

Activity Theme: Physical & Health Literacy
Cross-Curricular Movement

Duration: 30 min.

Instructors: Elizabeth Greenwood, Mary Ferguson,
Cheryl Burdick, Roberto Colusso

Grade Level: 2 & 3

Learning Standards / Objectives / SWBAT
<ul style="list-style-type: none">● Explore and describe components of healthy living● Identify and describe opportunities to be physically active at school, at home, and in the community● Identify and explain factors that contribute to positive experiences in different physical activities● how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games● practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention

Equipment Required
Forest sounds; station signs; class set of BINGO cards; instructions for each station/task; fake food; plates; printed activities for schedule; schedule template (laminated); flower templates; “Garden of Positivity” sign; goal cards; speakers; music device; appropriate music; equipment for obstacle course & exploration station (e.g. benches, cones, crates, hoola hoops, mats, etc.); rhythm counting cards; iPad; Meditation for Kids app; weekly word list; basketballs; skipping ropes; nursery rhymes; (bowling) cones & bean bags/pins; soccer ball; ribbons; pom poms; masking tape; stickers; headphones; paper; pencil; clipboard; felts; plates

Safety Considerations
<ul style="list-style-type: none">● how equipment is organized/clear paths for walking & running● remind students “head up, eyes up”● along with the independence of this activity comes trusting your class to behave appropriately within the gymnasium; as an instructor we would recommend this activity be used as an end of term activity after appropriate behaviour has been established and practised in the gymnasium● <i>emotional safety: remind students of appropriate partner and group work (e.g. if someone asks you to be their partner, you say yes! We are encouraging and positive. Ask people to join you. etc.)</i>

Lesson Sequence

Warm Up (5 mins.)

Mary

After Reading Summaries: Find an open space in the gym where you can see the instructor.

Students will engage in a thematic “forest animals” warm-up activity in which they will get moving like forest animals. The teacher will encourage them to “hop like a rabbit,” “run in a wolfpack,” “leap like a deer,” “swim like a salmon,” “slither like a snake,” “stalk like a mountain lion,” and “flap your wings like an eagle,” and model these movements to the students. “Forest sounds” will play.

Transition: “Freeze! Move like your favourite animal to join us in a quiet sitting circle at the centre of the gym.”

Activity (20 mins)

Elizabeth, Cheryl, Mary, Rob

Examples of phantom knowledge needed/skills previously taught:

- bounce-passing a ball
- exposure to “Shape of the Day” or schedules

Physical & Health Literacy Bingo:

Intentions: “Throughout PE this term, we have learned lots of skills. Today we are going to start putting skills and ideas together and discover new ways to use them! During the activity, think about what you enjoy, what you don’t enjoy, and what other activities you might do that are similar to the ones you enjoy today.”

Students will play Bingo by completing tasks on their bingo card at different stations. Give students a sticker on each task they complete. Students may revisit stations and gather more stickers, but they must visit all stations at least once before a deadline (e.g., 3 week unit). Simple instructions for each activity will be provided at each station.

In today’s lesson, students will be encouraged to try at least 3 activities in the time given. Instructors will give prompts to change stations every 7 minutes.

Transition: Freeze! leave your equipment where it is. Find an open space in the gym away from the stations and any equipment.

Teaching Cues / Questioning:

- **When an instructor says FREEZE, you put down your equipment and sit where you are with your hands on your shoulders.**
- If someone asks you to be their partner, what do we say? (Yay!)
- How do we show we are participating?
- I want you to try
- What parts of the activities did you enjoy? What parts of the activities did you not enjoy? What other activities can you do that you enjoy?

In the Jungle:

Explain to the children that they are running through the 'jungle' and run into many animals that they need to get away from. The adult can give appropriate commands, and the children carry out suitable action:

- jump over logs
- duck under branches
- high knees through quicksand
- run from the tiger
- tip toe past the snake
- talk to the monkeys (ooh, ooh, aah, aah)

Swing through the jungle like Tarzan - children reach up for the jungle vines and calling 'arrhhh, arh, aah' beating their chests etc

Meeting the Needs of Students

Physical Development: skills and activities for lifelong enjoyment of physical activity

Cognitive Development: connections between movement and other domains, enjoyment of physical activity, understanding of health literacy (mental, emotional, social, spiritual)

Affective Development: enjoyment of physical activity; positive self-talk and self-image; celebration of accomplishments (ours and others'); collaboration & friendly participation

Adaptations for Diverse Learners:

- all of the activities have multiple starting points and the option to work with a partner of a different level
- **Rhythm Counting:** change rhythm movements to differentiate for diverse learners
- **Spell Ball and bowling** could use different skills (e.g. kicking or rolling) to differentiate for diverse learners
- each activity uses generalized language to leave room for varying interpretations and skill involvement

Resources:

1. <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=9022#.VleeyLxIIe4>
2. <http://www.buyjumpropes.net/resources/jump-rope-rhymes-songs-buyjumpropesnet/>

Assessment

2 Stars and 1 Wish



I enjoyed _____

because _____



I enjoyed _____

because _____



Next time I want to _____

HEALTH & PHYSICAL LITERACY BINGO

make a HEALTHY PLATE	make a HEALTHY ROUTINE	add a positive self-talk flower to the GARDEN OF POSITIVITY *	use a goal card to set a WELLNESS GOAL
create a 30 second MOVEMENT STORY at the sound station *	make and do an OBSTACLE COURSE with at least 3 obstacles	practice RHYTHM COUNTING for 2, 3, 4, 5, or 10 *	relax with the a GUIDED MEDITATION on the iPad*
pick a WEEKLY WORD and play SPELL BALL with a friend *	JUMP ROPE to a skipping rhyme *	create a MOVEMENT GAME at the exploration station *	join a friend for a VICTORY LAP around the gym
CHEER for someone completing another task	FORM each letter of your name using your body	BOWL *	take a HYDRATION BREAK *

HEALTHY WEEKEND ROUTINE

wakeup

breakfast

morning

morning

lunch

afternoon

afternoon

dinner

evening

bedtime

Make a HEALTHY PLATE: Use the “food” to show a healthy meal on the plate.

Make a HEALTHY ROUTINE: Fill in the empty schedule with activity cards to show a healthy routine.

**Add a positive self-talk flower
to the GARDEN OF POSITIVITY:**

Fill in a flower with positive
self-talk. Some suggestions are
“You are awesome!” “You can
do it!”.

**Use a goal card to set a
WELLNESS GOAL**

Create a 30 second
MOVEMENT STORY at the
sound station: Move to the
music and create a sequence of
movements or a dance.

Make and do an **OBSTACLE**

COURSE with at least 3

obstacles: Use equipment from the exploration station to make an obstacle course.

Practice **RHYTHM COUNTING**

for 2, 3, 4, 5, or 10: Follow the rhythm counting cards to move and count as high as you can.

The first time you count, say all the numbers. The second time you count, only say the numbers you clap on. Make sure you count aloud!

Relax with the a **GUIDED**
MEDITATION on the iPad:

Choose a guided meditation on
the Meditation for Kids app.

Follow the instructions that you
hear.

Pick a **WEEKLY WORD** and play **SPELL BALL** with a friend: Pick a partner. Choose a word from our weekly words and play spell ball. To play spell ball, bounce-pass the ball to each other. If you do not catch the ball write the first letter of your word on your paper. Every time you miss catching the ball, add another letter of your word. Play until both partners have

spelled their word!

JUMP ROPE to a skipping

rhyme: Pick a skipping rhyme

from the Skipping Rhyme sheet,

or create your own skipping

rhyme and skip!

Create a **MOVEMENT GAME** at the exploration station: Use equipment and your imagination to create a game for one or two people.

Join a friend for a **VICTORY LAP** around the gym: Pick a partner and run around the gym while cheering! Celebrate!

CHEER for someone completing another task: Ask someone if it is alright to cheer for them. If they say “yes”, cheer! If they say “no, thank you” ask someone else.




FORM each letter of your
name using your body: Use
your body to make the shapes
of the letters in your name one
at a time.

BOWL: Use a ball to knock over
the pins / knock beanbags off
cones.







Take a **HYDRATION BREAK:**

Have a drink of water to
hydrate your active body!




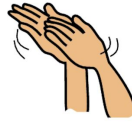



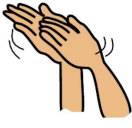
COUNT BY 2

					
rest	clap	rest	clap	rest	clap
1	2	3	4	5	6











COUNT BY 3

					
left stomp	right stomp	clap	left stomp	right stomp	clap
1	2	3	4	5	6

COUNT BY 4

							
left stomp	right stomp	hop	clap	left stomp	right stomp	hop	clap
1	2	3	4	5	6	7	8

COUNT BY 5

									
left stomp	right stomp	cross arms	hop	clap	left stomp	right stomp	cross arms	hop	clap
1	2	3	4	5	6	7	8	9	10

COUNT BY 10

CREATE YOUR OWN COUNTING RHYTHM!

GOAL CARD

I will _____.

I will do this _____ times a day / week / month.

Two things that will help me do this are:

1) _____.

2) _____.

If I feel like giving up, I will tell myself:

_____!

GOAL CARD

I will _____.

I will do this _____ times a day / week / month.

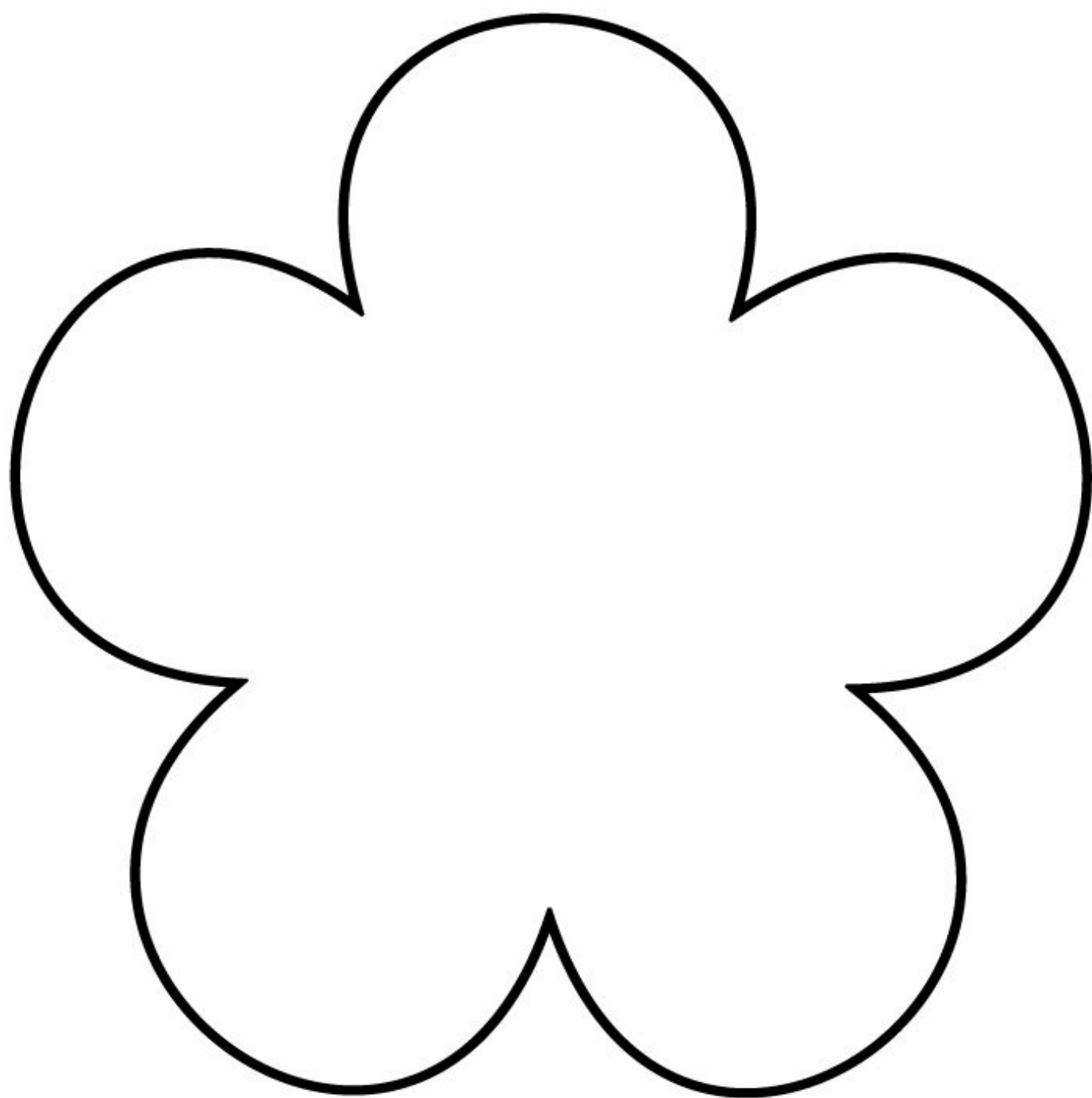
Two things that will help me do this are:

1) _____.

2) _____.

If I feel like giving up, I will tell myself:

_____!



SLEEP

SLEEP

SLEEP

SLEEP

SLEEP

SLEEP

NAP

NAP

EAT

EAT

EAT

SLEEP

SLEEP

SLEEP

SLEEP

SLEEP

SLEEP

NAP

NAP

EAT

EAT

EAT

EAT

EAT

EAT

EAT

EAT

PLAY OUTSIDE

PLAY OUTSIDE

PLAY OUTSIDE

PLAY OUTSIDE

WATCH TV

WATCH TV

EAT

EAT

EAT

EAT

EAT

PLAY OUTSIDE

PLAY OUTSIDE

PLAY OUTSIDE

PLAY OUTSIDE

WATCH TV

WATCH TV

PLAY A SPORT

PLAY A SPORT

PLAY A SPORT

PLAY A SPORT

PLAY A SPORT

PLAY A SPORT

PLAY VIDEO GAMES

PLAY VIDEO GAMES

PLAY VIDEO GAMES

PLAY VIDEO GAMES

PLAY VIDEO GAMES

PLAY VIDEO GAMES

READ

READ

READ

READ

READ

READ

MAKE A CRAFT

MAKE A CRAFT

MAKE A CRAFT

MAKE A CRAFT

MAKE A CRAFT

MAKE A CRAFT

PLAY WITH FRIENDS

PLAY WITH FRIENDS

PLAY WITH FRIENDS

PLAY WITH FRIENDS

PLAY WITH FRIENDS

PLAY WITH FRIENDS

GO TO THE PLAYGROUND

RUN AROUND

GO TO THE PLAYGROUND

RUN AROUND

GO TO THE PLAYGROUND

RUN AROUND

PAINT

PLAY HOUSE

PAINT

PLAY HOUSE

IMAGINATIVE PLAY

DRAW

SOMETHING

IMAGINATIVE PLAY

DRAW

SOMETHING

BUILD SOMETHING

LEGO

BUILD SOMETHING

LEGO

WRITE OR DRAW IN A JOURNAL HOMEWORK

WRITE OR DRAW IN A JOURNAL HOMEWORK

WRITE OR DRAW IN A JOURNAL HOMEWORK

HOMEWORK

HOMEWORK

HELP AT HOME

HELP AT HOME

Cool Down

In the Jungle

- Explain to the children that they are running through the 'jungle' and run into many animals that they need to get away from.
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 - duck under branches
 - high knees through quicksand
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 - talk to the monkeys (ooh, ooh, aah, aah)

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From www.primaryresources.co.uk