

<h2>Pass the ...</h2>	<h3>Time</h3> <p>20 minutes</p>	<h3>Facility</h3> <input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> Multipurpose <input type="checkbox"/> Gymnasium <input type="checkbox"/> Outdoors	
<h3>Equipment</h3> <p>Safe objects (e.g., foam balls, rubber chickens, beanbags)</p>		<h3>Physical Activity Level</h3> <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Vigorous	
<h3>Safety</h3> <ul style="list-style-type: none"> ● Remind students to be cautious when moving and to be aware of the personal space of others. ● Ensure all objects are tossed underhand. 			
<p>Warm-up: Thunder, Lightning, and Snow (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students stand and move in response to the following cue words: <ul style="list-style-type: none"> ○ thunder: running on the spot so you can hear your feet ○ lightning: standing still ○ rain: stride jumps ○ snow: walking with high knees ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <p>Activity 1: Pass the ... (Adapted from: CIRA Ontario, <i>Everybody Move, 2004</i>)</p> <ul style="list-style-type: none"> ● Have students stand in a circle. ● Pass or toss an object to a student standing in the middle of the circle, who demonstrates his or her favourite physical activity that increases the heart rate (e.g., skating). ● Have the rest of the class copy the leader until you call out “Pass”. On this cue, the student in the circle passes the object to a new student, who chooses a different activity. <p>Activity 2: Bingo (Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students skip or walk around the room while singing “Bingo”. <p style="margin-left: 40px;">There was a farmer who had a dog and Bingo was his name-oh! B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name-oh!</p> <p>Have them repeat this again, faster and then slower.</p> ● As the dog’s name is spelled out slowly, have students make the following shapes with their bodies: <ul style="list-style-type: none"> B – stretched high and tall I – stretched wide N – as low as possible, staying on their feet G – lying face down O – rolling over onto their backs ● Have students get up and skip or walk around the room. Repeat. <p>Cool-down: Climb the Ladder (Adapted from: Ophea <i>H&PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> ● Have students walk on the spot with feet slightly apart. ● Have students move their arms and legs up and down as if climbing a ladder to the sky for 20–30 steps. ● Have students repeat the process, climbing down the ladder slower and slower. ● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). 			
<h3>Variations</h3> <ul style="list-style-type: none"> ● Allow students to copy other activities if they are unable to create their own. Activities can include moving on the spot, hopping, jumping jacks, jogging, marching, lunges, and knee lifts. ● If space is limited, create several smaller student circles, each passing its own object. 			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> ● Ensure that the object is always passed to a student who has not had a turn. 		<h3>Planning Notes and Reflection</h3>	