

Lesson 2 of 6

Activities in Small Spaces

ABCD's of Physical Education



Cooperation

Communication	
Fair Play	
Leadership	
Teamwork	C(1-2)-5

EQUIPMENT

4-6 small-medium sized playground balls » beanbag for each student

RELATED RESOURCES

Daily Physical Activity: A Handbook for Grades 1-9 Schools, Alberta Education, 2006, www.education.alberta.ca/teachers/resources/dpa.aspx

Warm It Up

BEANBAG HATS

Give each student a beanbag and instruct them to stand in a personal space. Placing the beanbag on the head as a hat, students move around the activity area using a variety of locomotor movements (e.g., skipping, side stepping, heel-toe walking). Should the hat fall off, students must freeze, balancing on one leg, until they are rescued. Any other student may rescue a frozen student by placing their hat on the frozen student's head and picking up the fallen hat and placing it on their own head. Increase the level of difficulty by challenging students to change direction every time they meet another student in the activity area, change levels as they move, and to rescue a frozen student by picking up the fallen hat while their own hat remains on their head. Students can also balance the bean bags on their shoulder, knee or back of their hand.



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical 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 display a willingness to play cooperatively with others of various abilities, in large or small groups." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can willingly rescue classmates during the warm up activity
- Students can work with other group members to complete tasks and improve performance



Whoop It Up

AROUND & AROUND IT GOES!

Be sure to take into account the abilities of all students when planning learning opportunities and incorporating variations as needed to ensure learning and success for all. Divide the class into 4-6 groups. The students in each group stand with their arms extended to the side, which will allow

for a 1+ meter space between each student, and form a circle. If the activity area is a classroom, there can be desks inside the circle. Provide each team with a playground ball. One student in each circle is chosen as the leader and always starts the game. Consider changing leaders after each task. The goal of the game is to move the ball around the circle as many times as possible in the given time frame; e.g., 1-2 minutes for each task.

On the signal to begin the first task, the leader in each circle starts by passing the ball underhand, to the student on his/her right. The ball or object continues around the circle making its way back to the leader. When the ball gets back to the leader, the group has completed one round and yells out “one”, while continuing to pass the ball around the circle. The ball is not allowed to skip a student and if it is dropped at any point, must be returned to the leader and that round starts over. After the first attempt, have the group try and beat their record. Repeat to allow students to challenge themselves.

Introduce different ways of passing the ball for the next tasks; e.g., under the leg, behind the back, over and under (over the head, under the legs), a single bounce to the next student. Teachers can direct each task, or invite students to offer suggestions for new ways to pass the ball. Remind students that although speed is necessary to beat their records, teamwork and accuracy are also required to be successful.



Safety First!

For safety, equipment, and supervision considerations when playing games, see “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Wrap It Up

If space permits, have students choose their favourite method (or the teacher picks the one that looked like the most fun!) and repeat the activity with the whole class (once or twice). Discuss the activity and how each group worked together. What did they enjoy? What did they find challenging? What other ways could the ball have been passed around the circle? What way(s) worked best when passing the ball and why? Lead class through gentle stretching moves during this time.