

Primary

Working Together

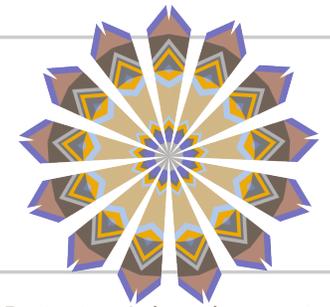
Facilities

- Gymnasium
- Outdoors

Equipment

- Appendix A
- Appendix B
- Colour Cards (see WARM-UP)

- Hoop (1 per group)
- Object (1 per group) (e.g., ball, rubber chicken, towel, etc.)



Physical Activity Level

- Moderate Vigorous

Safety Considerations

Explain clearly to students what areas of the body may be tagged (e.g., arms, legs, back). Inform them that a tag is a touch, not a push or grab. Remind them to be cautious when moving, and to be aware of the personal space of others.

Overview

Students will actively and safely explore activities with a focus on the development of interpersonal skills.

WARM UP

Traffic Light

- Students move around the outside of the activity area.
- Choose 1 fitness activity from Appendix A; hold up a colour card, and ask students to respond with the corresponding level of activity (e.g., Blue = very fast, Green = fast, Yellow = slow, Red = stop) for 10-15 seconds and repeat.
- Students participate in different levels of activity while slowly increasing their heart rate.

GETTING ACTIVE

Working Together

- Divide class into groups of 4–6 students.

- One student per group is designated as the Protector. Ask each group to think of something that must be protected (water sources, culture, language, animals, children, etc.). Put an object (e.g., ball, rubber chicken, towel) in the hoop to represent what will be protected. The Protector tries to tag other group members who are attempting to touch the object.
- The Protector must stay outside of the hoop and may not go through the hoop or touch the object being protected.
- Direct other students to try to touch the object being protected, without being tagged.
- If a student touches the object, he or she moves to another group and tries to touch their object.
- Change roles frequently so all students have the opportunity to be the Protector.
- Once tagged, students must go to a designated area and perform their choice of fitness activity from Appendix A. They then return to the same group and continue playing the game.

COOL DOWN

Around It Goes

- Students sit in a big circle and start passing the ball around. When you call “Stop!”, the student holding the ball names a body part, and shows a stretch for that body part.
- Help the students to identify stretches for different parts of their body (see Appendix B for ideas).

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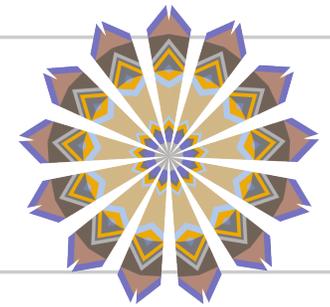
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Other Considerations

- Change the size of the area that the Protector cannot enter. Assign more than one Protector per group.
- The Protector could use half a pool noodle to touch students, rather than their hands.
- You could mark the activity area by placing pylons around the perimeter.
- Ask students to reflect on what strategies they used to protect and to chase the object.
- Talk about what the students chose as their item to be protected. Why is it important to protect these things? This could be tied to other elements of the curriculum (e.g., environment, culture, traditions or language).
- This activity could be modified to incorporate trickster figures, such as Nanabush or Wisakedjak. You could ask all students to pretend to be Nanabush, by being sneaky and trying to steal the object from the protected area.