Character Attributes in Action

An educator’s guide to promoting student wellness with physical activity, focused on character development
Character Attributes in Action

At the Peel District School Board, we value the development of the whole child, which is why we commit to the teaching and learning of our six core character attributes:

- CARING
- COOPERATIVE
- HONEST
- INCLUSIVE
- RESPECTFUL
- RESPONSIBLE

The character development of the people who work and learn inside our buildings matters. A key phrase we ask our Peel board community is:

**What will you learn INSIDE these doors that will help you be your best OUTSIDE these doors?**

An effective way to teach the character attributes and learn about them is to have fun while being physically active. While developing character attributes in an active way, students will also develop better social skills, improve their learning skills, and have better physical and mental wellness — all while meeting curriculum objectives. Being active in a purposeful and playful way gives us energy, reduces stress and anxiety, and increases our feelings of well-being.

This document has been developed by teachers for teachers. This resource provides 10 fun physical activities for each of the 6 character attributes to be used during Physical Education classes, outdoor activities, Daily Physical Activity (DPA), team building events or for a physical release in the classroom.

We hope you will have as much fun using this document as we had in creating it!
Lesson Plans

Each lesson plan includes:

Character Attribute:
The character attribute that will be the focus of the lesson and follow-up conversations are identified.

Learning Goal:
Specific learning outcomes for the activity are described.

Movement Skills:
Connections to the Health and Physical Education Curriculum are provided.

Equipment:
Materials needed for the activity are listed.

Set-Up:
All pre-work that is required to prepare for the activity is explained.

Instructions:
Step-by-step instructions for completing the activity are described.

Questions for Consolidation:
Post-questions are suggested in order to assess student learning and to engage students in dialogue about the identified character attribute. How students can demonstrate this character attribute outside of class can also be discussed at this time.

Photo and Video:
A photograph and a YouTube link of the activity in action are provided in order to deepen the understanding of the activity for the educator.

Acknowledgements

This document would not have been possible without the dedication, creativity and persistence of these dedicated teacher professionals:

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Many activities in this document require students to work in groups. Well-designed groups support positive student interactions and have the power to help students become part of an environment in which they feel respected, included and connected to one another. As these are the environments where students flourish and maximum learning occurs, it is essential that educators be thoughtful in their grouping practices and give careful and intentional attention to how students will be grouped for these activities.

Purposeful organization of student groupings ensures that vulnerable students are not marginalized or excluded. When students are asked to form their own groups, this encourages students who are alike to come together and those who are viewed as different to be excluded. When teachers intentionally group students, this can prevent embarrassment of not being chosen for a group and thus being forced into a pre-established group.

For the purpose of the activities in this document, classes can be divided into groups using random grouping methods (rather than intentional grouping strategies). The following are a list of fun and quick ways to group students. Each of these methods encourages students to work with new people often, gives students an opportunity to still work with their friends, and helps promote an environment of inclusion.
There are many benefits of teachers taking the responsibility for creating student groups. When students work with peers who they normally would not work with in an environment where the demonstration of the Character Attributes are expected, it has the power to enhance peer dynamics, promote optimal peer interactions, develop students’ social skills, increase empathy, build relationships across the classroom, and increase feelings of safety, inclusion, respect and belonging. In these kinds of environments, students are motivated and engaged; they are excited to learn from one another and feel supported by their peers. Ensuring inclusion through the use of grouping strategies has the power to transform a class into a community!

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
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<tr>
<td>Socks</td>
<td>Using a bag of clean socks, have students pick one then find its pair. For larger groups, pairs join other pairs by size or colour to form larger sub-groups.</td>
</tr>
<tr>
<td>Ask a Question</td>
<td>Ask a question to the class. Those who say ‘yes’ move to one end of the room, those who say ‘no’, move to the other. For example, ask the class, “When you put your socks on, do you put the right one on first?” Instead of yes or no questions, you could ask questions giving the number of options that you need groups. For example, “What flavour ice cream do you like better; chocolate, strawberry or vanilla?” Chocolate moves to one side, strawberry to another, and vanilla to another.</td>
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<tr>
<td>Playing Cards</td>
<td>Pass out playing cards and group students based on having similar or different suits, black or red cards, cards in a specific order, the same numbers, or any other values you assign to the deck.</td>
</tr>
<tr>
<td>Odds and Evens</td>
<td>Ask students to count up the letters in their first name and determine if they have an odd number of letters or an even number of letters. Odds could move to one end of the playing space and evens could move to the other. If you need bigger groups, you can ask students to find three or four others who also have an even or odd number of letters in their name and form a group.</td>
</tr>
<tr>
<td>Birthday Buddies</td>
<td>Ask students to group together based on who has the same birthday month as them. You could also ask students to group together based on the season they were born.</td>
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<tr>
<td>Burger Buddies</td>
<td>Have students choose the fast food establishment they like the best. Have choices for the number of groups that you would like. Example, “Which do you prefer? McDonald’s, Burger King, Subway, etc.”</td>
</tr>
<tr>
<td>Colour Pencils</td>
<td>Have students pick coloured pencils out of a can. Have four or five of the same color and have as many colors as you need groups.</td>
</tr>
<tr>
<td>Famous Pairs</td>
<td>Make index cards ahead of time. On each pair of cards, write a famous pair that serves as a way for students to form pairs. For example, write “peanut butter” on one card and “jelly” on the other. Other ideas: “spaghetti and meatballs” or “Romeo and Juliet” or “October and Halloween” or “Tom and Jerry”.</td>
</tr>
<tr>
<td>Pick a Word, Any Word</td>
<td>Write a word on an index card and then on the next two, three or four cards, write synonyms for the original word. For example, you could have cards containing the words large, gigantic, huge, enormous, and so forth. Do the same with additional sets of cards using different sets of synonyms for however many number of groups you want. Ask each student to pick a word, any word. Once everyone has a card, explain to them that they will be working in synonym groups, and if necessary, remind them what synonyms are. Students then form themselves into groups based on matching synonyms. This approach could also be used for homonyms, antonyms, figures of speech, or pretty much anything else that can be categorized.</td>
</tr>
<tr>
<td>Team Shake App</td>
<td>Use the Team Shake app to randomly select names to create teams.</td>
</tr>
<tr>
<td>Picture Puzzles</td>
<td>Cut pictures from a magazine so that there are half as many pictures as members of the group. If you have a theme, try to find pictures related to the theme. Cut each picture in half, thirds or quarters (dependent on the number you want in each group) and mix them up in a bin. Each student takes one piece and groups are those whose pieces form a complete picture.</td>
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“Never believe that a few caring people can’t change the world. For, indeed, that’s all who ever have.”

- Margaret Mead

You show CARE when you:

• Show kindness towards people and other living things.
• Listen to and respond appropriately to the concerns of others.
• Help others who are in need.
• Demonstrate empathy by recognizing and identifying with the feelings of others.
• Protect and respect the environment.

ACTIVITY #1
UP, OVER AND DOWN

Learning Goal
To demonstrate caring for others through working as a team and learning to care for one another’s safety.

Movement Skills
Running, leaping, planking

Equipment
Large space

Instructions
• The first person is to run a few metres then get into plank position.
• The second person runs, leaps over the legs of the first person, and gets into a plank position a few metres past the first person. Then the third person goes, and so on.
• If there is room, the first person gets up and continues the activity until there is no room left at the end of the gym.
• Remind students to be careful when leaping over students’ legs while they are in a plank position and to wait patiently for the person ahead of them to be in a safe position before continuing.
• Start again in the opposite direction once the team has gotten to the end of the gym.

Questions for Consolidation
1. How did it feel when someone was leaping over you? How did you feel when you were leaping over someone else?
2. How does this game demonstrate caring and empathy for how other people feel?
3. What did you do to make sure you cared for your fellow teammates and kept them safe?
4. What do you say and what do you do to demonstrate caring at home, in the school, and in your community?

Video Link: http://bit.ly/caring1
## ACTIVITY #2
### FILL YOUR BUCKET

**Learning Goal**
To demonstrate caring for others through working as a team.

**Movement Skills**
Underhand and overhand throwing, catching, running

**Equipment**
Large space, large bucket (or basket/container that can hold lots of balls), a large number of balls (foam balls, tennis balls, etc.), pylons

### Set-Up
- The goal is for the ‘caring students’ to fill the bucket with balls more quickly than the ‘mean student’ can empty it.
- Select one student to be the ‘mean student’ and stand in the middle of the gym next to the bucket full with balls.
- The rest of the players stand scattered around the space.
- Place pylons around the bucket (radius of about 2m) to show where students cannot cross.

### Instructions
- On the teacher’s signal, the ‘mean student’ tries to empty the container by throwing out balls one by one.
- The ‘caring students’ try to put all of the tennis balls back inside the container before it is emptied.
- Players are allowed to pass the ball to other players who could be standing close to the container.
- The ‘mean student’ cannot block other players from placing balls in the bucket.
- Select a new ‘mean student’ every new round or after a certain amount of time has elapsed.

### Questions for Consolidation
1. As the ‘mean student’, was it difficult to get the bucket empty with so many students keeping it filled?
2. Why did working together allow you to keep the bucket full?
3. What parallels can you make to experiences you have had or witnessed in class, in school, at home (in society)?
4. How can a large group of caring students help a student who is not making good choices?

ACTIVITY #3
HELP! HELP! HELP!

Learning Goal
To demonstrate caring for others through working as a team and learning to care for one another’s safety.

Movement Skills
Running, crossovers, hopping

Equipment
Open space, agility ladders

Set-Up
• Divide the students into groups of 4 or 5, depending on how many agility ladders you have.*
• One student is alone on one side of the agility ladder — he/she is safe.
• Explain to the students that there has been a fire in the building and that they need to be caring for others’ safety and help rescue the people.

Instructions
• The student who is alone on the safe side runs through the agility ladder to the other side.
• The other students do jumping jacks while yelling, “HELP HELP!!!”
• The student helper runs one friend back to the safe side.
• Then the two students go back together to save the next person.
• This pattern continues until all of the students are saved.

Variations: Change the movement skill through the ladder — emphasizing proper form and safety rather than rushing. You may choose to explain what agility means at this time.

Questions for Consolidation
1. How does it feel when someone tries to help you out of difficult situations?
2. How does this game demonstrate caring and empathy for other people’s safety?
3. What occupations require you to be caring?
4. Does caring for someone sometimes mean you have to give up something?


* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
ACTIVITY #4
REDUCING LITTER
(Adapted from 50 Games for Going Green by Carol Scaini and Carolyn Evans)

Learning Goal
To demonstrate caring for our environment by sorting recyclables to keep waste from ending up in landfills.

Movement Skills
Running

Equipment
Open space, various recyclable materials (e.g., water bottles, newspapers, plastic containers, aluminum cans) or a variety of physical education equipment (e.g., skipping ropes, scoops, beanbags, balls) – minimum of two materials per student, 5 or 6 recycling bins. All recyclable items must be safe and clean.

Set-Up
• The goal is for the ‘caring students’ to sort recyclables to keep waste from ending up in the landfills.
• Students line up behind their team’s recycling bin facing a pile of recyclable items on the other side of the gymnasium or playing field. Physical education equipment will be considered trash/garbage and should also be placed in this pile.

Instructions
• Divide students into five or six teams.*
• The first player runs to the recyclable/trash pile, picks up one item and runs back.
• Recyclable materials are to be dropped into the recycling bin or beside the recycling bin if it is physical education equipment.
• The next student in line is then tagged.
• The second player runs to the recyclable pile, picks up one item, and runs back and drops it into the recycling bin or beside the recycling bin for waste and tags the next student in line.
• Continue until all the items have been picked up and sorted.
• If a student drops an item, they must pick it up before continuing.
• Teams must sit quietly in line, one behind the other, and with their hands on their heads when finished.

Variations: Teachers may choose to change the method of locomotion, change the relay distance, or designate each team to sort a specific item (e.g., trash vs. physical education items).

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Questions for Consolidation
1. Why is caring about the environment important? What are some ways in which we demonstrate this?
2. Why is it important to sort our waste? What are some things you can say to a friend who does not seem to care about sorting waste and its impact on the environment?
3. How can we show caring as a group at school, home and in the community?

Video Link: http://bit.ly/caring4
ACTIVITY #5
PLANT A TREE WITH TLC (TENDER LOVING CARE)
(Adapted from 50 Games for Going Green by Carol Scaini and Carolyn Evans)

Learning Goal
To demonstrate caring for our environment and all living things through TLC.

Movement Skills
Running

Equipment
Open space, 1 pylon per team

Set-Up
- The goal is for the ‘caring students’ to replicate the planting of a tree. For a tree to flourish and grow, it needs clean air, clean water, healthy soil, and sunlight.
- Divide students into groups of five.*
- Each team represents one of the following: clean air, clean water, healthy soil, healthy sunlight, and a little TLC.
- If a team does not have five players, have the team take more than one turn to complete five runs.
- Place a pylon 10-20 metres away from their team on one end of the gymnasium or playing field.
- Line up in groups of five, standing single file opposite their pylon.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
- On the teacher’s signal, the first person on each team (clean air) runs around the pylon and back to their team to pick up the second player (clean water) by holding hands. All team members must remain attached by holding hands.
- Together, clean air and clean water run to the pylon and back to their team to pick up ‘healthy soil’.
- The same movement pattern is continued until everyone has been picked up and has completed the relay.
- The first team to finish will have successfully planted a tree by having all the players standing together with their arms outstretched over their hands, resembling a forest of trees.

Variations: Teachers may choose to ask students to link in different ways (e.g., linking elbows).

Questions for Consolidation
1. Why is caring about the environment important? What are some ways in which we demonstrate this?
2. Why must we care for the environment together?
3. What are some ways that human activities impact the cleanliness of the air, the cleanliness of water, the health of the soil, and the amount of sunlight plants need to flourish?
4. What are some benefits to humans in caring for our environment?
5. How can we show caring as a group at school, home, and in the community?

ACTIVITY #6
BE MY VALENTINE

Learning Goal
To demonstrate caring for others.

Movement Skills
Running, dodging

Equipment
Large space, 4 red pinnies for the ‘cupids’ and 4 red beanbags to represent hearts or valentines

Set-Up
• Choose 4 students to be ‘cupids’ (have them wear the red pinnies) - they are the taggers.
• Give 4 students a red beanbag (hearts or valentines). These students cannot be tagged - they must display the beanbag and not hide it from the other players.

Instructions
• Have the ‘cupids’ start in the centre of the playing area and count to ten. Then they can tag people.
• Everyone else spreads out inside the playing area, including the students with the hearts - be sure to indicate the playing area with either gym lines or pylons.
• When a student is tagged, they go outside of the playing area and kneel down and make a heart with their arms.
• Students with the red beanbags will hand the beanbag to someone who has been tagged and is kneeling outside the playing area making a heart with their hands.
• The ‘freed’ person joins back in the game carrying the beanbag and can now free other students who have been tagged and are kneeling outside the playing area.

Questions for Consolidation
1. In what ways was caring demonstrated in this activity?
2. How can we show caring as a group at school, home, and in the community?
3. Why were ‘cupids’ and ‘hearts’ used for this activity? What is their connection to caring?
4. Name someone who has a ‘caring heart’ who you admire. Why do you admire him/her?

# ACTIVITY #7
## SQUISHED ANTS TAG

### Learning Goal
To demonstrate caring for others by working as a team.

### Movement Skills
- Running, skipping, dodging

### Equipment
- Large space, pool noodles

### Set-Up
- Select 1-2 students to be the tagger(s).
- Students are in a scatter formation within the boundaries of the designated area.
- Teacher selects the movement skill that the students will use (e.g., running, skipping).

### Instructions
- When a student is tagged by the student(s) holding the ‘bug swatter’ (pool noodle), they must lay on their back with hands and feet in the air.
- In order to get back in the game, 4 students must carry the ‘squished ant’ to the ‘Ant Hospital’ by holding onto one limb each. The ‘Ant Hospital’ can be a designated area marked off with pylons or a specific part of the area.
- Ants cannot be tagged while carrying out their caring act of kindness.
- Switch taggers every 1-2 minutes and change the movement skill frequently.

### Questions for Consolidation
1. In this activity, you needed to rely on your teammates to get back into the game. What are some examples of a time when you had help from others to achieve a goal?
2. What impact does having a caring person in your life have on you (your success, achievement of goals, your mood, etc.)?
3. How does teamwork demonstrate our care for others?
4. How can we show caring as a group at school, home and in the community?
5. Why might it be hard to be caring at times?
6. What do you do or say during this activity to show you care?

ACTIVITY #8
PARACHUTE CARE

Learning Goal
To demonstrate caring for others through written responses.

Movement Skills
Start and stop on a signal

Equipment
Large space, parachute, paper hearts or pre-written hearts with examples of what caring is

Set-Up
• Each student fills out a heart with an example of caring prior to the activity.

Instructions
• Each student will grab a handle of the parachute and place their heart on the parachute.
• On the teacher’s signal, students will begin to shake the parachute and try to have a heart fall off the parachute.
• When a heart falls off the parachute, students stop shaking the parachute.
• The student that is closest to the heart will open and read the heart to the class.

Variations: The teacher may choose to use a blanket or tarp if a parachute is not available.

Questions for Consolidation
1. What are some common themes that have emerged from the messages written on the hearts?
2. Why is caring about your classmates important?
3. What does a caring environment look like, sound like, and feel like in a classroom, in the school, and at home?
4. If you could write another heart thanking someone for caring about you, what would it say and for whom would it be?

ACTIVITY #9
CHUCK THE CHICKEN

Learning Goal
To demonstrate awareness of other people’s feelings.

Movement Skills
Running, over and under hand passing, throwing, retrieving objects from the ground

Equipment
Large space (preferably outside with the idea of endless space to throw and run), 1 or 2 Chickens (2 different colours)

Set-Up
• Divide class into 2 or 4 teams.*
• If you have 4 teams, 2 teams work with one chicken and the other 2 teams work with the other chicken.
• Predetermine which teams will work with which chicken.
• If you have 2 teams, use only one chicken.

Instructions
• Begin the game with 2 teams in a tight huddle position and the other 2 teams in a straight line.
• Give the student in the beginning of the line a chicken.
• The teacher will signal the beginning of the game by yelling the word, “GO”. On this signal, the huddle group and line group will do two different things.
  • Line Group: Student at the beginning of the line must pass the chicken over their head and the next person must pass the chicken under and through their legs. Continue this pattern until the last person in line has the chicken. This last person must then yell, “CHUCK THE CHICKEN!” and throw the chicken as far as possible.
  • Huddle Group: Must choose a runner to run around their huddle as many times as possible. The group counts the number of times the selected student runs around the entire huddle. The teacher may suggest a strategy of counting every time the runner runs past a particular student. For instance, Sam is the runner chosen for this huddle and Marvin is the chosen person in the huddle. Each time Sam passes Marvin the huddle yells, “1, 2” and so on until they hear, “CHUCK THE CHICKEN”.
• Once the chicken is thrown and “CHUCK THE CHICKEN” is yelled, the groups change roles in the game – the huddle group becomes the line group and the line group becomes the huddle group.
• Now the huddle group must run to the chicken that was thrown and make a line there following the Step 1 instructions without the ‘GO’ signal.
• Now the line group must form a huddle quickly, choose a runner and huddle person for the count and begin to count the number of runs around the huddle as fast as possible.
• The number of runs that each group gains while the chicken is passed over and under the group in the line is the amount of points the group achieves. The group continues to add points together to gain the total points for the end of the game. Remembering that the points stop when the words “CHUCK THE CHICKEN” is shouted.
• Teacher signals the end of the game with a whistle.

Variations: Teachers may choose to have teams sit while students run around their group of students instead of a huddle. Students could also gallop around the huddle instead of running. Students could kneel and pass the chicken over and under their body to the next team member.

Questions for Consolidation
1. Why is it important to share the different roles in this game?
2. Why is it important to identify with the feelings of others in your group/team during the activity?
3. What other character attributes are important to demonstrate in this activity?
4. What challenges did your group face in completing this activity?
5. Give examples of how your group demonstrated caring in this activity and how this may have helped your group be successful.

ALPHABET TAG AND SUPER HERO TAG

Learning Goal
To show kindness towards people by recognizing and identifying with the feelings of others and helping those who are in need.

Movement Skills
Running, skipping, dodging (change the locomotion to other forms - slow motion, jogging, hopping, jumping, galloping, marching, etc. to build their physical literacy)

Equipment
Large open space (inside or outside), pool noodles or small pieces of material for scarves (silk is best)

Set-Up
• Select 3-4 students to be the taggers – if you have 2 classes in the gym together choose 6-8 taggers.
• Remind students about safe and fair tagging. They are only allowed to tag on the arms, back, and shoulders of others.
• Taggers and non-taggers should also be reminded of fair play and caring of others’ feelings; everyone must use the same locomotion to be fair. Also, the taggers are not allowed to wait around the students (monkey guard) as they may only tag those who are moving in the locomotion given.
• Ask students to scatter within the boundaries of the designated area.
• Teacher selects the movement skill that the students will use (e.g., running, skipping etc.).

Instructions
• Taggers carry a scarf or a noodle.

Alphabet Tag:
• When the person tags a player, the student must make a letter of the alphabet with their body. Students must remain standing.
• Students who do not have a noodle (students who are not taggers) have a choice to save their friend and be a ‘hero’ by guessing the letter he/she is making. The friend may guess as many letters as possible to free their friend or stop and continue to escape the taggers.
• When another student or the teacher guesses their letter, they may rejoin the game.

Super Hero Tag:
• When the person tags a player, the student must make an X with their body staying on their feet.
• Students who do not have a noodle (students who are not taggers) have a choice to save their friend and be a ‘hero’ by crawling through the person’s legs and then getting up and giving the person a DOUBLE HIGH FIVE (High 10).
• The tagged person can now rejoin the game.

Questions for Consolidation
1. How did it feel to have your teammates help you get back in the game? How does it feel to help a teammate?
2. Why was it important to show you cared about the students who were caught in the frozen X?
3. How do taggers show they care about others in a tag game?
4. Why is it important to accept a role as a tagger and accept a role as a non-tagger? How is this related to caring within a gym class and within the tag game?
5. How do non-taggers show they care about others in a tag game?
6. What is a hero? Who is a hero you know and why is he/she a hero to you? Are they caring? How?

You show COOPERATION when you:

- Participate with your best effort.
- Assume positive intentions in others.
- Follow the rules made by the group.
- Respect the ideas and feelings of others.
- Value the contributions of others.

“ Alone we can do so little; together we can do so much.”

- Helen Keller

ACTIVITY #1
HUMAN KNOT

Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

Movement Skills
Ducking, dodging, leaping

Equipment
Open space

Set-Up
• The goal is for students to work together through problem-solving and in close proximity to figure out how to untangle the human knot without letting go of hands. Students can let go of hands if they feel that they are not safe.
• Divide class into groups of approximately 5-10 students.*

Instructions
• Groups need to stand in a circle shoulder to shoulder and face the centre.
• Students put their right hand up in the air and then grab the hand of another student across the circle from them.
• Students then put their left hand up in the air and grab the hand of a different student.
• Double check to make sure that everyone is holding the hands of two different students and that they are not holding hands with another student directly next to them.
• Tell students to untangle themselves to make a circle without breaking the chain of hands.
• If students break the chain, they need to start over.

Variations: Teachers can ask students to untangle without talking during the challenge or to complete the activity while blindfolded.

Questions for Consolidation
1. Did the team cooperate to reach a consensus on a plan of action? What process did the team go through to reach consensus?
2. How does this challenge demonstrate cooperation and collaboration? How well do you feel your team communicated during this activity?
3. How are cooperation and communication related?
4. Why is it hard to be cooperative at times – either during the game or in your life at school?

Video Link: http://bit.ly/cooperative1
### ACTIVITY #2

**BUILDING THE CN TOWER**

#### Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

#### Movement Skills
Running, balancing

#### Equipment
10 beanbags for each group, one pool noodle for each group

### Instructions
- On the teacher’s signal, all students run to the opposite end of the gym to where their beanbags are.
- Students will bring a single beanbag at a time back to the starting line by balancing it on the pool noodle (in whichever way the team decides). ALL students on the team must hold the noodle but NOT touch the beanbag.
- If the beanbag falls off, students can pick it up and put it back on the noodle and continue.
- Once back at the starting line, the team must attempt to build the tallest tower using the beanbags without them tumbling over (students can use their hands at this point).
- Continue the game until all the beanbags are used.

**Variations:** Teacher can ask students to use different locomotion patterns to complete the challenge.

#### Questions for Consolidation
1. Were you able to provide possible solutions to the problem and did you cooperate to implement your possible solutions?
2. How does this challenge demonstrate cooperation and collaboration?
3. How does cooperation on a team help to achieve success?
4. What might you do next time, to improve your team’s performance?


### Set-Up
- The goal is to build as high of a tower as possible with the 10 beanbags given.
- Divide class into teams of 4-6 and give one person on each team a beanbag.*
- All teams line up on one end of the playing area.
- Place the team’s 10 beanbags on the opposite end of the playing area.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
ACTIVITY #3  
TRAFFIC JAM

Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

Movement Skills
Jumping, leaping, walking

Equipment
7 hula hoops, or 7 poly spots, or 7 carpet squares

Set-Up
• Set up 7 hula hoops in a row for a group of 6 students.
• Divide the group of 6 into two teams of three students.*
• The teams face each other in single file with each student standing in a hula hoop.
• Place one empty hula hoop in the middle between the two teams.

Instructions
• There can only ever be one person in a hoop at a time.
• After each move, a student must be standing in a hoop.
• Students cannot move backwards.
• If students start on the left, they may only move to the right; if they start on the right, they may only move to the left.
• Students can only move into an open hoop.
• Students may ‘jump’ another person only if there is an empty hoop on the other side. Students may not ‘jump’ more than one person at a time. Remind students to be careful when leaping to open hoops.
• Only one student can move at a time.

Variations: This game can be played with 8 students using 9 hula hoops or students can try to complete the challenge with the least number of moves possible.

Questions for Consolidation
1. How well did your team cooperate to come up with strategies to get out of the traffic jam?
2. What are some reasons that people may not want to cooperate? How might this impact relationships?
3. How does this challenge demonstrate cooperation and collaboration?
4. How does cooperation help achieve success on teams, at home, and in school?
5. What are some words or phrases you might use to show you are being cooperative?


* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
**ACTIVITY #4**

**MYSTERY MAZE**

**Learning Goal**
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

**Movement Skills**
Leaping, walking

**Equipment**
30 pieces of recycled paper with different letters of the alphabet or numbers written on them

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**Set-Up**
- Place pieces of paper into grid formation on the ground. With 30 pieces of paper, make a 6x5 grid.
- Teacher needs to predetermine a route for students to complete the maze.
- The goal is for students to work together by problem solving to figure out the mystery path that will move them successfully through the maze. Through trial and error, students must work together to discover the correct path.
- Divide class into two groups if you are using one grid or set up several grids and divide students into smaller groups – 2 groups per grid.*
- The facilitator has a map of the maze on grid paper in which he/she has drawn the successful path.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

**Instructions**
- Give students time to strategize. Students can only talk during the strategizing phase of this activity. Once a team member steps onto the maze, verbal communication is NOT allowed.
- Everyone in the group must move through the maze pattern without making any noise.
- Students do not know the mystery pattern and must discover it through trial and error.
- One student steps on a piece of paper. The teacher will nod or give a thumbs up if he/she stepped on the proper piece of paper. The teacher will shake his/her head or give a thumbs down if it is not the correct piece of paper.
- When students are correct, they continue until they step on an incorrect piece of paper.
- If a student is incorrect, they must step off of the grid.
- A member of the other team now gets a turn. They must follow the same pattern to be able to continue.
- Only one person at a time can be on the grid.
- A student cannot jump pieces of paper.
- A student must move to a square that is next to the one he/she leaves.
- A student can move to the side or forward but not diagonally or backwards.
- The game ends when one person successfully reaches the other side.

**Variations:** Teachers may choose to use smaller or larger grids or to use different sized groups.

**Questions for Consolidation**
1. How well did your team cooperate to come up with strategies for this activity?
2. Did the team reach consensus on a plan of action? What process did the team go through to reach consensus?
3. How well do you feel your team communicated during this activity?
4. How did you feel about the no talking rule?
5. How does this challenge demonstrate the power of cooperation and communication?
6. What actions might you use to show cooperation?

ACTIVITY #5
CATERPILLAR ON COURSE

Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

Movement Skills
Walking, balancing, jumping

Equipment
10 pylons, 10 hula hoops, and 4 skipping ropes for each group (objects to create an obstacle course)

Set-Up
• The goal of this activity is for students to problem solve and work together in order to maneuver through an obstacle course like a ‘caterpillar’.
• The teacher will decide upon and set up the obstacle course. (e.g., pylons to weave through, hula hoops to jump in and out of, skipping ropes to balance on, etc.)
• Divide class into groups of approximately 8 students and have them line up at the beginning of each obstacle course.*

Instructions
• All teams must move through the obstacle course with all heels touching the toes of the person behind them at all times.
• If a mistake happens, students can simply re-group and continue.
• Have students re-group at the end of the obstacle course and discuss a strategy in order to improve their performance for the next run-through.

Questions for Consolidation
1. How difficult was it to work so closely together? Did you feel comfortable with someone in your personal space?
2. Is it easier to be cooperative with people when you have positive relationships with them?
3. How does positive communication support and help build relationships?
4. In your second run-through, did cooperating on a strategy help to improve your time? Why?


* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
ACTIVITY #6
MAGIC CARPET WALK

Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

Movement Skills
Leaping

Equipment
Large space, 2 gymnastic mats or 2 large carpet squares per group

Set-Up
- The goal is for students to problem solve and work together to transport themselves and their mats across a large open space (gymnasium floor).
- Divide class into groups of approximately 5-6 students. *
- The teacher will decided the distance between the start and finish line.
- Each group receives 2 mats at the start line.

Instructions
- All members of the team and the gymnastic mats must make it from one end of the playing field to the other.
- Each group will transfer themselves from one area to the other without touching the ground (gym floor).
- If a group member touches the ground with any part of his/her body, the entire group must go back to the starting position and begin again.

Variations: The teacher may impose a time limit to complete the challenge, insist on no talking, use smaller sized equipment for the magic carpet walk, ask students to complete the challenge moving a certain way (e.g., hopping or crawling), or increase the number of students in a group.

Questions for Consolidation
1. What strategy did your team use to complete the task?
2. How did you cooperate to decide what made one strategy better than another strategy that was suggested?
3. How well do you feel your team communicated during this activity?
4. How are cooperation and communication connected?
5. How are the different character attributes demonstrated in this activity?


* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
## ACTIVITY #7
### BACK TO BACK

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Movement Skills</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.</td>
<td>Flexibility, core strength</td>
<td>Large open space</td>
</tr>
</tbody>
</table>

### Set-Up
- The goal is for pairs of linked students to work together through problem solving to stand up together without letting go. Eventually, the goal will be for the entire class to stand up all at once.
- Students form pairs and sit down back to back with their bottoms on the floor.*

*See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

### Instructions
- Students link arms at the elbows and bend knees with feet flat on the floor.
- Each pair tries to stand up without using their hands.
- If someone lets go, students are to start the activity again.
- If a pair succeeds, make a group of four, six, eight... until the entire class is linked!

### Variations:
- Teacher can impose a time limit to complete the challenge, insist on no talking, or blind fold students.

### Questions for Consolidation
1. Did the team cooperate to reach consensus on a plan of action? What process did the team go through to reach consensus?
2. What strategy did your team use to complete the task?
3. What did you find challenging?
4. How does this challenge demonstrate the connection between cooperation and communication?
5. In what ways do you demonstrate cooperation at home, in school, and in the community?

**ACTIVITY #8**

**TENT**

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Movement Skills</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.</td>
<td>Agility, upper and lower body strength</td>
<td>Large space, parachute</td>
</tr>
</tbody>
</table>

**Set-Up**

- The goal is to work together through problem solving to make a tent with a parachute.
- Students spread out evenly around the chute.

**Instructions**

- Students will inflate and deflate the chute three times.
  - Inflate: stand with straight arms over head
  - Deflate: squat like a frog (feet flat on the floor shoulder width apart in a squat position – bring arms close to body)
- On the third count, while inflating the chute, students will take 3 steps forward towards the centre while letting go of the chute with one hand and pulling the parachute behind their backs with the other so that the parachute is over their bodies.
- Students will sit on the edges of the parachute to prevent air from escaping.

**Variations:** Teacher may choose to ask students to perform the challenge on only one count.

**Questions for Consolidation**

1. What did you find challenging about this task?
2. How did this challenge demonstrate cooperation and collaboration?
3. Cooperation was necessary in order to create the tent. What does cooperation look like, sound like, and feel like in the classroom, in the school, and at home?

ACTIVITY #9
MUSHROOM

Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

Movement Skills
Upper and lower body strength

Equipment
Large open space, parachute

Set-Up
• The goal is to work together through problem solving to make a mushroom with a parachute. If an aerial picture were to be taken, the students standing close together would represent the mushroom stem, and the air bubble created by the parachute would represent the mushroom cap.
• Students spread out evenly around the chute.

Instructions
• Students will inflate and deflate the chute three times.
  - Inflate: stand with straight arms over head
  - Deflate: squat like a frog (feet flat on the floor shoulder width apart in a squat position – bring arms close to body)
• On the third count, while inflating the chute, students will walk forward towards the centre, with their arms in front until the edges of the parachute are touching creating the mushroom cap. Students are now positioned under the cap and are therefore symbolic of the mushroom stem.
• On a given signal, students will walk backwards while still holding the end of the chute to go back to the starting position.

Variations: Teacher may choose to ask students to perform the challenge on only one count.

Questions for Consolidation
1. What did you find challenging about this task?
2. How does this challenge demonstrate cooperation and collaboration?
3. How well do you feel your team communicated during this activity?
4. Can you think of another activity we might try with the parachute that requires cooperation?

ACTIVITY #10
CLOUD

Learning Goal
To demonstrate collaboration through working as a team and by learning how to cooperate, communicate, and problem-solve.

Movement Skills
Upper and lower body strength

Equipment
Large open space, parachute

Set-Up
• The goal is to work together through problem solving to make a cloud with a parachute.
• Students spread out evenly around the chute.

Instructions
• Students will inflate and deflate the chute three times.
  - Inflat: stand with straight arms over head
  - Deflate: squat like a frog (feet flat on the floor shoulder width apart in a squat position – bring arms close to body)
• On the third count, while inflating the chute, students will let go of the chute on a given signal.
• Students are to stay in place and watch the cloud.
• On a given signal, students can retrieve the chute.

Questions for Consolidation
1. In what ways does cooperation play a role in this activity?
2. If someone does not cooperate during this parachute game, what impact would this have on the success of this activity?
3. In circle formation, ask students to share examples of how they cooperate with others in different aspects of their lives.
4. What might you do in the future to better cooperate with others?

You show HONESTY when you:

- Tell the truth - be sincere, genuine and trustworthy.
- Take responsibility for your actions and words.
- Admit to your mistakes.
- Play by the rules.
- Do what is right, even when no one is watching.

“When you tell a lie, you steal someone’s right to the truth.”

- Khaled Hosseini


HONEST
Being truthful, trustworthy and sincere in what you say and do
ACTIVITY #1

CHICKEN RELAY RACE

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Overhand and underhand passing, locomotion movements on the spot

Equipment
Large space, 2 to 4 rubber chickens minimum (substitute with another object if needed)

Set-Up
• Divide class into the number of teams that you have chickens.*
• Each team lines up parallel to other teams.
• Each team has its own chicken.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
• Put one chicken at the foot of the first person in each line.
• Inform students that the chicken must be squeezed and passed by each student in a pattern of over their head and the next person passing through their legs.
• All students in the team sit down when the chicken is passed to the final person in the line.
• Explain to students that the first team to sit down and complete the task correctly and honestly is the winner!
• During the game, the teacher watches to ensure the game is being completed honestly. He/she may need to remind students that even if the teacher is not watching, they are to follow the pattern of over and under and work as a team to achieve the goal of getting the chicken from one end of the line to the other.
• The teacher may want to remind students that speed is not always the best strategy; if all members of a team do their best, work honestly, and follow the instructions, then everyone wins.

Variations: Teachers may have students change their height by being on their tippy toes or on their knees the entire time. The passing pattern or movement skill can also be changed (i.e., students can run, march, jump, or hop on the spot while passing the chicken).

Questions for Consolidation
1. Why is the height of students or body positions important to the success of the race?
2. How do honesty and teamwork go hand-in-hand in this activity?
3. What happens when someone wins but he/she was not honest? How might he/she feel?
4. What would you say to someone who you know was not being honest?

Video Link: http://bit.ly/honestone
ACTIVITY #2
WHISTLE LOCOMOTION FREEZE

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Running, jumping, hopping, walking, crawling, slithering, marching, slow motion moving, galloping, skipping

Equipment
Large space (indoor or outdoor), whistle

Set-Up
• Students find their own space and are reminded about the whistle:
  - 1 whistle means STOP AND LISTEN
  - 2 whistles means STOP, LISTEN, AND SIT
• Students find their spots in the playing area.
• Students are reminded of the importance of travelling safely when close to other students to ensure no one is bumped or hurt.

Instructions
• Students are given a movement skill (i.e., running, jumping, hopping) and then the teacher says, “GO!”
• Students travel all over the playing area using the given movement skill. Students are reminded to keep eyes up and to watch for teachers, students, and/or benches.
• Students are stopped by either 1 or 2 whistles. The teacher watches and asks students to be honest and reminds them of the importance of following the rules of a game. The teacher may need to remind students that even if the teacher is not watching, they should follow the rules.
• Teacher calls out a change to the movement skill and says, “GO!” to start the new task.
• This continues until several movements have been attempted.

Variations: The teacher may use music or have students make animal sounds in order to have students really listen for the whistle and STOP even if the music continues.

Questions for Consolidation
1. Why are rules like stopping when you hear a whistle, important in gym class and to the safety of others?
2. Could people’s safety be in jeopardy when people do not stop on the whistle?
3. Is it important for everyone to be honest with their reactions to the whistle when playing competitive sports? (e.g., track and field activities, soccer, etc.)
4. How does being honest help in other activities and in the gym?

ACTIVITY #3
ROCK-PAPER-SCISSORS
HA HA OHHH

Learning Goal
To demonstrate the importance of taking responsibility for one's actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Jumping, balancing, squatting, safe locomotion to another partner, etc.

Equipment
Open Space

Set-Up
- Teacher reminds students of the rules to the game of Rock-Paper-Scissors:
  - Rock beats scissors
  - Scissors beats paper
  - Paper beats rock
- Students pair up and find a space together within the designated playing area.*

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
- On the teacher’s signal, students jump 4 times while saying, “ROCK, PAPER, SCISSORS, GO”.
- After GO, students make the rock, paper, or scissors symbol with their body.
  - Rock: Squat position
  - Paper: Open X position
  - Scissors: Legs wide open with crossed arms
- Whoever wins says, “HA HA” and finds another partner to challenge.
- Opponent says, “OHHH” while doing a little Country Hoe Down Jig in a circle and then finds another partner to challenge.
- If both challengers get the same symbol, they both say, “HA HA” and move on to find another challenger.
- The key is for the whole class to play every single person in their class before the whistle. Teachers are encouraged to play too!
- Play the game again, this time asking students to change “HA HA” to “THANK YOU for PLAYING” and “OHHH” to “YOU’RE WELCOME”.

Variations: Teachers can ask students who lost the challenge to find another person doing the jig, link arms with them, continue the jig, and then challenge them next. Teachers may also choose to change the word reactions of winning or losing to physical reactions (e.g., plank if you win, jumping jacks if you lose).

Questions for Consolidation
1. How does it make you feel to be forced to use “HA HA” and “OHHH” during this game?
2. How does it feel when you lose? How does it feel when you win?
3. Asking students to speak honestly, have them reflect on whether or not they have ever made others feel badly/inferior for having lost a game.
4. What is sportsmanship and how do you demonstrate it?
5. Why is it important to experience both losing and winning in a class, game, or life?

**ACTIVITY #4**

**POKEMON MATH DODGEBALL**

**Learning Goal**
To demonstrate the importance of taking responsibility for one's actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

**Movement Skills**
Underhand and overhand throwing, catching, running, dodging

**Equipment**
Open space, gator skin balls (soft foam balls), 4 wipe boards, 4 wipe board markers, 4 pylons, pinnies

### Set-Up

- 4 students create addition, subtraction, multiplication or division questions on the wipe boards (these students must know the answers to their questions).
- Students can write three to five questions based on the grade and level of math achievement within the class.
- Place one wipe board in each corner of the playing area by a pylon. The student who created the questions should also stay in that corner.
- Place 7 pinnies in a box/bucket in each corner beside the pylon.
- Place balls in the centre of the gym in 2 even lines (10 balls and 10 balls, etc.).
- Divide students into 2 teams.*
- Ask teams to stand on opposite ends of the playing area facing each other.
- Each student is reminded to be HONEST while playing.
- Each student is reminded of the rules – all underhand and overhand balls need to be thrown below the waist of the students on the opposite team at all times, students need to remain on their feet at all times, and sliding is not allowed.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

### Instructions

- On the teacher’s signal, students rush to the centre to get a ball and throw it or hang back to dodge a ball thrown at them.
- In the beginning of the game, everyone is a POKEMON and may only have one ball in their hands.
- Students who get hit anywhere below the waist, on the arm, or on the hand before the ball hits the ground, need to go to any corner and answer a math question correctly in order to get back into the game. Students who answer a question incorrectly can continue trying to answer a question until they get a correct answer.
- If students get hit anywhere else on their body, it does not count and they continue their game.
- If students get hit by a ball after it bounces off the floor, it does not count as the ball is dead.
- If students try to catch a ball before it hits the ground, and they succeed, they go to one of the corners and tell the student that they caught a ball. They then answer a math problem; if they answer the question correctly, they become a super powered POKEMON. These students may now wear a pinnie and carry two balls in their hands at all times. If they do not answer the math problem correctly, they may continue until they succeed and get a pinnie.
- If students attempt to catch a ball and they miss, they need to go to a corner and answer a math question correctly to get back into the game. Students may continue to answer questions until they succeed.
- If students who are wearing a pinnie get hit by a ball, they must return the pinnie to any corner and answer a math question correctly to get back into the game. These students can no longer carry two balls; they can only carry one.
- Students are encouraged to visit a different corner each time they get hit or when visiting a corner for the second time, they should answer a different question. This will require honesty on the part of the students and promote self-regulation.
- Students should think of others who are using the wipe boards and ask to switch with them so that everyone may play a role in the game.
- Wipe board decision makers are encouraged to change their questions intermittently.

**Variations:** Teacher may choose to use flash cards instead of wipe boards.

**Questions for Consolidation**

1. Why is it important that the wipe board decision maker be honest?
2. Why does the game of Dodgeball or Pokemon Dodgeball only work with honest players?
3. Why is honesty important to all aspects of life?
4. What does honesty sound like, look like, and feel like at home, school, and in the community?
5. Can you think of a time that you were not honest? How did it make you feel?

**ACTIVITY #5**

**POKEMON TAG**

**Learning Goal**
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

**Movement Skills**
Running and other movement skills like dodging, transferring of weight

**Equipment**
4 coloured pylons (Orange, Blue, Purple, Yellow), 4 coloured scarves to match pylon colours, plus a red and green scarf for Pokemon Tag #2

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**Set-Up**
- Choose 4 students to be the taggers. They need to stand in the centre of the playing area.
- Other students scatter in the designated play area.
- Taggers start when the teacher says, “POKEMON”. Other students start when the teacher says, “Go.”
- All students move in the game using the movement skill identified by the teacher.
- 4 pylons are placed outside of the designated play area.

**Instructions**
- Each tagger needs a different coloured scarf in his/her hand. The colour of the scarf corresponds to the different Pokemon characters. Orange = Charmander, Blue = Squirtle, Purple = Bulbasaur, Yellow = Pikachu
- Teacher identifies the movement skill that is to be used by all players for the duration of the activity and signals the start of the game.
- When a student gets tagged, he/she needs to see which colour tagged them. He/she then moves to the coloured pylon that matches the colour of the tagger. (i.e., if a student got tagged by the blue scarf (Squirtle), he/she will go to the blue pylon). Students must remember to move using the movement skill identified in the beginning of the game.
- Students sit behind the pylon in a line with crossed legs once they have been tagged.
- If students get touched and are on their way to that colour and get tagged again, they need to go to the first colour.
- This game can be played until everyone gets tagged and is seated behind a pylon.
- The teacher can also call out and free captives in the middle of the game (colour by colour or all of them at once).
- When the game finishes, the tagger thanks the students he/she captured by giving the scarf to one of the students at his/her pylon.
- Students may need reminders throughout the game to be HONEST and fair.

**Variations:** Teacher may choose more than one tagger per colour so students are not judged based on the number of people they tag or the teacher may choose to add more POKEMON characters, pylons and scarves to the game.

**Questions for Consolidation**
1. Is it important to be honest when you play this game? Explain.
2. Why is it important to acknowledge you have been tagged and to sit at the appropriate pylon?
3. How does it feel to have more students be on the same team as you when you are a tagger instead of being the only one?
4. Why might someone choose to be dishonest in this game or in real life? How might it make him/her or others feel if the truth were to eventually come out?
5. Name someone in your life who is honest. How do you know? What other character attributes does he/she demonstrate?

ACTIVITY #6
HOCKEY STICK HANDLING
CONTINUOUS RELAY

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Stick handling, hand eye coordination, walking, fast walking

Equipment
20 hockey sticks, 20 tennis balls, 8 pylons

Set-Up
• Line up 4 pylons on one end of the designated play area and the other 4 pylons directly opposite on the other side of the play area.
• Place 5 sticks at each pylon on one side of the gym.
• Divide class into 4 groups.*
• Assign each group to a pylon.
• Each group member gets a stick and a ball (if there are more group members than there are sticks, teammates will share the stick and ball once they have completed the activity).
• Teacher shows students how to properly grip the hockey stick (knuckles show when holding the top of the stick with their non-dominant hand and their fingers show and thumb points downward on the dominant hand down the shaft of the stick closer to the bottom of the hockey stick. The dominant hand near the bottom of the stick allows more control of the puck as the wrist on the dominant hand is stronger).
• Ask students to hold the ball until it is their turn to do the activity.

Instructions
• Students start by dribbling the ball down to the opposite side of the gym to their other pylon.
• Students are reminded that speed is not important but control is (no running, no balls being pushed with only one side of the blade, and lifting the blade and placing it on each side of the ball as it is dribbled).
• When the first student gets to the centre of the playing field, the next person starts as the first person continues down to their pylon.
• Once players reach their pylon, they exit and make their way around the perimeter of the playing area and return back to their line carrying the ball and stick.
• This continues and students share balls and sticks at each line and work on their skills at their own pace.
• This activity is not a race but a relay of teamwork to have each student in their group get as many turns as possible before the whistle or class ends.

Variations: Teachers may choose to use gator skin balls as a bigger option, rubber pucks, or scooters with broom balls and shorter sticks.

Questions for Consolidation
1. What is it like to have students waiting for their turn behind you when you start your turn?
2. What could teammates do to encourage and support their teammate when doing their skills?
3. Honesty is important in this activity because...
4. What kinds of pressures exist that tempt people to be dishonest?


* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
ACTIVITY #7
HOT DOG TAG

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Running, jumping, hopping, walking, crawling, slithering, marching, slow motion moving, galloping, skipping, dodging

Equipment
Open space, 6 foam frisbees, 2-3 pool noodles

Set-Up
• Everyone finds his/her own spot in the designated play area.
• Teacher chooses 6 students to have the frisbees and 2-3 students to have the noodles.
• Teacher explains that the people holding the frisbees are ‘buns’ and the people holding the noodles are the ‘hot dog makers’.
• Teacher may choose to tell students to use a specific movement skill.

Instructions
• The ‘hot dog makers’ are to work together to tag as many students as they can in the time given. Noodles cannot touch frisbees (hot dog makers can not touch buns).
• Students with no equipment need to dodge the ‘hot dog makers’. If they get tagged, they must lie down on the gym floor in the log roll position (body straight, back to the floor, hands crossed on stomach). These students have been made into ‘hot dogs’.
• While on the floor, ‘hot dogs’ shout, “I need some buns! I need some buns!”
• The foam frisbee holders (the ‘buns’) work together as a team to free the ‘hot dogs’. It takes 2 buns to free one hot dog.
• ‘Buns’ need to seek out ‘hotdogs’ on the gym floor. One ‘bun’ lies beside the hot dog on one side and the other ‘bun’ lays on the other. Together the buns and the hot dog say, “Hot digity dog, I am a hot dog!”
• The ‘buns’ then use their frisbees to high 5 one another over the ‘hot dog’.
• The ‘hot dog’ goes back into the game trying not to get tagged again.
• The game continues until the whistle is blown.

Questions for Consolidation
1. How do you become a successful ‘bun’ in the game?
2. How do you become a successful ‘hot dog maker’ in the game?
3. How does being honest enhance the fun in this game?
4. Without naming, blaming, or shaming, describe a time when dishonesty spoiled the fun of a game. How did this incident impact relationships?
5. What does honesty sound like, look like, and feel like at home, school, and in the community?

ACTIVITY #8  
AUTO WRECKERS

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Running, jumping, hopping, walking, crawling, slithering, marching, slow motion moving, galloping, skipping, dodging

Equipment
Open space, 2-4 scarves, 2-4 rubber chickens (substitute with another object if needed)

Set-Up
• Select 2-4 students to be the ‘auto wreckers’. Give these students the scarves. Their job is to wreck the cars on the road.
• Select 2-4 students to be the ‘mechanics’. Give these students the chickens. Their job is to fix the cars.
• Students are in scatter formation within the boundaries of the designated area.
• Teacher selects the movement skill that the students will use (e.g., running, skipping).

Instructions
• Students who do not have chickens or scarves are the ‘cars’.
• Remind students with scarves to tuck them into their hands so that no one slips on them. These students are the taggers.
• When students get tagged, they stop and carefully sit on the ground, place their back on the ground, and put their feet and arms in the air.
• The ‘mechanics’ fix the ‘cars’ by touching the students’ shoes that are in the air, two times. This student can now go back into the game while doing the movement skill that the teacher had chosen.
• Every time the game is stopped with the whistle, the movement skill, the ‘auto wreckers’ and ‘mechanics’ can also be changed.

Questions for Consolidation
1. Does playing ‘fair’ mean you have to be honest?
2. How does being honest during activities increase fun and help to build relationships?
3. Can you ‘fix’ someone who is not being honest? How?
4. What careers or jobs do you know where people need to be very honest? Why?

ACTIVITY #9
‘EVERYBODY IT’ TAG AND SURVIVOR SERIES

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Running, jumping, hopping, walking, crawling, slithering, marching, slow motion moving, galloping, skipping, dodging

Equipment
Large space

Set-Up
• Students need to scatter in the designated playing area.

Instructions
• In this game, everybody is it!
• On the teacher’s signal, all the students try to tag as many people as they can before the whistle. Tagging must be done on backs, arms or shoulders of participants.
• When students are tagged they stop and sit down.
• If two people tag each other at the same time, then they both sit down.
• Teachers can free students during the game. For example, they may choose to free all the girls, people with an A in their name, or anyone wearing blue. The teacher may also choose to free everyone!

Everybody It Survivor Series
• When students get tagged they must make note of who tagged them.
• When their tagger gets tagged by someone else and sits down, then the first student can rejoin the game.
• Teachers can also set students free in this game.

Questions for Consolidation
1. What do you do if you did not see the person who tagged you? Do you still sit down?
2. What if you tag someone at the same time, who wins? How do you figure this out fairly and honestly?
3. Why do tag games rely on students being honest? How does society rely on people being honest?
4. Why is honesty an important character attribute?

ACTIVITY #10
CAT AND MOUSE

Learning Goal
To demonstrate the importance of taking responsibility for one’s actions by owning mistakes, playing by the rules, and doing what is right – even when no one is watching.

Movement Skills
Running, jumping, hopping, walking, crawling, slithering, marching, slow motion moving, galloping, skipping, dodging

Equipment
Open space, 4-6 noodles (optional)

Set-Up
• Students scatter in the designated playing area.
• Teacher chooses 4-6 students to be the taggers (give them noodles if you have them); these students are ‘cats’.
• The teacher also chooses students to make bridges. Students make bridges by pairing up with someone else, holding hands, and holding their hands high over their heads.
• Make at least ¼ of the class into bridges.

Instructions
• Students with noodles are ‘cats’. Their job is to catch the ‘mice’ (students who have no equipment).
• Mice can hide under a bridge for up to 3 seconds. After 3 seconds, mice must continue to move.
• If a mouse is caught by a cat, the two students switch roles. The cat is now the mouse and the mouse is now the cat. If using noodles, students will pass them to the new cat.
• Cats cannot touch mice in the bridge or stand near bridges and wait for the mouse.
• All players must use the same movement skill.

Questions for Consolidation
1. Given the variety of roles in this game, who needs to be the most honest?
2. The bridges in this game require partners to communicate honestly, how does honest communication foster healthy relationships in schools, at home, and within the community?
3. What might you do or say to someone who is not being honest? Is this a strategy that demonstrates caring for that person?
4. What is the difference between tattling and telling? Would you always tell an adult when someone is not being honest? Why? Why not?

“Tell me, I’ll forget. Show me, I may remember. But involve me, and I’ll understand.”

- Chinese Proverb

You show INCLUSIVENESS when you:

- Welcome and engage others.
- Treat everyone with respect and dignity.
- Approach situations free of prejudice.
- Reach out to others in a fair and equitable manner.
- Respect differences.

**ACTIVITY #1**

**GET TOGETHER**

**Learning Goal**
To understand that everyone belongs in our community.

**Movement Skills**
Running, leaping, skipping, etc.

**Equipment**
Large space, music (optional)

**Set-Up**
- Ensure students know how to plank.

**Instructions**
- Give a locomotor movement (e.g., skipping).
- Turn on the music.
- Students move around the area using the movement skill that was given (e.g., skipping).
- Stop music - students are to freeze and listen for a number.
- Shout out a number.
- Students get into groups with the same number of members as the number called out.
- Students create a circle while planking.
- While in a plank position, students give each other high fives; this increases the difficulty of the plank.
- If there is a student without a group, encourage students to be inclusive and ask him/her to join their group regardless of the fact that they already have enough group members.
- Repeat – changing the movement and number.

**Questions for Consolidation**
1. How did you feel when someone told you they already have the correct number in their group and that you needed to find another one?
2. How does it make you feel when you’re asked to join a group?
3. How does it make you feel when you cannot join a group?
4. How can you take what you learned today onto the field at recess?

### ACTIVITY #2
### SAVE YOUR PLANET

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Movement Skills</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand that everyone belongs in our community.</td>
<td>Running, dodging, acceleration/deceleration, etc.</td>
<td>Large space, 1 hula hoop for each student, music (optional)</td>
</tr>
</tbody>
</table>

#### Set-Up
- Scatter hula hoops around the gym.
- Each student finds a hula hoop and starts inside of it in a squat position.

#### Instructions
- Count down from 10 to ‘TAKEOFF’.
- At ‘take off’, students jump high into the air and run around the gym while jumping around or over the hula hoops.
- Teacher shouts, “SAVE YOUR PLANET” and the students run to find a hula hoop.
- After every turn, the teacher takes away a hula hoop – he/she is a BLACK HOLE!
- Repeat the activity.
- Encourage students to be inclusive and ask students without a hula hoop to join them in their hoop. All students remain in the game.
- Repeat until there are about 4 students in each hoop.

#### Questions for Consolidation
1. Did your classmates help make you feel included while playing this game? How?
2. How can you take what you learned today and apply it to another activity that we might play?
3. How might we do a better job of including everyone in this class at all times?

**ACTIVITY #3**

**MARTIAN FROM MARS**

**Learning Goal**
To be inclusive in order to make sure everyone at school feels like they belong.

**Movement Skills**
Running, dodging, acceleration/deceleration, etc.

**Equipment**
Large space

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**Set-Up**

- Students line up at the end of the gym.
- Choose one person to be it – have him/her stationed in the middle of the gym.

**Instructions**

- The student who is it says, “Martian from Mars, Martian from Mars, I will take you to the stars ONLY if you have – BLUE eyes.” (Substitute any physical characteristic - e.g., eye colour, hair colour, etc.)
- The students with BLUE eyes skip to the other end of the gym – they are safe.
- Once the safe students reach the end of the gym, the teacher says, “GO” and the students that don’t have BLUE eyes run to the other end of the gym and try not to get tagged.
- If a student is tagged, he/she is it as well.
- Repeat the activity by continuing to call out BLUE eyes. This is to help make a point that these BLUE eyed students are a part of an inclusive group while the rest are excluded.
- Ask the ‘Questions for Consolidation’ written below.
- Play again but change up the characteristic (not a visual characteristic) each time so that one group is not always excluded, e.g., “in grade 2,” “lives in Mississauga,” “has a pet.”

**Questions for Consolidation**

1. How does it make you feel when you’re excluded from the group because of a certain physical characteristic?
2. How does it make you feel when you’re part of the ‘special’ group?
3. How does this concept of privilege/discrimination, extend to our society?
4. Why is it important to appreciate our differences?
5. What makes you different? How might you use that difference to make this a better class or school?

ACTIVITY #4
STUCK IN THE MIDDLE

Learning Goal
To be inclusive in order to make sure everyone at school feels good about themselves.

Movement Skills
Sending and receiving objects

Equipment
Large space, small dodgeballs

Set-Up
• Divide students into groups of 3.*
• Groups choose one student to be in the middle.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
• Two students throw and catch the ball not allowing the third student to touch the ball.
• If the middle player touches or catches the ball, the person who last threw it goes into the middle.
• After a few minutes of playing, ask the ‘Questions for Consolidation #1 and #2’ written below.
• Change the groupings to 4 students per group – 2 in the middle and 2 on the outside.

Questions for Consolidation
1. How does it feel when the other two players never let you have the ball?
2. What strategies did you use to try and be a part of the group?
3. What effect did the change in groupings have on how you felt or played?
4. When somebody is going through a difficult time, what impact might it have on that person if you were to try to find a way to support him/her?
5. How can you take what you learned today into another activity that we might play?

ACTIVITY #5

STINKY CHEESE TOUCH
(From Diary of a Wimpy Kid)

Learning Goal
To identify how rumours, stereotypes, and name calling effect people.

Movement Skills
Running, dodging, acceleration/deceleration, etc.

Equipment
Large space, beanbags, or pool noodles

Set-Up
• Choose one student in the class to be it.
• This person is considered to have the ‘STINKY CHEESE TOUCH!’

Instructions
• The student who is it has a beanbag or a pool noodle and tries to tag the other students with it without throwing it.
• The students try and avoid the student who is it and yells, “HE/SHE HAS THE STINKY CHEESE TOUCH! STAY AWAY FROM ME!”.
• If a student gets tagged, he/she now has the ‘Stinky Cheese Touch’ as well. He/she gets a beanbag or a pool noodle and joins the it group.

Questions for Consolidation
1. To the first student who was it, ask, “How did it feel when the other students said you had the ‘Stinky Cheese Touch’?”
2. To the other students that were tagged ask, “How did it feel when you went from the ‘accepted group’ to part of the ‘Stinky Cheese Touch group’?”
3. How can you take what you learned today into another activity that we might play?
4. What are some things that you can say to people to help them feel included and good about themselves?
5. What do you think about the phrase, “Sticks and stones may break your bones but words will never hurt you?”

ACTIVITY #6
DISCRIMINATING DOCTOR DODGEBALL

Learning Goal
To develop awareness and empathy for students who are not included in a group.

Movement Skills
Running, dodging, acceleration/deceleration, etc.

Equipment
Large space

Set-Up
• Students are divided into 2 teams and are lined up at opposite ends of the gym.*
• This is a traditional dodgeball game where the 2 teams stay on their respective sides.

Instructions
• Choose one student from each team to be the ‘Doctor’. The Doctor’s job is to ‘save’ students who have been hit with the ball.
• The Doctor can only save some people… Teachers choose a characteristic of the people who he/she can save. (e.g., wearing a pink shirt, a boy, wearing shorts, with a pony tail), and tell the class.
• Students throw the ball at any of the players on the other team.
• If a student gets hit and:
  - has the pre-identified characteristic, he/she sits down on the floor in that spot and yells, “DOCTOR DOCTOR!” The Doctor touches the ‘injured’ player and he/she rejoins the game.
  - does not have the pre-identified characteristic, he/she leaves the game and sits on the bench until the game is finished. Be sure to not allow the game to go on too long.
• Ask the ‘Questions for Consolidation’ written below.
• Play Doctor Dodgeball again – this time the Doctor can ‘save’ everyone!

Variations: It is up to the teacher to decide if the Doctor is ‘immune’ from getting hit. If the Doctor is immune, he/she does not get out when hit by the ball. If the doctor is not ‘immune,’ the game is over once the doctor gets hit. Note: It is better to make the Doctor ‘immune’ in order to get students back into the game quickly and to keep everyone active.

Questions for Consolidation
1. To the students without the pre-identified characteristic (e.g., NOT wearing pink) ask, “How did it feel to be excluded from the group just because of the colour you were wearing?”
2. To the students with the pre-identified characteristic (e.g., wearing pink) ask, “How did it feel to be included?”
3. How does this concept of privilege/discrimination, extend to our society?
4. Name someone who is different from you who you admire? What do you admire about them?

ACTIVITY #7
ROCK-PAPER-SCISSORS CHEER

Learning Goal
To identify how cheering for others fosters inclusivity in groups.

Movement Skills
Reaction time

Equipment
Large space

Set-Up
• Ensure all students understand the rules of the game of Rock-Paper-Scissors.

Instructions
• Students will challenge another student to a game of Rock-Paper-Scissors.
• Students who win will challenge another student.
• Students who do not win, become their challenger’s cheerleader; they get behind the person who ‘won’ and cheer for him/her while he/she challenges the new student.
• The cheering sections will merge and the leader of the group will change based on who wins the challenges. The losing team will always become the cheering squad for the winner.
• This continues until half the class is cheering for one player and the other half is cheering another. At this point, a final challenge takes place to determine the overall winner.

Questions for Consolidation
1. How did it make you feel when you had people cheering for you?
2. How did you feel cheering for the leader of your group?
3. What is the impact of being included in a group? Reflect on what lengths people might go to in order to feel included?
4. Where and how could we apply what we have learned to other aspects of our life?
5. How might we make our classroom more inclusive of others? How might I, as your teacher, be more inclusive of you?

ACTIVITY #8
EVERYBODY IN!

Learning Goal
Develop empathy for students who are not included in a group.

Movement Skills
Running, dodging, jumping, acceleration/deceleration, agility, etc.

Equipment
Large space, hula hoops, music (optional)

Set-Up
• Spread the same number of hula hoops as students around the gym.
• Give a reminder of safety and self-control.

Instructions
• With the music on, ask the students to move around the gym in a certain movement pattern (skipping, hopping, backwards) avoiding the hoops.
• The students freeze when the music stops and listen for questions from the teacher. Teachers ask a different question each time the music stops.
  - How many friends can you fit in a hoop when the hoop is at waist level?
  - How many friends can you fit in a hoop when the hoop is on the floor?
  - How many friends can you fit in a hoop when the hoop is at knee level?
  - How many friends can you fit in a hoop with just one foot in?
  - How many friends can you fit in a hoop with just one hand in?
  - How many friends can you fit in a hoop when everyone is sitting cross-legged?
  - How many friends can you fit in a hoop with just your baby finger?

Questions for Consolidation
1. How does it feel when people make an effort to invite you into their group? What could you do today or tomorrow to help people in our school feel more included?
2. What were some of the strategies you used to make sure everyone was included?

ACTIVITY #9

SWITCH!

Learning Goal
Develop awareness and empathy for students who are not included in a group.

Movement Skills
Running, pivoting, acceleration/deceleration, agility, etc.

Equipment
Large space, 6 sets of 4 cones

Set-Up
- Create as many squares with 4 cones around the gym as needed in order for all students to be divided into groups of 5.*
- Groups of 4 or 6 people are fine to accommodate the remainder - just make sure there is one less pylon than there are people in the group.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
- There is one student at each cone with one student in the middle of the square.
- The students communicate with one another to switch from corner to corner (not diagonally).
- The student in the middle tries to get to one of the empty cones before the new player gets there.
- If he/she is successful the player without a cone is in the middle.

Questions for Consolidation
1. How did it feel when the other players covertly strategized in order to prevent you from getting to one of the corners?
2. When you were at one of the corners did you make the person in the middle feel left out?
3. If the person in the middle was not successful at getting a cone, what did you do? What could you do to help him/her feel like a part of the group?
4. In what ways might we support someone who is not feeling like a part of the group?

ACTIVITY #10
STOP PICKING ON ME!

Learning Goal
To understand that everyone belongs in our community and to develop awareness and empathy for other students who are not included in the group.

Movement Skills
Running, deking, dodging, etc.

Equipment
Clothes pins or several flags on a flag football belt, cones for boundaries

Set-Up
- Create small circles on the floor with the cones or use existing floor patterns.
- Create groups of 4 or 5.*

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
- Put all the pins/flags on one student in each group. This student goes into the middle of the circle.
- The other three or four students stay outside the circle.
- The students outside the circle try and take the pins/flags off the student in the middle.
- Once all of the pins/flags are gone, choose another player to be in the middle.

Questions for Consolidation
1. How did it make you feel when the other players kept trying to take your pins?
2. How did it feel to be in the middle and be targeted by the others?
3. How did you feel being a part of the outside group who was told to take the pins?
4. What did you learn from this activity?
5. How can you take what you learned and apply it to a social situation inside or outside of school?
6. Share an example of a time you or someone else was targeted unfairly by others.
7. Lead a discussion based on the questions written below. Be sure to modify the questions as needed to suit the developmental needs of your students.
   - What characteristics do some people use as a basis to target others in our school or in society? What are some characteristics that people in our society value? (Primary/Junior/Intermediate)
   - What are some social constructs that we have in society that creates avenues by which certain people tend to be targeted? (Secondary)

“Treat people exactly as you would like to be treated by them.”
– Golden Rule

RESPECTFUL
Treating others, yourself, and the environment with high regard and value

You show RESPECT when you:

• Are polite to everyone.
• Treat yourself and others with care and value.
• Honour the rules of your home, school, workplace and community.
• Demonstrate value for yourself, your body and your rights.
• Take care of other people’s property and belongings.

**Set-Up**

- Talk to students about the Olympic Games and explain the Olympic Values and how they relate to your School Values.
- Co-create with your class a chart giving each Olympic Value an agreed upon action.
- For example:

<table>
<thead>
<tr>
<th>Olympic Value</th>
<th>Symbolic Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Others</td>
<td>Balance of Body, Will, and Mind</td>
</tr>
<tr>
<td>Pursuit of Excellence</td>
<td>Running on the spot</td>
</tr>
<tr>
<td>Joy of Effort</td>
<td>Waving hands in the air and jumping</td>
</tr>
<tr>
<td>Fair Play</td>
<td>Skipping and shaking hands</td>
</tr>
<tr>
<td>Balance of Body, Will, and Mind</td>
<td>Meditating</td>
</tr>
</tbody>
</table>

**Instructions**

- For this game, students need to refer to the Values and Actions list they created earlier during the Set-Up section (see left).
- The goal of the game is to move up the Olympic Values list that you created (during the Set-Up section) by winning games of Rock-Paper-Scissors.
- Students start in pairs - ready to play Rock-Paper-Scissors.*
- All students start off at the last Olympic Value (i.e. Balance of Body, Will, and Mind).
- Every time a student wins a Rock-Paper-Scissors match, they move up to the next level; each time they lose, they move down a level and challenge a new student.
- After the challenge, students perform the action that describes what level they are on.
- Students can only challenge another player at Rock-Paper-Scissors if they are performing the same Olympic Value ‘action’ as them.
- Students try to keep winning at Rock-Paper-Scissors until they work their way up to ‘Respect For Others’ – the top Olympic Value that was co-created.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

**Questions for Consolidation**

1. Why is it important to have respect for others when playing games and sports?
2. How do you show respect when participating in activities?
3. Can you use these strategies when playing at recess?
4. What are some respectful words we use to show that we value others?
5. Name an athlete you respect. Why do you respect him/her?

**ACTIVITY #2
R-E-S-P-E-C-T RELAY**

**Learning Goal**
To develop an understanding of respect and to build character education vocabulary.

**Movement Skills**
Running, walking, skipping

**Equipment**
Open space, chart paper and markers, 4 hula hoops, lots of beanbags with alphabet letters written on them (if no bean bags - make on paper)

**Set-Up**
- As a whole class, brainstorm on chart paper, different words that are related to 'respect' and character education and post up in a visible place in the play area.
- Divide students into 4 equal groups.*
- Send the groups to the four corners of the playing area.
- In the centre of the playing area, pile up the alphabet beanbags.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

**Instructions**
- Explain that each team has to create as many different respect related words in the time allotted.
- In a relay-style race (one student at a time), the students move to the centre and collect a beanbag and bring it back to the group and place it in the hula hoop.
- The teams attempt to collect the letters they need to spell out their words within the time limit.

**Variations:** Teacher can create a points system for the amount of words, size of words, etc. that a team makes. A teacher can also insist that this game be done in silence to create more of a challenge.

**Questions for Consolidation**
1. Define respect.
2. Can you give some examples of being respectful at school (in class or at recess), at home, or on a team?
3. How can we show respect at school, at home, and in the community?
4. Which respectful word might you try to say more often? What word do you value most? Why?

ACTIVITY #3
TOILET TAG

Learning Goal
To develop an understanding of respecting your personal hygiene.

Movement Skills
Running, walking, skipping, squatting

Equipment
Large space, pool noodles for taggers (optional)

Set-Up
• Students start in a scattered formation within the playing area.
• Choose 2-3 students to be the taggers.
• Decide what movement skill the students will use (e.g., running, skipping, etc.).

Instructions
• On the teacher’s signal, the taggers attempt to chase and tag the other students.
• If a student is tagged, he/she must kneel on one knee with one hand up with wrist bent (to create a toilet and flusher).
• The other students can free tagged students and help them re-join the game by ‘flushing the toilet’ - this is done by sitting on their lap and pushing their arm down. Once flushed, the student who is the toilet must spin around 3 times (symbolizing the water going down) while the other student acts out washing his/her hands.
• Change taggers and movement skills frequently.

Questions for Consolidation
1. How do we respect our bodies when we are active?
2. Why is it important to have good personal hygiene?
3. What does the phrase ‘respect for self’ mean to you? Why is it important?

### ACTIVITY #4
### OH DEER!

**Learning Goal**
To develop an understanding and respect for animals and their habitats.

**Movement Skills**
Running, walking

**Equipment**
Chart paper, markers

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### Set-Up

- Explain to students the 4 essential components of an animal's habitat - food, water, shelter, and space.
- Ask the students to count off in fours. Have all the 1s go to one end of the playing area and stand shoulder-width apart. Have all the 2s, 3s, and 4s line up together opposite the 1s, on the other side of the playing area.
- Tell students that the smaller group is the Deer and the larger group is the Habitat.

### Instructions

- When a deer is looking for food, they should hold their stomach. When a deer is looking for water, they should hold their mouth. When a deer is looking for shelter, they should hold the top of their head.
- In each round, the deer chooses what it is looking for, but cannot change that until the next round.
- Each student in the habitat decides what habitat component he/she will be.
- Count the number of deer and make a note of the number at the end of each round.
- Have the two groups turn their backs to each other and make their sign. On the teacher’s signal the students turn around and the deer have to run towards the habitat and find a student who has the same sign. When a deer finds the corresponding habitat component that it needs, it takes it back to the starting place (the person who was representing a Habitat component, now becomes a deer). Deer that do not find what they need die, and become a component of the habitat (ashes to ashes).
- Play at least 8-10 rounds and keep track of the deer population at the start of each round so that you can discuss the changes in deer each round (year to year).

### Questions for Consolidation

1. How did it feel to be the deer that was not able to find what was needed?
2. Why should we, as humans, be respectful of an animal's habitat?
3. What things can we do to show respect to our environment and earth?
4. How can we, as humans, acknowledge and respect the reciprocal relationship that we have with our environment?
5. What are things we do to our environment that shows a lack of respect? How might we change that?

**ACTIVITY #5**  
**CIRCLE OF RESPECT**

**Learning Goal**  
To develop an understanding of respect when working with others.

**Movement Skills**  
Bending, squatting

**Equipment**  
Large space, hula hoops

**Set-Up**
- Choose one student to have a hula hoop on each of his/her arms.
- Ask all students to stand in a circle with everyone holding hands (including the student with the hula hoops).

**Instructions**
- On the teacher’s signal, start the stopwatch and send the hula hoops around the circle in opposite directions. Students pass the hoops around the circle by cooperating with the people beside them, crawling through the hoop, and passing it on to the next person without disconnecting hands.
- The game ends and the timer stops, when the different coloured hoops are on the opposite arms of the starting student.
- Give students some time to discuss what they might do to work together more effectively to increase the speed of passing the hoops around. Teachers should focus on encouraging respectful dialogue.

**Variations:** Teachers may choose to allow students to try the activity in two smaller subgroups with only one hoop to increase their comfort level before trying it in the whole class setting.

**Questions for Consolidation**
1. In what ways can we show respect for each other during a team challenge?
2. Do we work more effectively when we have respectful communication for each other?
3. How can fostering respectful dialogue in the classroom, playground, and at home improve relationships?
4. Name someone in your life who you respect. Why do you respect him/her?
5. What did you do in this game that showed respect?

ACTIVITY #6
TRASH BALLS

Learning Goal
To develop an understanding of what respect sounds like, looks like, and feels like.

Movement Skills
Running, walking, skipping

Equipment
Large space, trash balls

Set-Up
- Make trash balls (Instructions: Wrap a number of plastic bags into a tight ball to the size you want then wrap them completely with masking tape until the ball feels sturdy and secure. Colour and add designs for extra style!)
- Divide the class into two teams.*
- Create a ‘fence’, by splitting the playing area in half with pylons or a bench.

Instructions
- Students try to get all of the trash balls out of their yard and into their neighbour’s yard.
- Students may only hold one trash ball at a time and may not take trash balls from other students.
- Students should not aim at other students’ heads.
- Students may use balls to block and are encouraged to catch any balls coming at them.
- At the “freeze” command, students must drop balls and put hands on knees.
- The team that has the least amount of balls in their yard wins that round (if you want to make it competitive).

Questions for Consolidation
1. Why is it not respectful to the environment to throw trash on the ground?
2. Have you ever thrown trash on someone’s lawn or on public property? Who does this impact? How?
3. How can we show respect to our environment when out in the community?
4. Why is it important that we recycle, reuse, and reduce?
5. For older grades, teachers may want to consider investigating the concept of NIMBY (Not In My Back Yard).


* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
Set-Up

• Divide class into teams of 4-5.*
• Each team is given a random assortment of equipment (e.g., ropes, mats, scooters, etc.)

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions

• Each team has one player who must remain completely immobile throughout the activity.
• Other team members have to take on some form of disability (e.g. blind, mute, can only use one arm, etc.)
• The team must work together to create a sort of transport device to move the immobile partner from one end of the playing area to the other without dropping or injuring the immobile partner.

Questions for Consolidation

1. How did it feel to have a disability in this challenge?
2. What was the most challenging part of this task?
3. Why should we respect others’ abilities and needs?
4. What are some visible disabilities? Invisible disabilities?
5. How often do you consider what challenges people with different kinds of abilities might face? What are you considering?
6. What might we do to be more inclusive and respectful of others who are different from us?

ACTIVITY #8
OBJECT MOVE

Learning Goal
To learn the importance of accepting each other’s ideas.

Movement Skills
Running, walking, balancing

Equipment
A variety of different shaped objects (e.g., pool noodles, beanbags, balls, hula hoops, etc.)

Set-Up
• Divide the class into pairs.*
• Within the playing area create a start and end point for each pair, ideally with hula hoops.
• Provide each pair with a variety of objects at the start point.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Instructions
• The challenge is for each pair to carry one object at a time from the start to the end point, using a variety of body parts for each object (e.g., ball only with head, noodle only with knees).
• If the object falls, the pair must go back to the start and try again.
• As each pair finishes, their job is to cheer on the other teams as they try to finish.

Questions for Consolidation
1. Was it frustrating when objects fell down? How did you and your partner deal with that?
2. Why was it important to respect your partner’s ideas for carrying the objects?
3. What is the value of respectful dialogue in different aspects of your life?
4. How can you use those strategies when working in the classroom?
5. What might we do or say in this school to better demonstrate respect?

ACTIVITY #9
BACK ME UP TAG

Learning Goal
To develop an understanding of respect and helping others.

Movement Skills
Running, walking, skipping, partner balancing, squatting

Equipment
Pool noodles for taggers (optional)

Set-Up
• Students start in a scattered formation around the playing area.
• Choose 2-3 students to be the taggers.
• Choose a movement skill for the students to perform during that round (i.e., speed walking, running, skipping etc.).

Instructions
• When tagged, students must sit down.
• The challenge is for the other students to work together to get all students back into the game. To do this, another student sits down behind the student who is seated. They sit back to back, pushing against each other to stand up together. Students cannot be tagged when helping someone.
• Give all students the chance to practice this a few times with a partner before starting the game. Discuss strategies like counting to three before beginning to help coordinate the timing of their movements.
• Switch the taggers frequently.

Variations: If the back to back tag challenge is too difficult, modify the activity so students sit face to face, touching the tips of their toes and holding hands as they work to stand up at the same time.

Questions for Consolidation
1. How did it feel to have a partner help you get back into the game?
2. Why does supporting another student show that you respect them?
3. Can you give other examples of how you can support each other in the school day?
4. Name a time when you helped someone at school.
5. When should you help others and not be a bystander?

**ACTIVITY #10
HELPING HANDS**

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**Learning Goal**
To develop an understanding of respect when working together.

**Movement Skills**
Running, walking, balancing, carrying

**Equipment**
Open space, rings, skipping ropes, balls

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**Set-Up**
• Divide class into teams of 4.*
• Each team is given a ring with four skipping ropes attached to it.
• Identify a start point and end point for each team.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

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**Instructions**
• Each student holds one end of a skipping rope.
• On the teacher’s signal, students must balance a basketball on their ring and raise it off the ground.
• The students carry the ball to the end position. Students may not, at any time, touch the ground with the ring or the ball.
• If the ball falls off of their ring, students must return to the beginning and restart.
• For extra motivation you can make it into a race or have a points system.

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**Questions for Consolidation**
1. To accomplish a common goal, why is it important to be aware of and respect others’ needs and feelings?
2. What words and phrases did you use to communicate in a respectful way with your team?
3. How can you use those skills in different class projects?
4. What does it feel like when someone does not respect you? What does disrespect look like and sound like?
5. How might we stand up for others who are not being respected?

“With great rights come great responsibilities. To those whom much has been given, much will be asked (time, talent, and treasure).”

- David C. Hill

RESPONSIBLE
Being accountable for and reliable in your actions and commitments

You show RESPONSIBILITY when you:

• Set goals, stay focused and stick with the task until completed.
• Do your share of the work.
• Recognize and learn from your mistakes.
• Follow through with your commitments.
• Demonstrate initiative and perseverance in overcoming difficulties.

ACTIVITY #1
YOGA

Learning Goal
To take responsibility for our actions and respect others.

Movement Skills
Various poses

Equipment
Open space, a mat for each student, pictures of yoga poses (optional)

Set-Up
• When participating in yoga, each student is responsible for following the teacher and respecting other students.
• Select ten poses to perform with your students or create a schedule and have your students teach a yoga pose to the class. If students are choosing the poses, they are responsible for explaining the pose to the class and helping their classmates perform the yoga pose properly.
• Students are spread out within the gym area on their mats.

Instructions
• Demonstrate ten poses with the students.
• Include name of pose (e.g. happy baby, downward dog) for students to learn as well.

Questions for Consolidation
1. In what ways can you demonstrate responsibility during a yoga class?
2. How is this the same or different from your responsibilities at home or school?
3. Do you like being responsible for other people? Why or why not?
4. What things do you do to show responsibility at school, at home, in the community, or to take care of yourself?

Video Link: http://bit.ly/responsible1
**ACTIVITY #2**

**WARM UP LEADER**

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Movement Skills</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To take ownership of the class by leading them through a warm up and ensuring that students are performing the warm up properly.</td>
<td>Open space, various warm up activities</td>
<td>Music</td>
</tr>
</tbody>
</table>

### Set-Up
- Each student is responsible for leading the class in a short warm up activity.
- Teach students a warm up and explain why it is important.
- Create a schedule for students to take responsibility to lead the class through a warm up.

### Instructions
- Have each student lead the class through a 5 minute warm up.

### Questions for Consolidation
1. Did you find it difficult to correct your classmates in a positive manner/tone?
2. What are some of the ways you encouraged your classmates to participate in your warm up?
3. How does the attitude of a leader impact the group he/she is leading?
4. How can you be a responsible participant when you are not the leader?
5. How can you demonstrate responsibility outside of class?

### ACTIVITY #3
**TAG, YOU’RE IT**

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Movement Skills</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate ownership of your thoughts, words, and actions.</td>
<td>Running, skipping, dodging</td>
<td>Open space, noodles for tagging</td>
</tr>
</tbody>
</table>

### Set-Up
- Select 1-2 students to be the tagger(s).
- Students are in a scatter formation within the boundaries of the designated area.
- Teacher selects the movement skill that the students will use (e.g., running, skipping).

### Instructions
- When a student is tagged, they become frozen and stand with their arms in the shape of a heart.
- In order to get back in the game, another player must give the frozen person a compliment. For example, “You are a great friend” or “You are an excellent runner.”
- Switch taggers every 1-2 minute(s) and change the movement skill frequently.

### Questions for Consolidation
1. Who do you trust more – someone who owns up to mistakes or someone who covers them up? Why?
2. How do you think responsibility can help you during physical education classes?
3. How can you be responsible while at school or in the community? What do you do? What do you say?
4. Is there something you might change about your behavior to show more responsibility?
5. Name someone in your life who you consider to be responsible. How does he/she demonstrate responsibility?

**Set-Up**

- Have a conversation with students about what responsibility entails; speak to the fact that responsibility includes helping, making good choices, completing tasks, being a good citizen and doing the right thing at the right time. It is important for students to understand that if you are responsible, then others can trust you and depend on you.
- Divide class into groups of 4-5 people.*
- Select 1 captain per group.
- Have a start and finish line identified with pylons.
- Students line up behind their pylon in their groups.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

**Instructions**

- Explain to students that captains need to bring their mates to shore before the ship sinks. The first pylon represents the boat; the second pylon represents the shore.
- Captains move their mates by having them step into a hoop. The captain needs to move the hula hoops forward in order to move the team forward. When captains move their mates to shore, the last hula hoop must be placed on the ground and the entire team (including the captain), must step inside.
- During transport, if someone steps out of the hula hoop, that person must go back to the start. The leader can continue to take the rest of the mates to shore and go back for the rest of his/her team later.
- The first team to rescue everyone and bring them to land, wins. The team then shares compliments to one another explaining what went well and led them to make it to land.
- Explain to students that a compliment is a positive statement given to someone. If someone gives you a compliment, you should accept it by saying, “Thank you.”

**Questions for Consolidation**

1. What happens when leaders do not take charge? What responsibilities do leaders have?
2. How do you think responsibility can help you during physical education classes or in other aspects of school life?
3. What might our next steps be to demonstrate more responsibility in our school and community?
4. What are the benefits of being responsible?

**Set-Up**

- Have a conversation with students about what responsibility entails; speak to the fact that responsibility includes helping, making good choices, completing tasks, being a good citizen and doing the right thing at the right time. It is important for students to understand that if you are responsible, then others can trust you and depend on you.
- Teacher stands in front of the students.
- Students face the teacher and at a safe distance away from others.
- Teacher discusses and demonstrates what the body positions are for Rock, Paper, and Scissors.
  - Rock: squat position
  - Paper: arms straight up in the air and feet together
  - Scissors: your body forms an x

**Instructions**

- Everyone yells, “Rock,” “Paper,” “Scissors” while jumping into the corresponding body positions.
- Then they choose one of the movements for Rock, Paper, or Scissors and freeze.
- If they beat the teacher or a selected leader, they show responsibility by telling someone, “good job” or giving someone a positive statement or gesture (shake their hand; high five).
- If they do the same as the teacher – they must perform half of an exercise that the teacher chooses (instead of ten jumping jacks, they will do 5).
- If they lose against the teacher or leader, they must perform the exercise.
  - Rock beats scissors
  - Paper beats rock
  - Scissors beats paper

**Questions for Consolidation**

1. Who do you trust more - someone who owns up to mistakes or someone who covers them up? Why?
2. In what ways did you show responsibility in this activity?
3. How do you think responsibility can help you during physical education classes?
4. How do we, as a school, demonstrate responsibility in the community?


**ACTIVITY #5**

**ROCK-PAPER-SCISSORS: BEAT THE LEADER**

**Learning Goal**

To take ownership of your actions and behaviours.

**Movement Skills**

Hand-eye coordination, quick response time, balance, strength

**Equipment**

Open space, chart with rock-paper-scissors instructions

**Movement Skills**

- Hand-eye coordination
- Quick response time
- Balance
- Strength
ACTIVITY #6
LET’S GET TO 100

Set-Up
• Have a conversation with students about what responsibility entails; speak to the fact that responsibility includes helping, making good choices, completing tasks, being a good citizen and doing the right thing at the right time. It is important for students to understand that if you are responsible, then others can trust you and depend on you.
• Divide the class into 5 equal groups.*
• Select 1 student to be the leader for each group.
• Scatter the cards (face down) in the middle of the gym (blue circle) or along the line at opposite end.
• Teacher selects the movement skill that the students will use (i.e., running, skipping)

Instructions
• On the teacher’s signal, the first student in every group uses the movement skill (running, skipping, hopping) to get to the middle of the gym and chooses one card.
• The student brings the card back to his/her leader. This continues until the team has reached a sum of 100.
• The leader will add up all of the cards and signal the group to sit quietly when they have reached 100.
• It may be necessary to return a card and retrieve a new card in order to reach 100.
• Switch leaders after a team reaches 100 and change the movement skill frequently.

Questions for Consolidation
1. Why is it important to be kind and supportive with your teammates in this game?
2. Why is it hard to take responsibility when things don’t go well?
3. How do you think responsibility can help you during physical education classes and other aspects of life?
4. What is the impact on the team when one person chooses to not be responsible?
5. How can we encourage others to be responsible?


Learning Goal
To demonstrate responsibility when counting cards to reach 100.

Movement Skills
Open space, running, skipping, hopping

Equipment
Grades 1-2 use cards numbered 1, 2, 5, 10 (easier to add), other grade levels can use playing cards (e.g. Ace = 1, King =13). Teacher may need to post a chart showing the value of each card.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.
## ACTIVITY #7
### EQUIPMENT MANAGER RELAY

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Movement Skills</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate the need of taking care of the physical education equipment.</td>
<td>Running, hopping, skipping</td>
<td>Open space, various pieces of equipment for relays (beanbags, puzzle pieces), buckets</td>
</tr>
</tbody>
</table>

### Set-Up
- Select an equipment manager who will ensure students are using the equipment appropriately and are only taking one piece of equipment at a time.
- Divide students into teams of 5 or 6.*
- Select equipment for the relay and place at one end of playing area. On the other end of the playing area, place buckets.
- Teams are to sit, one behind the other, with their equipment in the front of their group line.
- Teacher selects the movement skill that the students will use (e.g., running, skipping).

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

### Instructions
- Explain to the students that they will pick up a piece of equipment from the front of their line and run, hop, or skip to the other end of the playing area and place the equipment in their team’s bucket.
- If the equipment is thrown into the bucket or is not placed properly into the bucket, the equipment manager will remove it and place it back at the beginning of the line.
- Students will then, run, hop, or skip back to their team.
- If students take more than one piece of equipment, it will be removed and returned.
- To end the game, all the equipment must be placed into the bucket.

### Questions for Consolidation
1. What responsibilities do you have when you enter the gym?
2. If you are being irresponsible by not following the established norms, how might this impact the classroom environment?
3. Why is it important to demonstrate responsibility even when no one is watching?
4. Name someone in your life who is responsible. What does he/she do and say to demonstrate responsibility? Why does he/she behave responsibly? How does it benefit you, them and others?

ACTIVITY #8
CIRCUIT TIME

Learning Goal
To demonstrate the importance of taking ownership of your thoughts, words, and actions and taking care of the physical education equipment.

Movement Skills
Running, skipping, etc.

Equipment
Open space, Functional Fitness Charts from Thompson Educational (or other premade activity cards)

Set-Up
• Set up 10-12 stations with 2-3 fitness choices at a station. Having choice at the stations, allows students to complete an activity in which they feel comfortable.
• Play music for the length of time you would like the students to perform the activity.

Instructions
• Introduce and/or demonstrate each activity card you have chosen or use cards/exercises that the students are familiar with.
• Ask students to find a partner and move to a station.*
• Play a song for the designated amount of time (30 seconds).
• One partner performs the activity, while the other partner counts repetitions, observes, and provides feedback on his/her technique. After the designated amount of time, switch roles. Rotate to the next station.

* See ‘Grouping Strategies to Ensure Inclusion’ on page 4.

Questions for Consolidation
1. What impact does having a partner have during this activity?
2. What did you do to demonstrate responsibility towards your partner during this activity?
3. How does having choice increase the responsibility to complete a task?
4. How do you think responsibility can help you during physical education classes?

Video Link: http://bit.ly/responsible8
ACTIVITY #9
RESPONSIBILITY GALLERY WALK

Learning Goal
To demonstrate the importance of taking ownership of your thoughts, words, and actions and taking care of the physical education equipment.

Movement Skills

Equipment
Open space, chart paper, markers and pencils

Set-Up
• Ask students about what their responsibilities are during physical education classes.
• Label and post chart paper with the headings: Attitude, Equipment, Actions, Respect, Participation and Effort

Instructions
• Students walk around to the different chart papers posted around the gym and add their thoughts about responsibility in a Physical Education class.
• Develop success criteria for “Responsibility” in a Physical Education class.

Questions for Consolidation
1. How do you think responsibility can help you during physical education classes and life outside of the gym?
2. What impact does it have when you have responsible classmates/teammates?
3. If you saw someone not being responsible in the gym, what is a respectful way that you could address the issue?
4. If you see someone making a bad choice, what responsibility do you have to remedy the situation? What might you say or do?

ACTIVITY #10
ALPHABET TAG

Learning Goal
To demonstrate the importance of having a good attitude and being accountable for your choices and actions.

Movement Skills
Running, dodging

Equipment
Bag or bucket, cards with the letters A-Z written on them, chart paper with the letters of the alphabet and a corresponding fitness activity. (See ‘Exercises for Alphabet Tag’ below)

Set-Up
• Select 2 students to be the taggers – have them wear a pinnie.
• Students are in scatter formation within the boundaries of the designated area.

Instructions
• When a student is tagged he/she must go to the outside of the designated playing area and choose a letter from the bucket.
• In order to get back in the game the student must perform the exercise that corresponds to the letter they chose. (See ‘Exercises for Alphabet Tag’ below).
• Switch taggers every 1-2 minutes.

Exercises for Alphabet Tag

<table>
<thead>
<tr>
<th>Letter</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Alternate Knee Lifts - 10</td>
</tr>
<tr>
<td>B</td>
<td>Burpees - 10</td>
</tr>
<tr>
<td>C</td>
<td>Crab Walk for 10 seconds</td>
</tr>
<tr>
<td>D</td>
<td>Dips - 10</td>
</tr>
<tr>
<td>E</td>
<td>Energizer Bunny Hops - 10</td>
</tr>
<tr>
<td>F</td>
<td>Front Support for 10 seconds</td>
</tr>
<tr>
<td>G</td>
<td>Gluteal Kicks - 10</td>
</tr>
<tr>
<td>H</td>
<td>Hop on two feet – 10 times</td>
</tr>
<tr>
<td>I</td>
<td>Intense Marching on the Spot – 10 seconds</td>
</tr>
<tr>
<td>J</td>
<td>Jumping Jacks – 10 times</td>
</tr>
<tr>
<td>K</td>
<td>Air Kicks - 10 times</td>
</tr>
<tr>
<td>L</td>
<td>Lunges - 10</td>
</tr>
<tr>
<td>M</td>
<td>Mountain Climbers – 10 times</td>
</tr>
<tr>
<td>N</td>
<td>Needle Jumps - 10 times</td>
</tr>
<tr>
<td>O</td>
<td>Open – Free Choice</td>
</tr>
<tr>
<td>P</td>
<td>Push Ups - 10</td>
</tr>
<tr>
<td>Q</td>
<td>Squats – for ten seconds</td>
</tr>
<tr>
<td>R</td>
<td>Run on the spot for 10 seconds</td>
</tr>
<tr>
<td>S</td>
<td>Stork Stand for 10 seconds</td>
</tr>
<tr>
<td>T</td>
<td>Tuck Jumps - 10</td>
</tr>
<tr>
<td>U</td>
<td>You stretch it out – 10 seconds</td>
</tr>
<tr>
<td>V</td>
<td>V-Sit for 10 seconds</td>
</tr>
<tr>
<td>W</td>
<td>Walk on the spot for 10 seconds</td>
</tr>
<tr>
<td>X</td>
<td>Make an x jumping</td>
</tr>
<tr>
<td>Y</td>
<td>Yodel for 10 seconds</td>
</tr>
<tr>
<td>Z</td>
<td>Zig Zag Jumps - 10</td>
</tr>
</tbody>
</table>

Questions for Consolidation
1. How did you demonstrate responsibility in this activity?
2. Why is it hard to take responsibility when things don’t go well?
3. Was it difficult to be responsible with some of the exercise tasks that you were asked to complete? Explain.
4. What are the benefits of being responsible in school, at home, and in the community?

We inspire success, confidence and hope in each student.

peel District School Board