

## Lesson 3 of 6

# Outdoor Activities

## FOR ALL SEASONS

### EQUIPMENT

obstacle free activity area » pinnies » pylons » playground structure and/or various equipment for obstacle course

## Warm It Up

### DOGHOUSE

Divide the class into 4 teams, assign each a different colour pinnie and have them gather in a corner of the activity space. Each of the four groups is a team of dogs and their corner is their doghouse. On the signal to begin, all students will move throughout the activity area mingling with the other dogs. When a leader calls out a colour, all students given that colour of pinnie have 10 seconds to try and tag as many dogs as possible. Should a dog be tagged, they return to their doghouse and jump on the spot while barking. After 10 seconds, the leader will call "doghouse", at which point all students return to moving throughout the activity area, waiting for another colour to be called. After 5-7 minutes of play, invite students to hold their hand over their heart and feel it beating fast. Explain that activities that make our hearts beat faster are activities that help keep our heart and lungs fit and are called cardio (heart) vascular (lungs) activities.

ABCD's of Physical Education



### RELATED RESOURCES

Everybody Move! Daily Vigorous Physical Activity (includes DVD and audio CD), J. Byl et al, 2005, [www.ciraontario.com/](http://www.ciraontario.com/) everybody-move



### Safety First!

For safety, equipment, and supervision considerations when planning outdoor physical activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, [www.acicr.ca](http://www.acicr.ca).



### Benefits of Health

Functional Fitness	B(2-3)-3
Body Image	
Well-Being	

### Clues that students are achieving the outcome...

"Students will experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can complete the obstacle course
- Students can identify parts of the obstacle course that require flexibility, strength and cardiovascular endurance



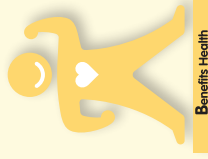
## Whoop It Up

### ALLEY CAT OBSTACLE COURSE ON THE PLAYGROUND

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Create an outdoor obstacle course on the playground structure that will challenge students to move like a cat in a variety of ways; e.g., walk, crawl, hop, jump and sneak. Be sure to provide a variety of pathways through the obstacle course to challenge the abilities of all students and ensure all students can be active without having to wait in line. If a playground structure is not available, an obstacle course could be created by having students walk along skipping ropes, benches or mats, balance on poly-spots, crawl under hockey sticks placed on pylons, or jump into or over hula hoops. Explain that the obstacle course will require students to demonstrate endurance, strength and flexibility. Students can choose to move through the obstacle course with a partner, taking turns being the leader.

#### Safety First!

For safety, equipment, and supervision considerations when planning activities on playground apparatus, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, [www.actcr.ca](http://www.actcr.ca).



## Wrap It Up

While walking back indoors, ask students to identify a part of the obstacle course that required flexibility; e.g., crawling through a tunnel, strength; e.g., traveling across monkey bars, or cardiovascular endurance; e.g., skipping. Provide students with copies of Canada's Physical Activity Guides for Children ([www.paguide.com](http://www.paguide.com))