

Lesson 3 of 6

ABCD's of Physical Education



Activities in Small Spaces

EQUIPMENT

a chair or desk per student » list of scavenger hunt items » pencils » playdough and straws cut in half

Warm It Up

CLASSROOM SCAVENGER HUNT

Hide several items around the classroom for students to find ahead of time. Items might

include coins, magnets, paper clips, small toys, rulers, or playing cards. Provide an opportunity for students to choose to complete the classroom scavenger hunt individually or with a partner. Give each student or pair a pencil and piece of paper listing the items to be found. As items are located, students cross them off their list. Instruct students not to touch the items once they are found to ensure all groups have equal opportunity to complete the scavenger hunt. Consider setting up a scavenger hunt for younger students that includes enough items for each student or pair to take an item once found.

To increase the level of difficulty, try providing a list of clues rather than a list of items to find; e.g., find an object used to measure things (students would look for a ruler). Be sure to hide items at high, medium and low levels and ask students to move in a different way after locating an item; e.g., walk, heel-toe walk, skip, slide, gallop.

RELATED RESOURCES

Physical Activity Guide for Children, www.csep.ca/CMFiles/Guidelines/CSEP_Guidelines_Handbook.pdf



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.



Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B(1-3)-7

Clues that students are achieving the outcome...

"Students will identify changes that take place in the body during physical activity." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can describe changes taking place in the body during participation in physical activity



Whoop It Up

DESK MUSCLES

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. Explain to the students that now that they have warmed up with large body movements during the scavenger hunt, they are going to exercise individual muscles. Lead students, who are sitting in desks, through the following strength activities. Each movement should be held for a predetermined amount of time, or repeated 10-12 times. Ensure students are not holding their breath when completing the activities. Students should breathe out slowly while exerting effort (using muscles) and breathe in when relaxed. After each movement, discuss the muscles used as well as how those muscles are used in everyday life; e.g., climbing stairs, lifting backpacks.

- Place hands on the chair on either side and use arm muscles to lift seat up (triceps, pectoral and deltoid muscles used)
- Grasp the close edge of the desk (palms up) and lift up against it (biceps muscles used)
- Grasp the far edge of the desk (palms down) and pull towards your chest (latissimus dorsi and rear deltoid muscles used)
- Stand beside the desk with arms extended to the front with seat facing the chair and squat until seat almost touches the chair (quadriceps and gluteal muscles used)
- Hold onto the desk while standing beside it and raise up on your toes (calf muscles used)
- Have students select their own movements and identify where they feel the muscles working



Safety First!

For safety, equipment, and supervision considerations when planning 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

Have students find their carotid pulse (side of the neck – take two fingers and slide across the throat and tuck in slightly behind the esophagus). When heart rates have been located, give each pair of students a small ball of playdough and half a straw. Instruct students to make their own heart rate monitor by flattening the playdough and inserting one end of the straw into the dough. Place the playdough on the carotid artery (lean slightly to one side) and watch the straw move with their heart beat! Have the partners discuss how they could increase or slow down their pulse, and share one change they felt in their bodies while participating in physical activities today; e.g., warmed up, breathed faster, felt relaxed.