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| <h2 style="text-align: center;">Active Role Models</h2> | <h3 style="text-align: center;">Time</h3> <p style="text-align: center;">20 minutes</p> | <h3 style="text-align: center;">Facility</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Gymnasium </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Multipurpose <input checked="" type="checkbox"/> Outdoors </div> </div> | |
| <h3>Equipment</h3> <p>None</p> | | <h3>Physical Activity Level</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Moderate </div> <div style="width: 45%;"> <input type="checkbox"/> Vigorous </div> </div> | |
| <h2 style="text-align: center;">Safety</h2> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. | | | |
| <h2 style="text-align: center;">Warm-up</h2> <ul style="list-style-type: none"> ● Have students march on the spot, slowly increasing the speed. ● Point to one body part at a time, and have students move that body part in a variety of ways. If you are not pointing to a body part, the students continue to march in place. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <h3 style="text-align: center;">Activity 1: Active Role Models</h3> <ul style="list-style-type: none"> ● Have students move around the activity area demonstrating their favourite physical activity. ● Every 45 seconds, call out a new physical activity (e.g., baseball, hockey, basketball, soccer, football, volleyball, tennis, fast walking, swimming, gymnastics, skiing, dancing). Have students move around the activity area as they would if they were participating in that activity. ● Call out “Activate!” to have the students go back to doing their own favourite activity. ● Have students imitate the movement continuously until the next activity is called. <h3 style="text-align: center;">Activity 2: Birthdays (Adapted from: Ophea, <i>Keys to Fitness, K–3</i>, 1987)</h3> <ul style="list-style-type: none"> ● Have students move in a circle or throughout the activity area. ● Call out birthday months or seasons, and have students perform an activity in the centre of the circle when their month or season is called (e.g., jumping jacks, knee lifts, lunges on each leg, front crawl). ● Choose other months or seasons, and vary the activity until all months or seasons have been called. <h3 style="text-align: center;">Cool-down: Windstorm</h3> <ul style="list-style-type: none"> ● Have students walk around slowly pretending they are trees blowing in the wind, using their arms as branches. Students start in a big windstorm in which branches break, and finish as the wind stops blowing. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). | | | |
| <h2 style="text-align: center;">Variations</h2> <ul style="list-style-type: none"> ● Have students add new activities, demonstrating any that are not familiar to the class. | | | |
| <h3>Notes for Teachers</h3> <ul style="list-style-type: none"> ● Encourage students to keep moving throughout the activity. ● Demonstrate the movement or activity chosen, if necessary. ● Discuss with students what types of physical activity they enjoy. | | <h3>Planning Notes and Reflection</h3> | |