

### Lesson 5 of 6

# Activities in Small Spaces

#### EQUIPMENT

rubber animals or beanbags »  
timer » playing cards

## Warm It Up

### BARNYARD FUN

Choose one student to be the farmer. The other students each need a chair and then all of the students; including the *farmer*, select a playing card. Designate an animal for each suit; e.g., hearts are cows, diamonds are chickens. Be sure to write the designations on the board for the farmer (and the animals!) to remember. When everyone has chosen a card, the farmer walks around the chairs and calls out the name of a barnyard animal. Any student who chose that animal stands up and follows directly behind the farmer. The farmer then yells out “barnyard” and he/she and the students behind him/her quickly walk back to the chairs. The student who does not get a chair becomes the new farmer for the next round. Students keep the same animal they originally chose for the duration of the game. Ensure that each new farmer chooses a different barnyard animal so that all students get a chance to move. At any given time, the teacher can call out “barnyard” and then ALL of the students, including the farmer, find a new chair. Ask students to move at least three chairs away. Have students vary their locomotor movements (i.e. gallop, skip, hop, jump).

#### ABCD's of Physical Education



Do it Daily...For Life!

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Effort	
Safety	D(2-3)-3
Goal Setting/ Personal Challenge	
Active Living in Community	

#### RELATED RESOURCES

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



### Safety First!

For safety, equipment, and supervision consideration 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](http://www.acicr.ca).

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

“Students will demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity.” *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can follow the rules of each activity
- Students can participate for the duration of each activity



## Whoop It Up

### OVER, UNDER RELAYS

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. Instruct teams of 4-6 students to line up single file an arm's length away from each other behind a designated start line that extends the length of the activity area. Provide each team with a rubber animal or beanbag. On the signal to begin, the first student in each line picks up the object and passes it over his/her head. The second student in each line takes the object and passes it under (between) their legs to the third student who then passes over his/her head. Continue the pattern until the object reaches the last student in line. When the last student receives the object, they travel to the front of the line and begin the relay again. Continue each relay for 2 minutes and stop all of the teams at the same time. The challenge is for each team to complete the relay as many times as possible in the time provided and then to improve their record. Encourage students to move to the front of their line using different locomotor movements; e.g., hopping, skipping, galloping.

Challenge students to move the object down the line in different ways; e.g., pass from side to side or pass under one leg while balancing on the other foot. In a classroom setting, participate in desk relays by placing the desks in rows. Students pass the object down the line and the last student moves to the front of the line to sit in the first desk while all other students move to sit in the desk behind them.



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## Wrap It Up

### Wriggle Relax:

Students stand beside their desks and wriggle all their muscles starting from the top and working their way down. Students then sit in their desk, place their head down on their arms and "sink" into their desks as they totally relax all the muscles worked.