

<h2>Active Animal Moves</h2>	<b>Time</b> 20 minutes	<b>Facility</b> <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors	
<b>Equipment</b> none		<b>Physical Activity Level</b> <input checked="" type="checkbox"/> Moderate <input checked="" type="checkbox"/> Vigorous	
<b>Safety</b> <ul style="list-style-type: none"> <li>Remind students to be cautious when moving and to be aware of the personal space of others.</li> </ul>			
<b>Warm-up</b> <ul style="list-style-type: none"> <li>Have students work in groups of three to five, lining up one behind the other.</li> <li>Have the first student in each group lead the group around the activity area using a variety of movements.</li> <li>Change the group leaders every 30 seconds, and have the speed progressively increase (e.g., slow walk, walk, speed walk, jog).</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <b>Activity 1: Turtle Tag</b> (Adapted from: Opeha, <i>H&amp;PE Curriculum Support Document, Grade 3, 2000</i> ) <ul style="list-style-type: none"> <li>Choose four to six students to be “it”. Students will avoid being tagged by speed walking, or when a student who is “it” is near, by assuming a turtle position (lying on their backs with their feet and hands in the air). Once a student has been a turtle three times, he or she automatically becomes “it”.</li> <li>If students are tagged, have them trade places with the tagger.</li> <li>Encourage students to move continuously to maintain their heart rate.</li> <li>Restart the game frequently.</li> </ul> <b>Activity 2: Day of a Squirrel</b> (Adapted from: Active Healthy Kids Canada, <i>activ8, Grades 1–3, 2002</i> ). <ul style="list-style-type: none"> <li>Read the story below out loud, or copy it onto chart paper and have the students follow along with you as you read. Emphasize the action words that are in bold and pause after each one. Have students move in that way at the appropriate points in the story.</li> </ul> <p>There once was a squirrel who loved to <b>jump</b>. This squirrel’s name was Sproing. Sproing did not <b>scamper</b> most of the time like regular squirrels, but instead <b>hopped</b> and <b>jumped</b> and <b>leaped</b> everywhere she went. She woke up early every morning, <b>stretched</b> her arms, <b>waved</b> hello to the sun then <b>scampered</b> down her tree to begin her day. She rarely went straight down the tree. She liked to <b>jump</b> from branch to branch first. She loved it when the branch would <b>bounce</b> and she would have to try to keep her balance before <b>leaping</b> to the next branch.</p> <p>The first stop in Sproing’s day was almost always the park. She would find the benches and <b>climb</b> up onto the seats. She would <b>walk</b> carefully along the benches then <b>jump</b> off, making a safe landing. She would look under the benches to see if she could find any food or treats to eat. Another one of Sproing’s favourite things to do was to <b>run</b> along the path in the park and <b>jump</b> high over every crack in the sidewalk. She liked to pretend that she was a super flying squirrel, <b>jumping</b> as high as she could over every line she saw. Sproing’s day went on like that with every activity involving <b>jumping</b>. She <b>hopped</b> over small things like leaves, she <b>jumped</b> over big things like rocks, she especially loved to <b>jump</b> over things that were in a row – like <b>jumping</b> from rock to rock in the river.</p> <p>Sproing’s day usually ended with . . .</p> <ul style="list-style-type: none"> <li>Have students make up the way Sproing ended the day and move around the activity area in that way.</li> </ul> <b>Cool-down: Windstorm</b> <ul style="list-style-type: none"> <li>Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big wind-storm in which branches break, and finish as the wind stops blowing.</li> <li>Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<b>Variations</b> <ul style="list-style-type: none"> <li>Use other stories. Stories may be written by the teacher and/or students as part of a cross-curricular activity.</li> <li>Encourage more complex actions; e.g., “jump, land, freeze” instead of simply “jump”. Increase the use of levels, turns, stable landings.</li> </ul>			
<b>Notes for Teachers</b> <ul style="list-style-type: none"> <li>Read the story several times before performing the actions.</li> <li>You could make connections to the Life Systems strand of the science and technology curriculum.</li> </ul>		<b>Planning Notes and Reflection</b>	