

Appendix 3.2B¹

Running/Walking in Both Directions

Duration

20 minutes

Facilities

- ✓ Classroom
- ✓ Gymnasium
- ✓ Multipurpose room
- ✓ Outdoor spaces

Material

None

Intensity

- ✓ Moderate
- ✓ Vigorous

Safety

- Remind students to be careful when moving around and to respect the personal space of others.
- Ask students going clockwise to move inside the play area and ask students going counterclockwise to move outside the area.

Warm-Up: Follow the Leader

- Have students move around the play area, in groups of 3 to 6, imitating the movements the leader makes (for example, walking, rotating their shoulders, walking with their knees raised high).
- Every 30 to 45 seconds, tell the leader to go to the end of the line so that the second student can become the leader.
- Ask students to increase the pace slightly each time the leader changes.
- Lead a series of stretches or designate a student to do it.

Activity: Running in Both Directions

(adapted from *Jeunes en forme Canada, acti-v, Grades 1 to 3, 2002*)

- Have students jog around the play area, all moving in the same direction.
- Ask a series of questions to which the answer is *yes* or *no* (for example, “Do you like broccoli?”, “Can you count to 100?”, “Are you wearing a red clothes?”).
- Tell students to change direction and keep jogging each time they answer *yes* to a question. If they answer *no*, students continue jogging without changing direction.

Return to Calm: Stretching Wave

- Tell students to move slowly (for example, jogging, brisk walking) around the play area.
- Ask students to form a circle. Designate a leader who will choose the stretch. Tell students to gradually move the stretch around the circle to create a “wave”.

1. Adapted from *Écoles saines : Activité physique quotidienne dans les écoles, 1^{re}, 2^e et 3^e année, 2005a*, p. 36.

Appendix 3.2B (continued)²

Imagine and Move



Duration

20 minutes

Facilities

- ✓ Classroom
- ✓ Multipurpose room

Materials

CD player and music (optional)

Intensity

- ✓ Moderate

Safety

- Remind students to be careful when moving around and to respect other people's personal space.

Warm-Up: Moving in Place

- Ask students to march in place, raising their knees high and performing different arm movements.
- Have students jog in place, slowly at first and then more quickly, touching their heels with their hands and raising their knees high in front of them.
- Lead a series of stretches or designate a student to do it.

Activity: Imagining and Moving

- Ask students to walk around the play area, varying their speed and moving like an elephant, mouse, frog, robot or plane.
- Tell students to continue walking around the play area and move as something that begins with the letter A, C, W, etc.

Return to Calm: Big, Small or Wide

- Ask students to walk slowly around the classroom. Say aloud *big*, *small* or *wide* so they pretend to be as big as a house, as small as a mouse or as wide as a wall.
- Lead a series of stretches or designate a student to do it.

Appendix 3.2B (continued)³

Simon Says



Duration

20 minutes

Facilities

- ✓ Classroom
- ✓ Gymnasium
- ✓ Multipurpose room
- ✓ Outdoor spaces

Material

None

Intensity

- ✓ Moderate
- ✓ Vigorous

Safety

- Remind students to be careful when moving around and to respect other people's personal space.

Warm-Up: Follow the Leader

- Form groups of 3 to 5 people and ask them to line up one behind the other.
- Ask the first student in each group to lead their group around the play area, performing various movements.
- Change leaders every 30 seconds and gradually increase speed (for example, slow walk, walk, fast walk, jog).
- Lead a series of stretches or designate a student to do it.

Activity: Simon Says

- Ask students to form 2 circles, one at each end of the room.
- Appoint a leader per group.
- The leader gives instructions, beginning with "Simon says". Students carry out the instruction only if it is preceded by the words "Simon says". If the leader simply says "do this or that", the students ignore the instructions.
- Ask the leader to give the order to perform vigorous movements (for example, "Simon says to do 15 jumps with a gap"), demonstrating the movements.
- Tell those who move at an inappropriate time or make the wrong movement to go to the other circle and follow the instructions of the leader of that group.
- Students move from one circle to another when they fail to move at the correct time or make an incorrect movement.

Return to Calm: Wind Storm

- Tell students to walk slowly, pretending their arms are tree branches blowing in the wind. They then act as if a windstorm were rising and breaking branches; tell them to stop when the wind stops blowing.
- Lead a series of stretches or designate a student to do it.

Appendix 3.2B (continued)⁴

Active Role Models



Duration

20 minutes

Facilities

- ✓ Classroom
- ✓ Gymnasium
- ✓ Multipurpose room
- ✓ Outdoor spaces

Material

None

Intensity

✓ Moderate

Safety

- Remind students to be careful when moving around and to respect other people's personal space.

Warm-Up: Body Parts

- Have the students walk in place, gradually increasing their speed.
- Point to one body part at a time and ask students to move that part in different ways. If you don't point to a part of the body, students continue to walk in place.
- Lead a series of stretches or designate a student to do it.

Activity: Active Role Models

- Ask students to move around the play area mimicking their favourite physical activity.
- Every 45 seconds, name a new physical activity (for example, baseball, field hockey, basketball, soccer, volleyball, tennis, power walking, swimming, gymnastics, skiing, dancing). Students must act as if they are practicing the activity by moving around the play area.
- When you say "Go!", the students return to their favourite activity.
- Students imitate the movement in a continuous manner until you name a new activity.
- Ask students to mime the physical activity as vigorously as possible.

Return to Calm: Wind Storm

- Ask students to walk slowly, pretending that their arms are tree branches moved by the wind. They then pretend that a windstorm is blowing and breaking branches; tell them to stop when the wind stops blowing.
- Lead a series of stretches or designate a student to do it.

4. Adapted from *Écoles saines : Activite physique quotidienne dans les écoles, 1^{re}, 2^e et 3^e année*, 2005a, p. 47.

Appendix 3.2B (continued)⁵

Fancy Cars



Duration

20 minutes

Facilities

- ✓ Classroom
- ✓ Gymnasium
- ✓ Multipurpose room
- ✓ Outdoor spaces

Materials

Paper plates which will serve as “steering wheels” (optional)

Intensity

- ✓ Moderate
- ✓ Vigorous

Safety

- Remind students to be careful when moving around and to respect other people’s personal space.
- Remind “driver” students that they guide students to the front and that they should neither push nor lead inadequately.

Warm-Up

- Ask students to move around the play area in different ways, gradually increasing their speed.
- Lead a series of stretches or designate a student to do it.

Activity: Who’s Behind Me?

(adapted from: OPHEA, *H&PE Curriculum Support Document, Grade 3, 2000*)

- Form teams of 2 or 3. Students stand in a straight line and look in the same direction, placing their hands on the shoulders of the student in front of them.
- Explain that the student in the back is the driver; the others are the car. The driver drives the car into the play area using the following signals:
 - Left shoulder pressure = turn left;
 - Right shoulder pressure = turn right;
 - Pressure on both shoulders = stop.
- Impose the mode of locomotion or let the “car” decide (for example, walking, hopping, galloping, jumping).
- Students reverse roles at your signal.

Return to Calm: Climb the Ladder

(adapted from: OPHEA, *H&PE Curriculum Support Document, Grade 2, 2000*)

- Ask students to march in place with their feet slightly apart.
- Ask students to raise and lower their arms and legs as if they were climbing a ladder leading to the sky (20 to 30 steps).
- Ask students to repeat the exercise, descending the ladder more and more slowly.
- Lead a series of stretches or designate a student to do it.

5. Adapted from *Écoles saines : Activite physique quotidienne dans les écoles, 1^{re}, 2^e et 3^e année, 2005a*, p. 52.