



FUNdamental Activities to Support Student Wellness

Facilitated by Tracy Lockwood



WELCOME!

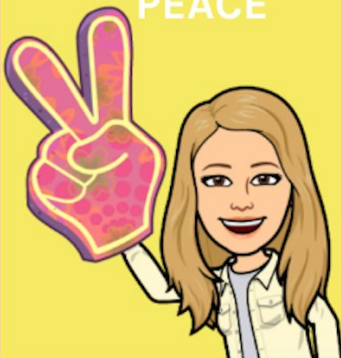


CHOOSE YOUR GREETING

WAVE



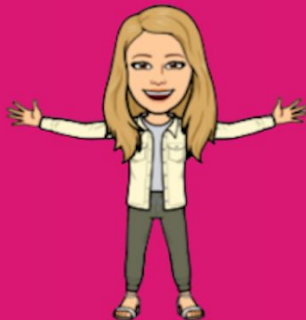
PEACE



THUMBS UP



AIR HUGS



WINK



FIST BUMP





Hi Everyone!

I'm Tracy Lockwood (B.Ed & M.Ed)

PE Teacher, HPE Consultant, DANCEPL3Y Operator, Owner of PLAY Education





PE & PA provide a practical vehicle to support the health & well-being of our students & staff.



CONNECTION

Locomotor Skills

Objective

To demonstrate various locomotor skills, while using listening, body control, and cooperation skills.

Description

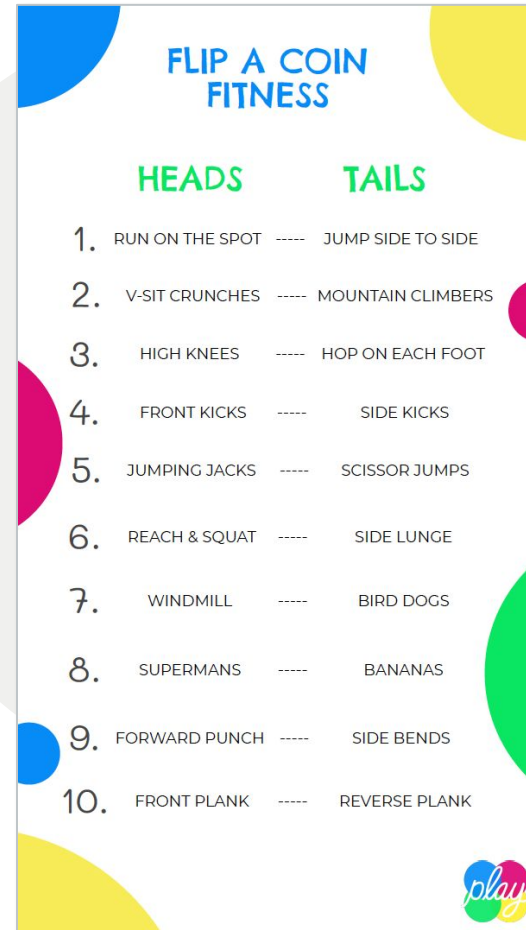
1. On the signal to go (music), invite participants to move around the activity area, while performing a pre-determined locomotor skill, such as, skipping, galloping, or heel-toe walking.
2. When the music stops, the teacher/leader calls out two body parts, which each participant then has to join together/connect with another participant. Start the music again and invite participants to travel around the space. Examples of “connections” include: elbow to elbow, knee to knee, foot to foot, hand to hand, hand to foot, shoulder to shoulder, elbow to knee. This activity can also be played individually or in larger groups.

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Modifications: Use these greetings; chicken wing, foot tap, wiggle fingers, waves, thumbs up, etc. Song suggestion: Animals by Martin Garrix

Flip a Coin Fitness

www.playeducation.ca/activity-ideas

A white rectangular card with rounded corners and colorful circular accents in blue, yellow, and pink. The title 'FLIP A COIN FITNESS' is at the top in blue. Below it are two columns: 'HEADS' in green and 'TAILS' in teal. A list of 10 activities is presented in two columns, with a dashed line separating the two options for each number. The 'play' logo is in the bottom right corner.

FLIP A COIN FITNESS

	HEADS	TAILS
1.	RUN ON THE SPOT	JUMP SIDE TO SIDE
2.	V-SIT CRUNCHES	MOUNTAIN CLIMBERS
3.	HIGH KNEES	HOP ON EACH FOOT
4.	FRONT KICKS	SIDE KICKS
5.	JUMPING JACKS	SCISSOR JUMPS
6.	REACH & SQUAT	SIDE LUNGE
7.	WINDMILL	BIRD DOGS
8.	SUPERMANS	BANANAS
9.	FORWARD PUNCH	SIDE BENDS
10.	FRONT PLANK	REVERSE PLANK

play

The background of the slide is white with a decorative border of colorful circles and shapes in shades of orange, red, blue, green, and yellow. The central text is contained within a white rectangular box with a thin grey border. The box has four decorative corner elements: a blue quarter-circle in the top-left, a pink quarter-circle in the top-right, a green quarter-circle in the bottom-left, and a yellow quarter-circle in the bottom-right.

Focus on FUNdamentals

SUPPORTING THE DEVELOPMENT OF PHYSICAL LITERACY



WARM-UP ACTIVITIES



LESSON PLAN ACTIVITIES



COOL-DOWN ACTIVITIES



WARM-UP ACTIVITIES



LESSON PLAN ACTIVITIES



COOL-DOWN ACTIVITIES



Stability Skills

- Animal Balance
- Bridges and Rivers
- Cooperative Fitness Baseball
- Force Field Tag
- Four Corner Shuffle
- Noodle Popper Tag
- Plank Tag
- Teeter-Totter
- Tornado
- Triangle Chase

Locomotor Skills

- “Bounce Generation” Dance
- Crossover
- Cross the Swamp
- I See...What Do You See?
- Life Raft
- Locomotor Loops
- Partner Chase
- Shaker Tag
- Treasure Hunt Tag
- Wipe Out Tag

Manipulative Skills

- Asteroids
- Body Golf (Bolf)
- Circle Strike
- Destroyers and Architects
- Fireball
- Noodle Popper Target Tag
- One vs One Kickball
- Pass & Pursue
- Pool Play
- Rocket Blasters

WARM-UP ACTIVITIES



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COOL-DOWN ACTIVITIES





Boost
Motivation



Improve
Competence



Increase
Confidence



Develop
Connections



FUN!



PARTNER CHASE

Locomotor Skills

Objective

To move safely in the activity area, while performing locomotor skills, such as, walking, skipping, galloping, and side-shuffling (all locomotor skills are acceptable, except running).

Description

1. Invite participants to form groups of 2.
2. One partner decides to be “A”, the other “B” and they both decide on a fitness-based activity they will perform when the music is on; ie. jumping jacks, squats, tuck jumps, etc.
3. When the music starts, call out a locomotor skill, then participant “A” performs the agreed upon fitness-based activity and participant “B” travels inside the activity area, while performing the locomotor skill and trying to get away from their partner.
4. Once the music stops, partner “A” moves around the area attempting to tag partner “B”. If tagged, they switch roles. If one partner is not able to tag the other, they both stop when the music starts again and automatically switch roles.



Boost
Motivation



Develop
Connections

ON THE SPOT FITNESS

Locomotor Skills

Objective

To work with a group, while completing fitness-based activities, including locomotor skills.

Description

1. Scatter poly-spot markers inside the activity area and place different fitness activities, such as, 10 squats, 15 jumping jacks, 10 push-ups, 20 high knees, underneath each spot (multiple copies of each activity can be placed under each spot).
2. Divide participants into groups of 3-4 and invite them to stand around sideline behind a cone in a line one behind the other (relay-style). On the signal to go, the first participant in each line travels to a spot and completes the activity underneath it. Once complete, they pick up the activity, head back to their group, high five the next participant in line, and then travel clockwise one lap around the perimeter of the activity area.
3. The next participant in line, moves to a different spot and performs the activity underneath, picks it up, heads back to the group, then moves clockwise one lap. This continues until all of the fitness activities are collected. Groups try to collect as many activities as possible in the time allotted.

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SPOT TO SPOT

Manipulative Skills

Objective

To practice various manipulative skills, such as, underhand tossing, overhand throwing, and sidearm throwing, while working with a partner.

Description

1. Place cones on two opposite sidelines. Provide each group of two with one poly-spot marker and one object for sending and receiving, such as, a dodgeball, loofah, or foam Frisbee.
2. 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.
3. 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.
4. Partners continue traveling to the opposite sideline and back as many times as possible before the time is up.

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Motivation



Improve
Competence



Increase
Confidence



Develop
Connections



FUN!

ONE VS ONE KICKBALL

Manipulative Skills

Objective

To improve and practice manipulative skills, such as, rolling, catching, and kicking, while demonstrating locomotor skills.

Description

1. Participants find a partner. One partner starts as the “pitcher” and the other the “kicker”.
2. All of the pitchers stand along a line near the middle of the activity area that is marked off with cones and each holds onto a soft object, such as a dodgeball. The kickers stand along a line, also marked off with cones, facing their partner.
3. On a signal to go, pitchers roll the object to their kicker. The kickers then kicks the object and moves to touch the middle cone and back as many times as possible. A point is scored for each touch of the cone.
4. Meanwhile, the pitcher retrieves the object and returns to tag their partner. When tagged, partners change roles.



Increase Confidence



Improve Competence

GUARD THE PINS

Stability Skills

Objective

To use stability skills, such as, dodging, twisting, turning, starting and stopping, while practicing defensive and offensive skills.

Description

1. Provide each participant with one hoop or poly-spot marker and one bowling pin and have them put the hoop down in the activity area and place the pin inside.
2. On the signal to go, participants roll dodgeballs to try to knock down others pins. They cannot move when in possession of a ball, but they can pivot. If they do not have the ball, they can move to pick one up, but must be aware that their pin will be an open target if they choose to leave it.
3. If a participant's pin is knocked down, they pick it up and move it beside the participant who knocked it over. The two participants now play together as a team and defend both pins.
4. Now, if one participant's pin within a group gets knocked over, the entire group moves their pins. Continue playing until a certain amount of time or until participants are united as one group.

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Increase Confidence



Improve Competence

MISSION TO CATCH

Manipulative Skills

Objective

To perform manipulative skills, such as, underhand tossing and overhand throwing, while working cooperatively to achieve a goal.

Description

1. Divide the activity area in half with cones on one side and soft objects on the other.
2. Split the group in half and invite those on the side with the cones to each hold one upside-down. The group on the other side picks up an object. If possible, provide more objects than participants.
3. On the signal to go, the participants on the side with the objects toss them to the participants with the cones, who then try to catch the objects in the upside-down cones.
4. Once an object is caught, it is rolled back to the side that it came from and the activity continues. Switch roles after a certain amount of time.

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Increase Confidence



Improve Competence



Boost
Motivation



Improve
Competence



Increase
Confidence



Develop
Connections



FUN!

TREASURE HUNT TAG

Locomotor Skills

Objective

To practice locomotor skills, such as, hopping, marching, skipping, and galloping, while demonstrating fair play.

Description

1. Scatter cones around the area.
2. Invite participants to face a wall and close their eyes while 2-3 objects (or another amount based on the type of tag game you are playing) are hidden under the cones.
3. When “search and rescue” is called out by the teacher/leader, participants turn around and look under the cones for the hidden objects.
4. Once all objects are found, the participants who found them are the taggers and the tag game begins. Numerous types of tag can be played in this activity, such as, Identification Tag (if tagged, the tagger gives the object to whoever they touched and that participant becomes a new “it”).



Increase Confidence



FUN!

TREASURE HUNTERS

Locomotor Skills

Objective

To demonstrate locomotor skills, such as, galloping, running, skipping, and side-shuffling, while moving safely during an invasion-type activity.

Description

1. Place one hoop down in each corner of the activity area. Next, create a large square in the middle using cones, place 15-20 “treasures” (bean bags) inside, and create a small square near a sideline. Choose 2-3 participants to be “protectors”, provide each with a tagging implement, and invite them to stand inside the large square.
2. On the signal to go (music), all other participants “treasure hunters” travel, using a pre-determined locomotor skill, around the large middle square in the same direction. When the music stops, the “treasure hunters” attempt to grab one “treasure” at a time from the middle square without getting tagged by the “protectors”. If successful, they bring the bean bag to the closest hoop and try again.
3. If tagged, they must go to the small squared off area and perform a fitness activity before returning. When the music goes back on, the “treasure hunters” travel again. Change “its” often.

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Improve Competence

FUN!

DICE - CATCH - DITCH - DASH

- Scatter hoops and place 1 object to toss and 2 dice in each hoop.
- Students pair up and roll the dice. They must add the numbers and toss and catch that many times.
- Once complete, they “hit the ditch” and dash (walk) one lap.
- Consider using many different types of objects for tossing and catching
- Students can also do a walk and talk using specific questions you ask them to discuss.





Boost
Motivation



Improve
Competence



Increase
Confidence



Develop
Connections





FUN!



play

1. Create your own lesson plan using the Focus on FUNdamentals resource.
2. Follow a theme or unit.
3. Develop specific FMS.
4. Look at how your activities flow from one to the next; ie. equipment, # of participants, skills.

Our Lesson Plan	
Warm Up Activity... 	Main Activity... 
Cool-Down Activity... 	NOTES... 

The background features a large, light gray circle in the center. Surrounding it are various other shapes: a large orange pill-shaped oval on the right, a teal circle at the top right, a yellow circle at the bottom right, and several smaller circles in shades of blue, red, and yellow scattered throughout. The overall aesthetic is modern and colorful.

More Resources & Websites

PLAY Education Plug n' Play Videos



<https://bit.ly/playedyoutube>

A graphic for a video titled "THIS or THAT" with the subtitle "HEALTHY FOOD CHOICES". At the top is the "play" logo, which consists of the word "play" in a colorful, rounded font. Below the logo, the title "THIS or THAT" is written in large, bold, blue capital letters. Underneath the title, the subtitle "HEALTHY FOOD CHOICES" is written in smaller, blue capital letters. A yellow rectangular box contains the instruction: "Choose ONE side, then get ready to MOVE to the side of YOUR choice!". The graphic is decorated with colorful circles in blue, pink, green, and yellow.



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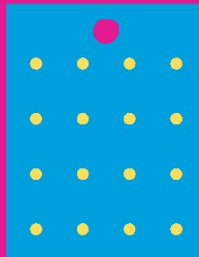
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02
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AWESOME
(no contact)



03
NO PROPS/
EQUIPMENT



04
MOVE FOR
MENTAL
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What PLAY is All About

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Engage, motivate, inspire children and youth through dance.

RESOURCES

Tools to take your lesson plans to the next level.

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SUPPORTING THE DEVELOPMENT OF PHYSICAL LITERACY



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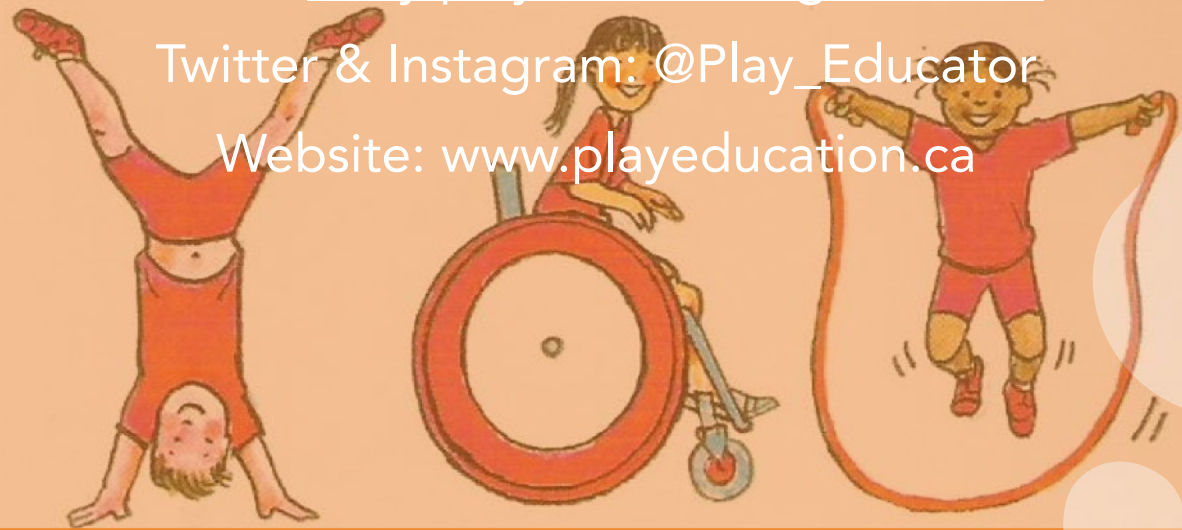
Any questions?

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W. RUDLING

