

Lesson 4 of 6

Outdoor Activities

FOR ALL SEASONS

ABCD's of Physical Education



Do it Daily...For Life!

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Effort	
Safety	
Goal Setting/ Personal Challenge	
Active Living in Community	D2-8

EQUIPMENT

obstacle free activity area » pylons » index cards » reusable container or bag

RELATED RESOURCES

Healthy Active School Communities - Summer Active/
Winter Active Resource, Alberta Tourism Parks and Recreation, 2008, www.everactive.org

Warm It Up

ZOOKEEPER

Identify two end lines on either side of the activity area using pylons. Instruct students to stand on one end line and assign each student one of three animal names; e.g., lion, tiger, or bear. Choose two students to be the zookeepers, who begin in the middle of the activity area and call out the name of one animal at a time. When the name of their animal is called, those students travel to the opposite end line without being captured (tagged). Should an animal be captured, they become zookeeper assistants and try to capture all other animals. Should an animal make it to the opposite end line, they wait for their name to be called again. Continue until most animals have been captured. Have students pace along the end line the way their animal might be in captivity to increase level.



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.

Clues that students are achieving the outcome...

"Students will identify types of physical activities people choose within the community." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can describe physical activity opportunities in the community
- Students can identify places people in the community choose to be active



Whoop It Up

BANANA SPLIT IN THE COMMUNITY

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 index cards with pictures of people being active in the community and names or pictures of different facilities people access for physical activities. Place the index cards into a reusable container or bag. Instruct students to stand shoulder to shoulder

with a partner, and for each pair to stand one behind the other to form two long lines. On the signal to begin, students jog at a slow pace, being sure to stay beside their partner and in a line with other students as they move around a track or field. Every 15-20 seconds, call “banana split”, at which point the two students at the front of the lines will ‘peel’; one student turns to the right and the other to the left and they both travel the length of the line to end up side by side at the back of the line. After a few banana splits, call “cherry on top” or “stop” and ask a student to reach into the container and pull out one index card. Briefly discuss the activity on the card, or the types of activities in which people participate in the facility on the card and challenge students to imitate the movements of the activity for 10 seconds, then get back in line and continue jogging. Repeat!

Consider creating two or more groups for this activity to accommodate different abilities. One group might choose to jog or run while another group walks. Once students become familiar with the process for banana split, consider allowing the two students at the back of a group of 6-8 students to call banana split on their own, until all groups stop when the teacher calls cherry on top.



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.



Wrap It Up

Lead students through a head to toe stretch while asking students to identify different types of physical activities that people choose to participate in their community.