

Infusing Play Into Every Day

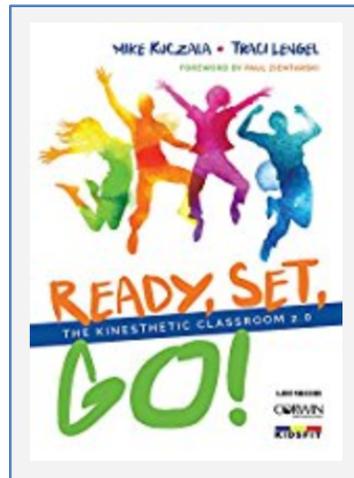
SKILLS DEVELOPED THROUGH PLAY



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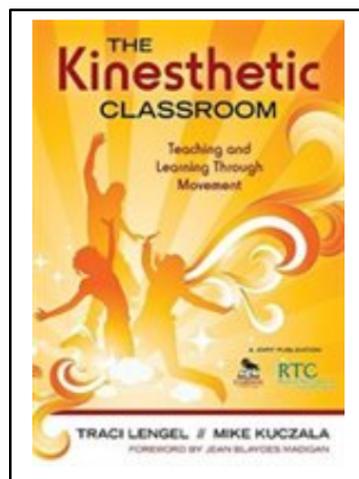
What Does Infusing “Play” Mean?

1. Using kinesthetic teaching methodologies;
2. Controlled movement with purpose;
3. Having a well-organized environment that maintains structure and discipline;
4. Creating a balance of movement/non-movement activities throughout the day;
5. Being open and patient to techniques and strategies in the kinesthetic environment;
6. Requires creative thinking with a controlled-movement-with-purpose mentality.



Why Should We Infuse Play?

“One hundred years from now, historians may look on current life as an age where the exciting possibilities of the brain-body relationship were finally realized. Each year brings new evidence supporting the notion that the two have been mistakenly assumed as separate entities. The fact is that they flow to and through each other, as an extension and a reflection of the other’s will. Time will tell how this understanding might affect medicine and education: how doctors diagnose and how teachers design learning...Our understanding of the brain-body relationship may indeed be the most exciting scientific advance of the 21st century. It is basic to the human experience and has largely been left on the shelf as a viable educational tool that enhances both teaching and learning”. (Lengel & Kuczala, 2010, pp. 16-17)



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Cooperative Activities	
Activity	Description/Materials
Fireball <i>This activity is from the resource Focus on FUNdamentals;</i> www.playeducation.ca	Divide participants into two teams and invite them to stand on opposite sides of the activity area behind a designated line. Place 1-6 exercise balls, beach balls or balloons in between each group in the middle of the activity space. Provide objects for the participants to throw. The object of the activity is for participants to throw the objects at the exercise ball(s) to try to move them to the line. Points can be awarded each time an exercise ball is moved to the line and into the other team's end zone.
Over/Under <i>This activity is from the resource Focus on FUNdamentals;</i> www.playeducation.ca	Divide the participants into groups of 5-6 and invite them to stand in a line one behind the other on a sideline facing the opposite sideline. Provide each group with an object to pass, such as, a rubber animal, shortened pool noodle, or dodgeball. On the signal to go, the first participant in each line passes the object overhead to the next participant in line, who passes the object under their legs. The over/under pattern continues until the object is at the back of the line. The participant at the back of the line travels with the object to the front, thus moving the group closer to the opposite sideline. This continues seeing how many times the groups can travel from one sideline to the other until the time is up.
Spot to Spot <i>This activity is from the resource Focus on FUNdamentals;</i> www.playeducation.ca	Place cones on two opposite sidelines. Provide each group of two with one poly-spot marker and one object for sending and receiving. Partners start on one sideline and the participant without the object tosses the spot forward toward the opposite sideline, then runs to stand on it. The participant with the object passes it from the sideline to their partner standing on the spot. If the object is successfully caught with their partner remaining on the spot, the participant who passed it moves to their partner, picks up the spot, and tosses it forward toward the opposite sideline. The participant who caught it, switches roles and becomes the passer, then passes the object from the spot they caught it at. Partners continue traveling to the opposite sideline and back as many times as possible before the time is up.
Cross-Curricular Activities	
Brain-Based Movers	Visit www.mlspe.org/ and goo.gl/RReuhX to see a <i>Brain-Based Mover</i> handout, video notes and more! Some examples of cooperative activities include: Foot Fire, Gimmie 15, and Patty-Cake Spelling.
Fitness Scrabble-Scramble	Divide students into groups of 2-3 and invite them to start around the perimeter. Place scrabble letters in the middle of the playing area. On the signal to go, students move one at a time per group, to the middle, pick up <u>one</u> scrabble piece and return to their group. After a certain amount of time or once all of the letters have been collected, students work with their group to spell as many words as possible in a scrabble-game format. To view this activity visit: www.youtube.com/watch?v=3bxkxA6ltks Jigsaw puzzle pieces can also be used instead.
Literacy and Movement	The Very Hungry Caterpillar - www.youtube.com/watch?v=75NQK-Sm1YY Who Sank the Boat - www.youtube.com/watch?v=ZpFWuHSDfTQ Going on a Bear Hunt - www.youtube.com/watch?v=5_ShP3fiEhU Jump Frog Jump - https://www.youtube.com/watch?v=sx86zkE8SIY
Math Fitness	Create a PPT presentation with math problems and answers and invite students to perform their responses as movements; ie. the number in the tens place is a jump on the spot and a number in the ones place is a high knees movement. For a sample Multiplication PPT visit: https://goo.gl/hbJcy4
The Alphabet Warm-Up	Show the Alphabet Warm-Up PPT; https://goo.gl/oWRxDU and invite students to follow along to the fitness activities associated with each letter. The entire alphabet can be completed at one time or broken up into smaller sections throughout the day or week. For more activities visit: http://missphysicaleducation.com/

Fitness & Skill-Based Activities

Activity	Description/Materials
Dancing Train	<p>Play the song, "C'Mon Ride It" by Quad City DJs and divide students into groups of 4-6. Each group lines up in a single file "train" line. The "conductor" (front person) leads the group around trying to be the coolest dancing train in the room! The teacher calls out actions for the train to complete. The actions can include any of the following:</p> <p><i>REVERSE!</i> – Everyone faces the opposite way and the caboose is now the conductor.</p> <p><i>SWITCH!</i> – The conductor and caboose switch places.</p> <p><i>ROTATE!</i> – The conductor rotates to the back of the line and becomes the new caboose. All others move up one spot.</p> <p><i>LOOSE CABOOSE!</i> – All cabooses leave their train and move to another train.</p> <p><i>SHUFFLE!</i> – Everyone in the passage cars trade places.</p>
DANCEPL3Y	<p>DANCEPL3Y (dance-play) is the world's leading play-based physical activity program for children and teens. It is getting schools, sports teams, recreation centers and birthday parties moving, smiling and connecting! The program focuses on developing physical literacy through teaching simple dance moves and playful group formations to inspire participants to get fit and feel confident. Through the 3 Rules of PL3Y – Be Positive, Be Fun, Be Yourself, children will experience a fun, interactive, and positive mental well-being approach to physical activity. To see some pictures and videos of DANCEPL3Y in action visit: http://www.playeducation.ca/dancepl3y To learn some dances, visit: www.youtube.com & type "dancepl3y" in the search bar.</p>
Fitness Tapping	<p>Provide each student with a Fitness Tapping handout and upload a Guitar Hero video on YouTube so that is visible for all students. An example of a simple Guitar Hero video is: Eye of the Tiger, https://www.youtube.com/watch?v=cz8JSkH3Ns8. Students attempt to tap the correct colors according to the video while in a plank position. Tapping can also be done with the feet or while in a squat position. To download a a copy of the templates and other cross-curricular versions; ie., Numeracy Tapping (where students with the "sequence card" call out the sequence and their partner taps the correct answer on the "numeracy card", visit https://www.playeducation.ca/resources For more visit: https://learningwith.games/</p>
<p>I See...What Do You See?</p> <p><i>This activity is from the resource Focus on FUNdamentals; www.playeducation.ca</i></p>	<p>Start the music and invite participants to move around the activity area. When the music stops, call out, "I see!" and have the participants call back, "What do you see?" Say, "I see..." i.e. "Everyone popping like popcorn". Start the music again while the participants are popping around like popcorn.</p> <p>After approximately 30 seconds, stop the music again and repeat with another "I see..." Other examples are: "I see everyone marching on the spot", "I see the group jumping up then touching the ground", "I see those with light colored shirts stomping like dinosaurs and those with dark colored shirts soaring like superheroes".</p> <p>Finish with "I see everyone high-fiving at least 5 others".</p>
Headbands	<p>Divide the class into groups of 4-6 and invite one student from each group to hold a set of cards (animal or fitness cards can be used). Without peeking, the student with the cards holds one up in front of their forehead for the rest of their group to see. The group then "acts" out the animal or performs the fitness activity for the holder to guess what it is. Visit http://www.playeducator.com/resources to download animal cards OR visit http://befeitforlife.ca/resources/ to purchase Lucky 7 cards or Animal Movers.</p>
Reach, Twirl, Curl Up Small!	<p>Read the book <i>Reach, Twirl, Curl Up Small</i> to the students, then use the supplemental resource to get your students moving and connecting to the story and characters. The book and resource can be purchased @ http://befeitforlife.ca/resources/</p>