp.

- Consider using a tactile cuing system to mark the course.
- Review the course for holes, cracks in tarmac or changes in elevation.

WC: "Rollers" may be used when wishing to wheel indoors during inhospitable weather. Facilities like the Rick Hansen Centre, Cerebral Palsy Sports or

Paralympic Sports may be contacted regarding available equipment or access information.

- See note regarding jogging strollers in walking section.

100 Kilometre Club

Give recognition to those students who attain specific distance goals by walking or running, e.g., 25, 50, or 75 kilometres.

VI: Provide a safe consistent route for runner to complete with sighted guide

WC: Students using powered wheelchairs may also be acknowledged for their completion as a school-based "safe driver", e.g., not running into other people or doorways, etc.

- Increasing speed at which one travels from the classroom to the gym or library may also be acknowledged.

FUN WITH BALLOONS

Group Activities with Balloons

Equipment: 30 or more 20-centimetre balloons

Warm Up:

- Discuss and/or demonstrate how a balloon behaves when hit hard and/or softly. Note speed changes and how it spins and floats in unpredictable paths. Have students imagine that they are balloons repeatedly being “gently” tapped from different directions by someone’s hand, foot, finger or head. Have students explore ways in which they can move the balloon themselves.

Activity:

- Each student should attempt to keep their balloon up by tapping it with the right hand, left hand, back of hand, thumb, finger, head, leg or foot. Have students tap it and spell their name, count to 10, or count to 100 by tens before it hits the ground. Have students kick it up and catch it. Have them bounce it off five different body parts and then catch it. Then have them balance it on their head, shoulder, finger, knee, etc.

Variation:

- Play some music with a steady beat, so students can tap the balloons in the air in time with the music.
- In partners have the students practice overhand volleys, underhand bumps, and kicks - back and forth, lying down, face up, side by side - try to hit the balloon back and forth. Then try it head to head and toe to toe.

Cool Down:

- Divide students into small groups and give them a set amount of time to develop a game using the skills they have been working on. The game needs a name, rules and some way to measure the students’ success. At the end of the time, allow each group to share their game with the rest of the class.
- Divide the playing area into four sections with an equal number of students scattered throughout, e.g., sitting on the floor, sitting at their desks, lying, kneeling or standing. Use tape, rope, or desks to mark the boundary lines. Each group is given 10 points (more or less). The object of the game is to never let

the balloon touch the floor in their area, but to try to hit the floor in one of the other areas. Students can use any part of their body to hit the balloon, but can only hit it once in a row. If the balloon hits the floor, the team in that area loses one point. Add more balloons as the students become more skilled.

- Play balloon volleyball in the classroom using one row of desks as a net.

VI: Minimal modification is required, with the exception of adding small beans to balloon. This will add an auditory component.

- Instead of using a pair formation, have two partners with the student who is visually impaired. This will ensure that the sighted students also have a challenging and fun time.
- Consider having all students play Goal Ball - a game designed for those with visual impairments.

WC: Student may require assistance retrieving dropped balloon.

- Consider suspending a balloon. This will increase the student's ability to independently strike at it in various ways and not have to chase it.

Heads-up

Have each student find a partner. Give each pair a round balloon. Their challenge is simple: They are to see how many times they can bounce the balloon back and forth on their heads without letting it touch the floor. If it falls, they must start counting all over again. If you are short on balloons, teams can have fun counting aloud as they pass a single balloon back and forth.

VI: Have student work in a group of three.

- Insert lentils into the beach ball to add an auditory component.
- Have the person with visual impairment begin the activity.

WC: Partners may be seated in a low chair across from the student using the wheelchair.

Full of Hot Air

Equipment:

- 20-centimetre balloons - enough for each student in the class plus a few extra.
- Four-six 30-centimetre rulers (depending on how many teams there are).
- Four-six traffic cones (depending on how many teams there are).
- Felt pens for marking balloons.

Warm Up:

- Have each student mark their deflated balloon for identification. Standing around the outside of the play area, instruct the students to blow their balloons up, let them go and recover them as quickly as possible.
- After doing this a couple of times, have each student identify another person to whom he/she will try to send his/her balloon. Encourage them to control the direction the balloon will go well enough to get it to their target. After all balloons have landed, find out which students came the closest.
- Blow the balloons up and tie them off. Set all balloons aside except for one for each group for the main activities.

Activity:

- Organize the students into lines or circles of five-six per group. Give each group a balloon. Tell the first person to pass the balloon to the person beside them without using their hands. Everyone else in that row, line or circle must pass the balloon around the same way the first person did. If they are having difficulty coming up with different body parts to send and receive with, suggest that they can use their elbows, feet, knees, arm pits, chin or chest.
- In their groups, each person holds onto the belt or waistband of another person with one hand until the entire group is interconnected. Give each group a balloon and see which one can keep the balloon aloft the longest by using the other hand or another body part to hit it. As the balloon drifts, the entire group has to follow it. No member of a group can break contact with the person holding onto them. They need to cooperate and communicate well to be successful.
- In the same groups, have the students join hands in a circle. Each group must keep their balloon aloft using any parts of their bodies while their hands remain clasped. If their balloon touches the floor, the group loses the use of their hands. The next time it happens they lose the use of their arms, then their heads, shoulders, backs, chests and legs.
- Divide the students into partners. Have them face each other and put their hands behind their backs. Set a balloon down on the floor between each set of

partners. The object is for each pair to get the balloon off of the floor without using their hands, and then move it up their bodies until they have it secured between their faces.

Cool Down:

Have the students return to their groups. Use the rows between the desks or position a traffic cone on the other side of the room opposite each group. The object is for each person to move their balloon, in turn, to the cone and back again in the prescribed way. Consider having them do this under the following conditions:

- Carry it or bat it with a ruler trying not to let it fall on the floor.
- Carry it between their legs.
- Carry it under their chins.
- Keep it up in the air with their feet.
- Tap it with their knees only.
- Have students come up with other ways to move the balloon to continue the activity.

VI: Provide verbal cues regarding where target is and assistance in retrieving other's balloon.

- Use buddy system with an additional student.

WC: Modification is unnecessary, except in retrieval of the balloon.

Balloons Galore

- Have students keep the balloons aloft while walking, skipping, running, sliding, etc.
- Have students keep the balloons aloft using different parts of the body such as hands, fingers, thumbs, head, shoulders, knees, etc.
- Develop tracking skills by having students keep the balloons aloft while touching various lines in the gymnasium. Extend the concept by having them touch the floor with various body parts while keeping the balloon aloft.
- Have students try doing gymnastic rolls while keeping the balloon up.
- Divide the room into quadrants. Have the students congregate in one quadrant and try to keep their balloons aloft. At the same time, everyone tries to knock someone else's balloon to the floor. If their balloon touches the floor, they must move on into the next quadrant where soon someone else will join them and the game continues.

- Create a balloon routine. Use music suitable for the quality of the movement.
- Launch helium balloons with mail back instructions attached. The envelope that is mailed back from the farthest distance wins points for the team.
- Broom and balloon: Each student stickhandles a balloon through a course.

ZANY ACTIVITIES WITH PANTY HOSE, BOXER SHORTS AND LEOTARDS²

Foot Skip

Put a ball in the end of a pair of panty hose. Tie the panty hose around the ankle. Swing the ball and jump over it as it swings around the ankle. Try to jump the swinging ball while on the move. Have a race around a turning point. Make the activity even more challenging by having several students move around the same turning point.



VI: Use a ball with a bell in it to add sound, e.g., a cat toy.

WC: Not applicable.

Weighted Hose Skipping

Load the pant section of a pair of panty hose so that it is weighted. Hold the two feet like a skipping rope and skip. Set an individual or group record. Have students develop a routine to show the rest of the group. Then have them try skipping with a volleyball or soccer ball in the pants area.



VI: Use a ball with a bell in it to add sound, e.g., a cat toy.

- Provide verbal cuing as to when to jump

WC: Student may hold one end of panty hose.

Hose Jump

Place the small ball in the toes of a leotard or pair of panty hose. In groups of three or four, or standing in a circle with one student in the centre holding the waist of the panty hose, the centre person swings the hose while the others jump over it. If the group is larger, tie a rope around the panty hose so that it can be swung in a larger circle.



VI: Use a ball with a bell in it as weight.

- Provide verbal cuing as to when to jump.
- Student's partner may provide physical assistance for balance as necessary.
- Student with VI may be the swinger.

WC: Not applicable.

Hammer Hose

Place the ball in one leg of the panty hose or leotards. Whirl the hose around the head and let it fly like in the hammer throw. Offer awards for the farthest throw, highest throw, most accurate, funniest, creative, etc.

VI: Provide physical and verbal cuing so that the direction of throw is appropriate.

- Provide verbal feedback regarding success.

WC: Apply brakes and remove armrests to increase mobility when throwing.

- Keep seat belt on if trunk stability is limited.

Pendulum Swings

Put a ball in one foot of a pair of panty hose. Tie the other leg around the waist so that the ball hangs behind the back and close to the floor. Using a swinging motion of the hips, use the ball to knock a balloon to a goal and back. Students cannot use their hands.



VI: Substitute larger slightly deflated ball for the balloon. This will increase the chance of keeping track of the target.

WC: Student may use their arm to swing the pendulum toward their opponent's ball.

Are You Coming Out Sir

This game is played with a rubber ball in a nylon stocking. Participants stand with their backs against a wall and swing the stocking, bouncing the ball from side-to-side. On each "sir", students bounce the ball off the floor. Students can create their own patterns including bouncing the ball under their left leg, arms, overhead and between their legs. Start with the stocking in the right hand and try to speed up the chant each time:

Hello, hello, hello, sir	_ lift right leg and bounce ball under it
Are you coming out, sir ?	_ lift right arm and bounce ball under it
No, sir . Why, sir ?	_ hit wall to your left
Because I've got a cold, sir	_ hit wall to your right
Where'd you get the cold, sir ?	_ hit wall between your legs
At the North Pole, sir	_ hit wall above your head
What were you doing there, sir ?	_ hit wall to your left
Catching polar bears, sir	_ hit wall to your right
How many did you catch, sir	_ hit wall under left leg
One, sir , two, sir , three, sir ,	_ hit wall above your head
That's enough for me, sir	

VI: Ensure sufficient spacing on the wall, e.g., use markers, cones, etc., as student with visual impairment may not see stray balls.

WC: Student may swing the ball using their arms, e.g., alternating dominant and non-dominant.

Paddle Bat Activities

A. Using Beanbags

Activity:

Individual Skill Work - have students ...

1. Walk with the Beanbag on a bat.
2. Stand-move the bat all around them, with the beanbag on it, i.e., up high, down low, behind them, to the side, change hands, under their legs, and around their back.
3. Walk with the beanbag on a bat, weaving around hoops (hoops scattered around gym). On signal, have them go to a hoop and drop the beanbag in it.
4. Throw the beanbag in the air, catch it by trapping it with their hand and bat, or catch with bat only.
5. Flip the beanbag up in the air and trap it between free hand and bat.
6. Flip the beanbag and catch it on the bat.
7. Flip the beanbag - change hands with the bat after the flip. Catch the beanbag in their free hand or on the bat.
8. Flip the beanbag and catch it on the bat - alternate sides of the bat each time, i.e., forehand and backhand.
9. Flip the beanbag into a hoop lying on the floor.
10. Flip the beanbag and then hit it with the bat.

VI and WC: Consider tethering the beanbag to the paddle using sewing elastic. This will increase the likelihood of successful contact and will reduce the time spent chasing a dropped beanbag. Consider sewing sleigh bells on to the beanbag for additional auditory cuing.

Partner Games - have students ...

1. Back Up - flip the beanbag to their partner who traps it with their hand and bat. If successful, both students move back one step. If they miss, they start over again from the original position.
2. Follow Your Partner - Students must copy everything their partner does.

3. Flip Against Wall - One student flips the beanbag against the wall. The second student must trap it on the bat before it falls to the floor. If the second student is successful in catching the beanbag, he/she then flips it against the wall for the other student. But if he/she misses the beanbag, the first student flips it again.
4. Target Flip - Students compete against their partner by flipping the beanbag at a target.
5. Flip and Catch - In partners, the first student flips the beanbag into the air and then catches it on the bat. The first student continues until he/she misses. The second student then tries to beat the first student's score. Set a minimum height that the beanbag must be flipped.

Variations:

- a) Have students alternate from forehand to backhand.
- b) Have students alternate hands.

VI: Depending on functional vision, this activity may, or may not, be appropriate.

VI and WC:

- Use three-player formation to maintain integrity of the activity for all.
- Provide verbal and auditory cuing as necessary.

FITNESS FRANTICS

Classroom Circuits

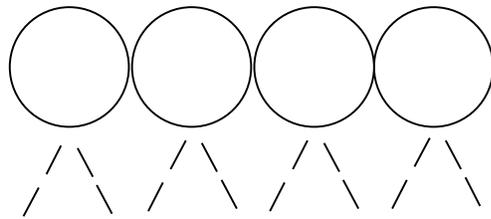
Fitness Circuit #1:

- Equipment:
 - Mats
 - Roll of tape
 - Skipping ropes
 - Cards with the numbers 1-8
 - Pylon (milk cartons)
 - Signs for each station (not necessary but it helps)
 - Hockey sticks
 - CD/cassette player and appropriate peppy music
 - Hula hoops
- Warm up activity:

Have students show where they have muscles in their body. Be specific, e.g., biceps, thighs, abdomen, etc. Explain what muscular endurance is - "It's like being the Energizer Bunny - your muscles keep going and going and going. Have students stretch out.
- Main activity:

Walk the students through each station so that they are aware of what is to happen and how it is to happen. Have the students work at each station for approximately one minute. Play the music as they work. When the music stops that is their cue to switch stations. Give them 10 or 15 seconds to get to the next station and start the next activity.
- Stations:
 - _ Bent Knee or Toe Push-Ups - Have students do as many as they can in the time given. Remind students to keep their backs straight!
 - _ Jump the Stick - Lay out a hockey stick or golf tube supported by two small pylons. With your side to the stick, jump back and forth over it. Boxes can be used instead of pylons so that the height can be adjusted for your group.
- Balance and Power:
 - _ Balance - With their eyes closed, on one foot, students hop backwards five times and then hold their balance for three seconds. Have them try this on each foot.
 - _ Power - On a mat, have students kneel so that their shins and knees are on the floor. Remind them to keep their arms back and that they are not allowed to curl up their toes.
 - _ Standing Long Jump - Have students stand with their feet parallel, swing their arms, bend their knees, and jump forward as far as possible.

- Kangaroo Jumps - Have students jump in and out of the hoops, then jog back to the start and do it again, e.g.,



- Curl Ups - Have students do as many as possible with their knees bent and arms folded across their chest.
- Skipping - Have students try to skip without stopping for one minute. Tricks may be done as they skip.
- Speed and agility:
 - _ Speed - Have students jump into the air, click their heels together twice, and land with their feet seven centimetres Apart. Put tape on the floor to mark the distance.
 - _ Agility - Have students balance on their right foot on the line (made with tape). Have them leap onto their left foot on the right side of the line. Then have them leap onto their right foot on the left side of line. Then have them leap onto their left foot on the line. Have them try this two or three times in a row.
- Crunch - On mat, have the students curl their shoulders and knees toward their abdomen at the same time. Have them do as many as possible in one minute.
- Step Ups - Using a bench or something sturdy, have students step onto, and off of, the object to the music. Have them try alternating the lead leg.

Fitness Circuit 2:

Equipment: desks, or five-metre sticks, masking tape, mats, eight or 10 large playground balls or basketballs.

Warm-Ups:

Popsicle Push-Up - In groups of four or more, have the students arrange themselves in the following configuration. Ask one person to lie face down on the ground, as if preparing to do a full/toe push-up. The second person lies face down, at right angles to the first person so that the tops of his/her feet are on top of the first person's shoulder blades. The third person repeats this procedure, using

the second person as the footrest. Use the same procedure for the fourth person. When given a signal everyone does a push up.

Activity:

Walk the students through the stations (as noted on the following page) so that they are aware of what is to happen, and how it is to happen. Have the students work at each station for approximately one minute. Play music as they work and when the music stops, that is their cue to switch stations. Give them 10 or 15 seconds to get to the next station and start on the next activity.

Stations:

- **Reaction Time** - Have the students work in partners. One person holds a metre stick and his/her partner places their hand just below the base of it. When the first person lets go of the stick, the other person grabs it as quickly as they can. After four or five catches a student should be able to determine whether or not they are getting quicker/slower, etc.
- **Skier** - Tape two lines on the floor about 30 centimetres apart. Have the students stand with their side to one of the lines and then jump back and forth over the lines as many times as they can in the allotted time.
- **Dips** - Using two desks, the students place one hand on either desk and lift their feet off the floor, bend their arms to a 90-degree angle and straighten their back up as many times as is possible.
- **Partner Bicycle** - With a partner, both students lie feet to feet on their backs, with their knees bent. Have them raise their feet off the ground and pedal back and forth by applying alternate pressure against each other's feet.
- **Coordination** - Using two balls, students place one ball in each hand and try and dribble for the entire time.
- **Wall Push-Ups** - Students keep their body firm, and with their feet away from the wall, they straighten and bend their arms as often as possible in the time given. This can also be done against a desk.
- **Desk Maze** - Have the students weave in and out of a row of desks. When they get to the end, they are to run back down the row to the beginning and weave again. Have them continue until the time is up.
- **Shuttle Run** - Place two tape marks three metres apart on the floor. Place two beanbags of different colours across the tape mark that is furthest away from them. Have them run down, grab the first beanbag, bring it back to where they began, and then run back and get the other one. Once the second beanbag is at

the start, have them grab the first one and return it to where it began. They continue until the time is up.

Cool-Down:

Walk around the space for one or two minutes. Have the students lie flat on their backs. On command, by squeezing their fists and curling their toes, tighten their entire bodies and hold it for a short period of time. Slowly, on command, working from the toes up, relax, e.g., relax the toes, then the calf muscles, thighs, stomach, lower arms, upper arms, neck and finally their jaw. Discuss with the students some of the fitness components that they were made aware of at the various stations, i.e., coordination, agility, and fitness.

VI: The student who is visually impaired should be walked through of the circuit and given a verbal description of the activities within each station.

- Jumping and hopping activities may require a wall for balance support.
- With the assistance of the teacher, have the student demonstrate what is expected at each station.

WC: Offer alternate activities that require upper-body work or encourage them to use their legs by kicking at a suspended ball.

- Obstacle courses that require movement around objects or over squishy surfaces such as low gym mats, in/out of doorways may also be used.
- Fun target games may also add some variety to these courses, e.g., drop darts on a target, bowling, etc.

More Fitness Circuits for Small Spaces

Walk the students through the stations so that they are aware of what is to happen and how it is to happen. Have the students work at each station for approximately one minute. Playing music as students work is a great motivator and stopping the music can be used as a signal to change stations. Give them 10-15 seconds to get to the next station and get to work.

Some suggestions for stations include:

- Penny Catch - Starting with one penny, place it on the student's elbow with their palm facing upward. When the student is ready, he/she moves their elbow in a downward direction quickly and tries to catch the penny with their hand.

Challenge the students to add more pennies when they are successful. Stacking is allowed.

- Mountain Climbers - Have students begin in a push-up position. Bring the right leg up underneath the chest with the knee bent. Extend the left leg backward. Switch leg positions and continue alternating fairly rapidly. This is a great cardiovascular conditioner.
- Vertical Jump - Give each student a piece of masking tape with their name written on it. Challenge the students to vertically jump, along a wall, as high as they can. Have them place the tape at their highest mark. Only one step is allowed.
- Partner Teeter-Totter - In partners, students face each other holding hands or using a wristlock. One student is standing up while the other is in a squatting position. Have the students alternate their positions, making sure they are standing straight and squatting low. Speed is not important, but the students will want to go as fast as possible.
- Wrist Lock Pull-Ups - Working with partners, pairs (about the same size), have one student lay flat on his/her back while the other is standing over him/her. The standing student's feet should be approximately at his/her partner's waist. Using a wristlock the students hold onto each other. The one lying down **MUST** be perfectly stiff, i.e., no bending at the waist. The one standing tries to pull up his/her partners. *** Be sure that the one standing does not bend over when lifting his/her partner. Have students remain upright and use their arm strength only.

Create a Warm-Up

Organization:

- This activity may be done in the classroom or in the regular play area. Divide the class into groups of six to eight students. Have each group select a leader and a recorder. Each group is to design its own Introductory Activity given the following guidelines. Have the groups teach their activities, one at a time, over several physical education periods. Everyone is to be included and actively participating.

Activity:

- The recorder, briefly notes the following information:
 - _ The nature of the activity, e.g., will it be a tag game, an alertness game, aerobic movement, a partner activity, or a circle game?
 - _ What equipment will be used, if any?
 - _ What boundaries will be needed?
 - _ List the general rules and safety features.
 - _ Decide on a name for the activity.
 - _ Decide whether they will use music for the activity or game.
 - _ When completed, each group will get the opportunity to teach its Introductory Activity to the rest of the class.

Variation:

- Have the students decide what they like the most about each of the activities.

VI and WC: This activity allows all students the opportunity to brainstorm ways that everyone may be **ACTIVELY** involved.

Exercise Hunt

Organization:

- Prepare a list of ten fitness exercises following the suggestions below and photocopy the list for each group of five to seven players. Explain that groups may do exercises in any order, as long as they finish all of them. Before anyone in the group can move on to the next exercise task, every player in the group must have completed the immediate task. Play music to start the activity. As groups finish the Exercise Hunt, have them stretch out in the middle of the play area.

Activity:

Indoor Exercise Hunt - have students ...

1. Step up and down eight times at four different benches.
2. Give "High Tens" with ten different students who are not a member of their team.
3. Do twenty Cross-over Jumping Jacks.
4. Curl up twenty times.
5. Touch twelve different lines around the play area with their left knee and right elbow.
6. Form a circle and together recite their favorite Christmas carol or nursery rhyme as you walk in a CW direction.
7. Run backwards once around the play area, clapping their hands in time to the music.
8. Do sixteen bent-knee push-ups.
9. Sit down; lie back; jump up. Repeat eight times.
10. Staying together, slide-step to each corner of the play area.

Outdoor Exercise Hunt - have students ...

1. Touch a tree, a fence, and a swing.
2. Squat in file formation. The last student leapfrogs over the other students and then squats at the front of the file. As a group, do a total of twenty leapfrog jumps.
3. Do ten curl-ups at three different trees.
4. Greet everyone in the group in a crab-walk position.
5. Crawl under five different playground objects.
6. Run once around the perimeter of their school grounds.
7. Run around three garbage cans located around the school.
8. Do five push-ups at each of four benches.
9. Hang for a count of fifteen seconds.
10. Stretch at a tree or pole or fence.

VI: Activities involving height must be closely supervised.

- Avoid excessive clutter that student may trip over, e.g., even gym mats of different depths may pose a safety hazard.

WC: Instead of walking on a bench, student may transfer out of their chair and pull themselves along on their tummy or straddle the bench if possible or side sit with support.

- Minimize transitions from wheelchair to the floor as this is very fatiguing.

Iron Man Circuit

Organization:

Set up a minimum of eight exercise stations around the perimeter of the play area. Make station signs (see FA-51) that depict vigorous, continuous exercises and that clearly show the number of the station. Tape cards to walls or lean them against cone markers, positioning them in a circle, oval, rectangle, or square, at least four to six metres apart. Try to alternate upper and lower body exercises. Photocopy the Circuit Record Card for each student to record results. To begin, explain how to perform each exercise, stressing correct technique. Then have a maximum of four students go to each station. Students will rotate from station to station, in consecutive order, until all stations are completed. Measure pulse rates at the start, during, and at the end of the circuit. Remember to provide a warm-up and a cool-down (stretching). Play popular music for thirty seconds while players exercise; stop the music for fifteen seconds while they record their scores and rotate between stations. Gradually increase the exercise time to one minute.

Activity:

1. Three-Point Shuttle Run: (Arrange four cone markers so that three markers are the same distance from the centre marker and each other (about 5 metres). Starting at the centre marker, run around each of the other three markers, returning to touch the centre marker each time. Count one for each time they touch the centre marker .
2. Feet Circles: (Arrange four markers in a 3-metre square as shown.) Begin in the full front- support position. Have them walk their feet around in a circle with their hands staying in the centre area of the square. They may alternate between moving CW and CCW. Count one for each marker passed.
3. Jackknives: Students begin on their back, in a lying position with their arms at their sides - curled up, and tucking in their legs so that their hands touch their toes. Then return to starting position, making sure that their shoulders touch

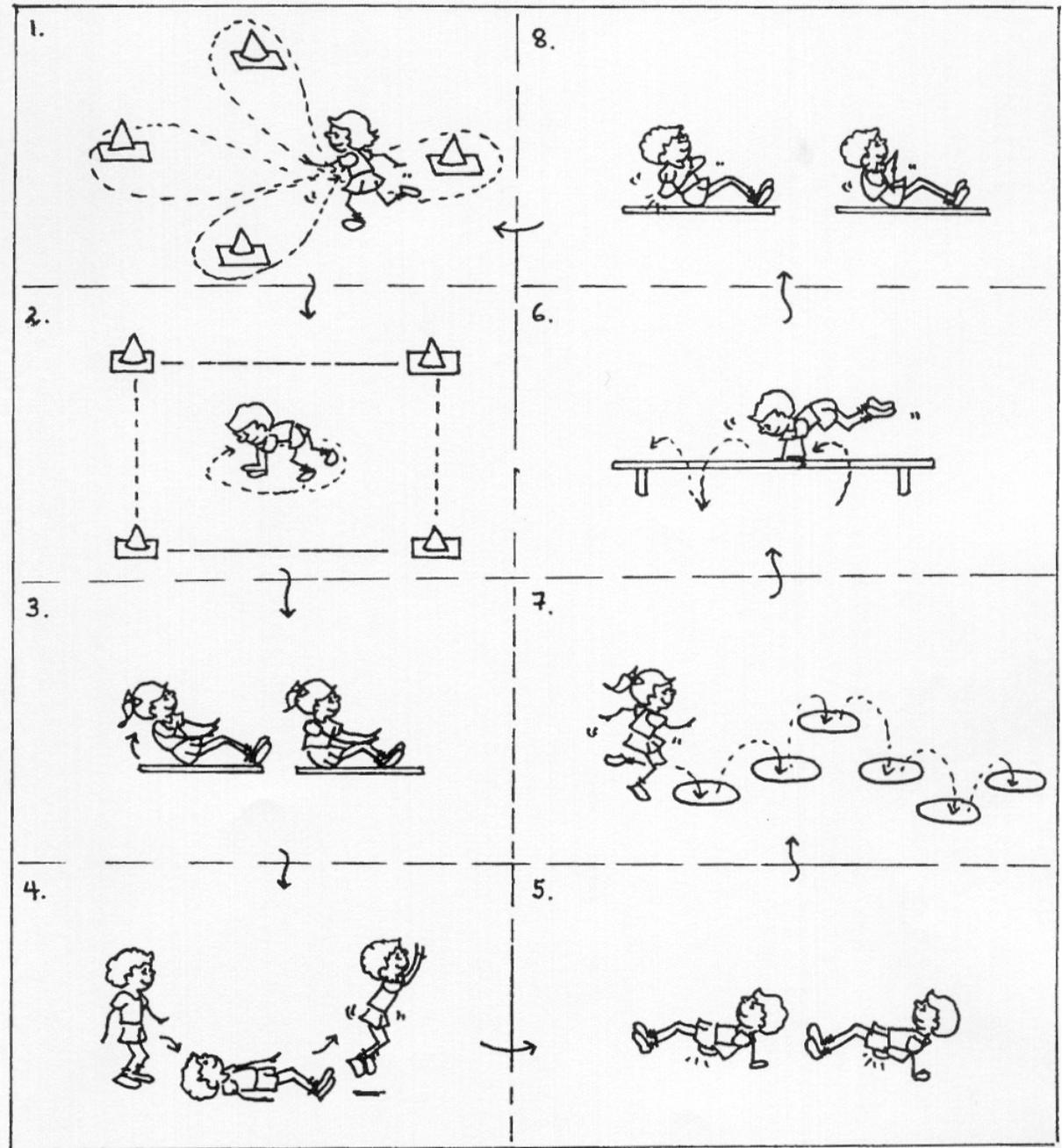
the mat. Repeat. Remember to breathe in while curling down and to breathe out while curling up. Count one for each curl-up.

4. Rise 'n Shine: Students stand tall; lie flat on their backs with legs straight and feet together; stand up as quickly as they can. Repeat this sequence, counting one point for each time they return to the starting position.
5. Inverted Swimmers: Students begin in the back-support position with their arms and back straight. Touch the left thigh with the right hand; then return to starting position. Touch the right thigh with the left hand. Count one each time they touch a thigh.
6. Bench-Overs: (If possible, use two to three benches with two performers to a bench. Ensure that bench has an immovable base or have partners straddle sit on the ends.) Students stand on one side of the bench with their hands clasping the sides of the bench. Keeping their feet together as they jump, jump from side to side over the bench. Count one for each landing.
7. Hoop-Hops: (Arrange six hoops in a file pattern and securely tape them to the floor. Set up two identical hoop patterns to avoid bottlenecks.) Hop on one foot into each hoop; hop out of the last hoop, change hopping foot, and hop back on that foot into each hoop to the start. Count one for each hop into a hoop.
8. Paddlers: Students begin in hook-sit position. They clasp their hands and hold firmly on the chest. Lean back so that they can feel their tummy muscles tighten. Keeping this position, they twist their trunk from side to side so that their elbows alternately touch the floor. Remind them to keep their elbows out to the sides. Count one for each time an elbow touches the floor.

VI and WC: Note previous considerations

- Be creative using manipulative equipment available!

Iron Man Circuit Illustration



Joker's Wild

Organization:

- Make up a deck of exercise playing cards on blank index cards: include the "2" through the "Ace," in "Hearts," and add three Joker cards - these are the "Wild Cards." The cards should include aerobic activity, strength, agility, and flexibility exercises. Make several different exercise cards for each of these fitness parameters. Share your Wild Card ideas with other teachers. Use student's suggestions for exercise cards and for ideas about how to play the game. Use the other suits, i.e., Spades, Diamonds, Clubs - to increase the number of cards. To begin, have students scatter, find a "home," and sit in their home.

Activity:

1. On the signal "Run," all students run in the general space. When the teacher calls someone by name, that student comes forward to draw a card from the deck, they read it to the class, and the class performs the task.
2. When the teacher calls "Sidelines," students run to touch the middle of each of the sidelines, they return to their home, and perform the task on the card.
3. Continue the game until students are warmed up.

Sample Wild Cards:

- King - thirteen jumping jacks.
- Queen - twelve wall push-ups
- Jack - eleven sit-ups
- 10 - ten side leg raises, each leg
- 9 - nine bench steps
- 8 - eight mountain climbers
- 7 - seven crab-walks forward, seven back
- 6 - six high "tens"
- 5 - five runs, endline to endline
- 4 - four lie down, stand, jump up
- 3 - three different stretches, ten seconds each
- 2 - two minutes of jump rope
- Ace - fifteen teacher's choice, girl's choice, or boy's choice
- Joker - two speed laps of the play area

Variations:

- a. *Poker Dice*: Have a student select a card (e.g., "King"-Jumping Jacks); then ask another student to roll a pair of dice. Add the numbers on the dice to determine the number of repetitions to be done on that exercise.
- b. Have each student make up an "exercise card" to create a deck of exercise cards (fifty-two cards plus three Jokers)!

VI: Depending on functional vision, the student may hold the deck of cards or they may actively participate (with or without a buddy). Consider providing a tactile cue on the floor for a positioning reference.

- Consider having the student who is visually impaired remain in one place rather than running to the sidelines.
- Note previous safety considerations regarding apparatus of height.
- Provide a tangible marker to indicate boundaries of personal space for the student who is visually impaired.

WC: Student may participate when specific cards are drawn to reduce fatigue factor. Alternatively, they may brainstorm their own ideas for each card.

Fun Fit Passport ¹⁰

1 Tell five people how well they are doing.	7 High five or shake hands with four others.	13 Play catch with a hula hoop receiving the hoop on different body parts.	19 Create an obstacle course through the playground. Take a friend through.
2 Run or walk 25 steps while your leg is tied to a partner's leg.	8 Throw a ball against a wall five times and leap over as it bounces.	14 Skip with rope 25 times.	20 Tell two people what the four food groups are.
3 Pass a football to a partner 10 times.	9 Jog on the spot. Lift your knees and slap them 20 times with your hands.	15 Play catch with scoops and ball 10 times each.	21 Try three standing long jumps with a different take-off and landing each time.
4 Toss a frisbee with a partner 10 times each.	10 Play beach volleyball with a partner. Keep the ball in the air for as long as possible.	16 Hop forward 15 times. Hop backward on the other leg 15 times.	22 Play shadow tag with a partner. Step on each other's shadows eight times.
5 Jog from one goal post to another and back.	11 Play leap frog with a partner (jump) 15 times over each other.	17 Ring toss five quoits or hoops over a pylon target three metres away.	23 Keep a ball bouncing up from a paddle bat while moving from a standing to a sitting position.
6 Play catch with lacrosse sticks and ball 10 times.	12 Pass a ball to a partner 10 times with one bounce in between.	18 Run around the ball diamond or perimeter three times.	24 Do 20 jumping jacks.



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Note: Activities used from these sources have received reprint approval from the author/organization. For further activities of this nature, please refer to the resource directly. (www.lrc.gov.ab.ca).

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Teambuilding - Handout created by Schools Come Alive: www.schoolscomealive.org

Note: For further information related to these types of activities, visit online:
www.lrc.gov.ab.ca

PHYSICAL EDUCATION ONLINE WEBSITE

Visit the new Physical Education Online website in the Teacher Resources section for activity ideas, teaching tips, and pdf files specific to grade levels and program outcomes. General Outcome B is currently available. Outcome A, C, and D are under development.

Website: www.learning.gov.ab.ca/physicaleducationonline

Sample

Warm-Ups

Title/Download Document

Links to Examples

Skipping the Night Away	A 4-6/Individual Activities/13 - example 2
Group Juggle	A 4-6/Manipulative/5 - example 1
Pac Man Tag	A 7-9/Locomotor/2 - example 2
Tag Games	A K-3/Locomotor/3 - example 2
Partner Tag	A 10-12/Locomotor/1 - example 1
Dive Tag	A 10-12/Locomotor/1 - example 2
British Bulldog	A 4-6/Locomotor/2 - example 1
Partner Twister	A 4-6/Gymnastics/2 - example 2

Activities/Skills

Title/Download PDF Document

Links to Activities

Levels, Shapes, Directions, and Pathways	A K-3/Locomotor/Example 2 A K-3/Gymnastics/Example 1 A K-3/Gymnastics/Example 2
Hopscotch Games and Patterns	A K-3/Individual Activity/Example 1
Juggling with Scarves	A K-3/Individual Activity/Example 2
Floor Hockey	C K-3/Teamwork/Example 2
Parachute Games	C K-3/Fair Play/Example 2
Paddle Bat Game	A K-3/Manipulative/Example 2
Playground Safety	D K-3/Safety/Example 1
Today I was Active	D K-3/Active Living/Example 2

EQUIPMENT SUGGESTIONS

Dollar Store Items

- _ Balloons
- _ Feathers
- _ Beach balls
- _ Chinese jump rope
- _ Tennis balls
- _ 25" bounce balls
- _ 3" bounce balls
- _ 3" soft balls
- _ Soft flying discs
- _ Juggling balls/scarves
- _ Jacks/marbles
- _ Skipping ropes
- _ Jumbo cards
- _ Bandanas
- _ Beanbag, Hackey sacks
- _ Paddle bats
- _ Velcro mitt and ball
- _ Sidewalk chalk
- _ Frisbees
- _ Ankle jump rope
- _ Bungie ball
- _ Sponges
- _ Bean bag characters
- _ Panty hose

Gym Storage Items

- _ Hoops
- _ Balls of all shapes/sizes
- _ Quoits
- _ Pylons
- _ Pinnies
- _ Mats
- _ Paddle bats
- _ Bean bags
- _ Skipping ropes
- _ Stop watch