

## Lesson 5 of 6

ABCD's of Physical Education



# Games in Small Spaces

### EQUIPMENT

obstacle free area » recycled paper and pencils

## Warm It Up

### INSIDE OUTSIDE CIRCLE TAG

Students find a partner and determine who will be player A and who will be player B. All of the player A's stand in a circle an arm's length away from each other. All of the player B's stand behind their player A partners to form a second circle around the circle created by the player A's. Player B's take three steps back to create a space between the two circles. Choose one pair of students to play tag. Player A from the pair will start on the outside of the outer circle and chase and try to tag player B, who starts in the inside of the inner circle. On the signal to begin, both students move by weaving between the circles in an attempt to tag, or not be tagged. After 15 seconds of play, players A and B choose another player from their respective circles and return to their spots. Should a student be tagged within the timeframe, the partners switch roles and continue playing until the leader signals time to switch.

### 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)
- Physical Education Online website, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)



### Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see page 51 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



### Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B(4-6)-6

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

"Students will describe positive benefits gained from physical activity; e.g., physically, emotionally, socially." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can describe how participation in physical activity makes them feel
- Students can identify the positive benefits of physical activity



## Whoop It Up

### CLASSROOM RELAYS

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. Divide students into groups of 3-4 and provide each group with a piece of recycled paper and a pencil. Establish a start line and turnaround line and have all groups stand along the start line. On the signal to begin, one student from each group will travel in a predetermined way to the turnaround point and back to their group. When the first student returns to the start line, the next student in the group will complete the same activity. Continue each relay for two minutes. At the end of each relay, allow time for groups to record how they feel after completing the relay on the recycled paper provided.

Encourage students to suggest safe ways to travel to the turnaround point and back. Ideas might include hopping on one foot to the turnaround and on the other foot on the way back, walking backwards, crawling, crab crawling, marching, balancing something like a ball on a spoon, or skipping. Challenge students to complete relays while moving with a partner traveling back-to-back, leapfrogging or wheelbarrow-style.



### Safety First!

For safety, equipment, and supervision consideration when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



## Wrap It Up

Instruct students to review how they felt after participation in each of the relays and identify one physical, one social and one emotional benefit of participating in physical activity (e.g., work out heart and lungs, have fun with friends and be in a better mood). Consider creating a bulletin board with the ideas shared, or include in the school newsletter.