

<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"> <li>● Remind students to be cautious when moving and to be aware of the personal space of others.</li> <li>● Ensure all objects are tossed underhand.</li> </ul>			
<p><b>Warm-up: Thunder, Lightning, and Snow</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students stand and move in response to the following cue words:                     <ul style="list-style-type: none"> <li>○ thunder: running on the spot so you can hear your feet</li> <li>○ lightning: standing still</li> <li>○ rain: stride jumps</li> <li>○ snow: walking with high knees</li> </ul> </li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul> <p><b>Activity 1: Pass the ...</b> (Adapted from: CIRA Ontario, <i>Everybody Move, 2004</i>)</p> <ul style="list-style-type: none"> <li>● Have students stand in a circle.</li> <li>● 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).</li> <li>● 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.</li> </ul> <p><b>Activity 2: Bingo</b> (Adapted from: Ophea, <i>H&amp;PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> <li>● 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>                     Have them repeat this again, faster and then slower.                 </li> <li>● As the dog’s name is spelled out slowly, have students make the following shapes with their bodies:                     <ul style="list-style-type: none"> <li>B – stretched high and tall</li> <li>I – stretched wide</li> <li>N – as low as possible, staying on their feet</li> <li>G – lying face down</li> <li>O – rolling over onto their backs</li> </ul> </li> <li>● Have students get up and skip or walk around the room. Repeat.</li> </ul> <p><b>Cool-down: Climb the Ladder</b> (Adapted from: Ophea <i>H&amp;PE Curriculum Support Document, Grade 3, 2000</i>)</p> <ul style="list-style-type: none"> <li>● Have students walk on the spot with feet slightly apart.</li> <li>● Have students move their arms and legs up and down as if climbing a ladder to the sky for 20–30 steps.</li> <li>● Have students repeat the process, climbing down the ladder slower and slower.</li> <li>● Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches).</li> </ul>			
<h3>Variations</h3> <ul style="list-style-type: none"> <li>● 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.</li> <li>● If space is limited, create several smaller student circles, each passing its own object.</li> </ul>			
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> <li>● Ensure that the object is always passed to a student who has not had a turn.</li> </ul>		<h3>Planning Notes and Reflection</h3>	