

Lesson Plans

community
Recreation



A project of:



Funded by:



Canadian
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Health and
Wellness

In partnership with:



Special Olympics
Prince Edward Island



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has undertaken a Long-Term Athlete Development (LTAD) project which includes educating parents, coaches, and early childhood educators on the benefits of getting an “Active Start” for their children. From ages 0-6 years, children need to be introduced to relatively unstructured play that incorporates a variety of body movements.

An early active start enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination. It also helps children build confidence, develop posture and balance, build strong bones and muscles, promote healthy weight, reduce stress, improve sleep, learn to move skillfully, and learn to enjoy being active. This booklet contains Active Start lessons plans intended for ages 3-6 to be used in Early Childhood Centres and communities.

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Special Olympics PEI

Special Olympics PEI is a non-profit organization dedicated to enriching the lives of Islanders with intellectual disabilities through sport. Through the medium of sport, we are striving to assist Islanders with intellectual disabilities to become all that they can be – physically, mentally, social, emotionally – and to become accepted, respected and productive members of their communities.

Special Olympics PEI currently has over 280 athletes participating in over 50 weekly programs, recreational and competitive, in communities across the Island.

What Is an Intellectual Disability?

An intellectual disability is one that affects a person's cognitive functioning. It can be defined as an IQ below 70-75, significant limitations in two or more adaptive areas (skills that are needed to live, work, and play in the community, such as communication or self-care) and one that manifests itself before the age of 18.

What Is Inclusive Sport?

Inclusive sports provide youth with and without disabilities the opportunity to train and play together as teammates. Individuals develop exceptional athletic skills while forming friendships, fostering respect for each other, and becoming leaders on and off the field of play.

To learn about Special Olympics, or for tips and ideas on adapting / modifying games and activities for children with an intellectual disability, please contact Special Olympics PEI:

www.sopei.com

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special olympics PEI – coaching tips

Use the term intellectual disability (ID) instead of any other term. Demonstrate that an ID is not a sickness or infection and it is not “unfortunate” nor is the individual “suffering from”. Celebrate their abilities and support inclusiveness in all activities. Get to know your athletes, this will be the best way to modify and adapt games that everyone can participate in and enjoy!

Consider some adaptations to the activity lesson plans when needed (ex: ball size/weight, roll instead of throw, being aware that loud sounds like a whistle or stereo may be overwhelming, crawl under instead of jump over, etc.). Be prepared to think on your feet, and change up the activity when needed. If you are unsure about adaptations, feel free to ask.

Approach everyone with patience, understanding, and respect while being enthusiastic and upbeat about the skills and provide positive feedback. Be prepared to explain a task multiple times and ask if you can help before assuming someone needs help. Be respectful and speak to your athletes the way you would want to be spoken to. Using cooperative drills can build respect for each player’s contribution to the sport.

Communicate behavior expectations and do not reward continual poor behavior.

Position yourself centrally when leading. Speaking louder may not necessarily make anyone understand you better. Using the following cues can be helpful:

- Verbal cues: clear, concise, and consistent messages while slowing the pace at which you speak if needed. Use words that an athlete can understand or for which an athlete has a point of reference, such as “see the ball” instead of “find the target”
- Gesture cues: coach-demonstrated physical movements that remind athletes of the correct way to perform a skill (often paired with verbal cues)
- Touch cues: taps on the athletes’ body to elicit movement. Be sure the athlete is comfortable being touched before using touch cues



warm ups

Main Games

COOL DOWNS

Fruit & Veggies

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Who's It

Catch / Throw / Run

Soft Balls
Bean Bags

- Partner up the children and spread out the pairs in a marked area.
- Give each pair a soft object that is easy to catch and throw.
- Play some music and while it is playing the partners throw the object back and forth, once the music stops the partner with the object has to run away from their partner who is going to try and tag them.
- Play the music and start from the beginning.



Who's It

Inclusive Adaptations

Extra Equipment Needed:
Balls of varying sizes
and textures

- An alternative to throwing the ball can be rolling the ball from a seated position. Further to this, balls of varying sizes and textures can be used. When the music stops, both children stand up, and the partner with the ball runs away from their partner, who is trying to tag them.
- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone wear a scarf tucked into their pocket (such as in flag football). In this game, the partner without the ball tries to take the scarf of the child with the ball who is running away.

- Standing with feet shoulder width apart, jump in a crisscross pattern like scissors. Also try to incorporate your hands by crisscrossing them at the same time.



scissors

Inclusive Adaptations

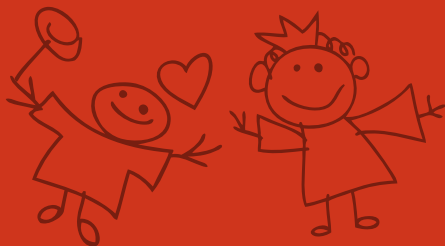
- Start activity by having athletes do scissor pattern with arms only while standing, bent knees, kneeling, twisting. Then suggest advancing to movement with their feet.



Dog stretch

Flexibility

- Kneel on all fours, exhale, then tuck the toes under and lift the hips and bottom, slowing straightening the legs.



Inchworm

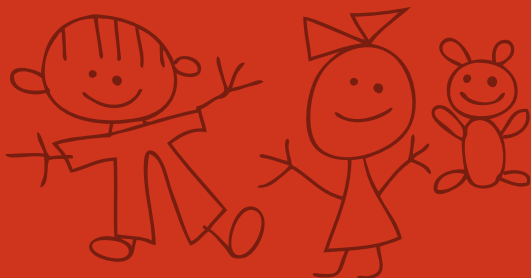
Flexibility/Balance

4

- Start in a standing position.
- Walk your hands down the legs to the floor and out until you are in a pushup position.
- Walk your feet up to your hands and repeat.



- Sit down on the floor with legs crossed, back straight, head up.
- Turn your head to the left looking over the shoulder, then to the right.
- Look down, chin to chest, look up.
- Left ear to left shoulder, tilt right ear to right shoulder.
- Pause for about 10-15 seconds for each position.



opposum stretch/ can opener

Flexibility / Balance

6

- Lie on your back, arms and legs in the air. Grab ankles, keep legs as straight as you can and hold.
- Lie on your back with your legs straight, place arms palm down out to the sides for balance. Move your right leg across the floor, up towards the right hand then lift that leg up and across the body towards the left hand, swing that leg back down to the starting position – repeat with opposite leg.



Beat the circle

Running / Throwing / Catching

Soft Balls

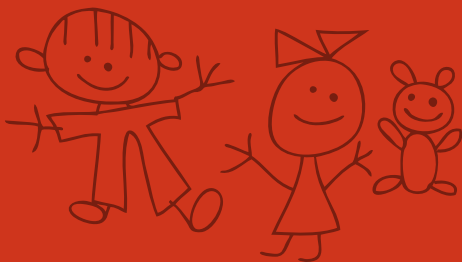
- The children form a circle with one child on the outside of the circle who is lined up beside the child in the circle who has a ball.
- On “Go!” the children in the circle pass the ball around the circle and the child on the outside runs around the circle trying to make it back to the start before the ball does.
- Switch the runner up each time.
- Don’t focus on whether the child did or didn’t beat the ball back – focus on the effort put in by the children.

Be a Flamingo!

Flexibility / Balance

8

- Place your palms together and raise your arms over your head.
- Lift one leg and rest the bottom of that foot on the inside of your weight bearing leg (above or just below the knee).



Mad cat stretch

Flexibility/Balance

- Start with your hands and knees on the floor.
- Tilt your head back and look up at the ceiling while letting your stomach sag towards the floor (emphasize pushing the belly-button towards the floor) – hold for at least 10 seconds.
- “Something scares the cat!”... tuck your chin in and around your back towards the ceiling – “all the fur is sticking straight up” – hold for at least 10 seconds.

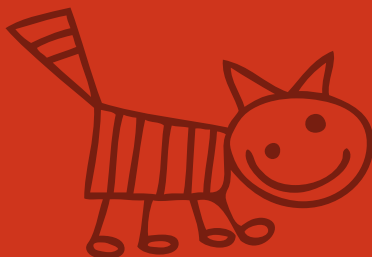


Swinging the Door

Flexibility / Balance

10

- Stand with your feet a little more than shoulder width apart, toes in line, pointing forward.
- Raise arms out to the side, shoulder height.
- Keeping the lower body still (ie. do not move feet), twist to one side, reaching as far behind as possible with the back arm and hold for at least 5 seconds.
- Now twist to the other side (make sure this is a controlled movement, do not twist vigorously).



- Have the children lay on their back and bring their knees to their chest.
- Wrap arms around lower legs and tuck chin into chest.
- Instruct children to rock back and forth from their bum to their shoulders while staying curled up.





Leaping Lilly Pads

Running

Hula Hoops
Cones

- Spread the hula hoops out throughout the play area.
- Start with everyone standing at one end of the play area.
- All of the children are 'frogs' looking for a home (the hula hoops are the Lilly pads).
- Tell them the 'birds' (leaders) are out to get them.
- To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one.
- If they are tagged by a 'bird', they must do a jumping jack before they continue.

Leaping Lilly pads

Inclusive Adaptations

Extra Equipment Needed: Scarves

- If an athlete has trouble jumping, have all participants perform another developmentally appropriate movement (spin around, touch their toes, etc.) instead.
- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone wear a scarf tucked into their pocket (such as in flag football), if the leader catches an athlete's scarf, they are tagged.

Cones

- Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area.
- They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by.
- The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end.
- If an octopus tags them then they become "IT" too and are stuck in the mud where they got tagged
- The children run back and forth from one side to the other until everyone has been caught.
- **Variation:** All of the children run around freely in a designated area, including the 'octopuses' who are "IT". If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are "IT" as well (but you cannot move your feet).

Octopus Tag

Inclusive Adaptations

**Extra Equipment
Needed: Scarves,
Colored Spots**

- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone wear a scarf tucked into their pocket (such as in flag football), if the “octopus” catches an athlete’s scarf, they are tagged.
- To demonstrate being stuck in the mud, have the “octopuses” stand on colored spots.



What time is it Mr. Wolf?

Running

Cones

- Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line.
- The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward.
- If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone.
- If anyone gets caught they become the wolf.

What Time is it Mr. Wolf?

Inclusive Adaptations

**Extra Equipment
Needed:
Numbered Spots,
Scarves**

- To help with counting, place numbered spots on the floor.
- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone wear a scarf tucked into their pocket (such as in flag football), if the “wolf” catches a “chicken’s” scarf, they are caught.



Animals at the zoo

Balance/Flexibility/Coordination

- For this activity the group is pretending to go to the zoo.
- The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals.
- Every couple of minutes yell out a different animal and lead the children around while they move like that animal:
 - Zebras – gallop
 - Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
 - Donkeys – hands on floor, kick legs back into the air.
 - Gorillas – squatting down, walk on feet and knuckles.
 - Turtles – walk on hands and feet in slow motion.
- You can do as many animals as you wish. Use toys or images of the animal if you have them!

Animals at the zoo

Inclusive Adaptations

- When explaining the game talk about different animals at the zoo. Ask the children what animals they might find at the zoo. Many athletes are visual learners so it may be important to not only tell athletes to act like a zebra by galloping, but to demonstrate movements to help the athletes be able to perform the movements. Afterwards, have the children practice acting like that animal.
- Use verbal cues to help athletes with their movements “crawl slowly on your hand and feet”, instead of “move like a turtle”. Have additional volunteers use gesture cues to help out as well.

Markers

- Scatter bases (carpet squares work fine also) around the playing area.
- On the drumbeat or clapping the children begin walking in and around the bases.
- Have them explore the entire area but they need to avoid the bases.
- When the drum stops, they move to the nearest base and freeze on the base.
- They are welcome to share a base as long as they cooperate well.
- Repeat this, using different directions for the students to move in (i.e., sideways, diagonally, backwards, galloping, sliding, etc...) and increasing or decreasing the tempo of the drum beat.
- Ask the children to walk to the tempo the teacher is beating.

Directions

Inclusive Adaptations

- Be aware that loud sounds like a drumbeat or clapping may be overwhelming. Get to know your athletes, and learn what their comfort level is.
- Encourage cooperation amongst the children.



soccer pose game (red light/green light)

Running

Small Soccer Balls
Cones

- Each child gets a ball.
Remind the children what a soccer pose looks like.
- This is when they stand in place with one foot firmly planted on the floor and the other foot on top of the ball so that it stays in one place.
- Have them show you their soccer pose. After the children have shown you their soccer pose, they can start to move around the play space calmly dribble the ball with their feet.
- From time to time call out stop or freeze, when you do so the children must do the soccer pose.
- The children freeze until you say go.
- The ball must be under the children's foot when the coach calls Stop/Freeze.
- **Variation:** Play Red Light Green light, but with the ball.

soccer pose game (red light/green light)

Inclusive Adaptations

- An alternative to dribbling the ball can be passing the ball back and forth between two children. When the leader calls out freeze, the child with the ball does the soccer pose. It could also be beneficial to have the leader call out “soccer pose” instead of “freeze”.



Non-Elimination Simon says

Balance/Coordination

- Divide into 2 groups.
- Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times).
- If “Simon” catches someone doing the action when he/she has not said “Simon Says” the person caught moves to the other side of the class to join the other game.

Non-Elimination Simon Says

Inclusive Adaptations

- Get to know your athletes; know their ability levels and pick movements everyone in the group can do. Use verbal cues to help athletes with their movements. Additionally, have volunteers use gesture cues to help out.



catching the cows

Running/Throwing

Goals
Balls

- Roll multiple balls onto the play space (spread the balls out).
- Explain to the kids that sometimes on a farm, the cows break loose from their pens and the farmers have to round up the cows and put them back in their pens.
- The “cows” are the balls and the “farmers” are the players with the basket being the “pen.”
- Teacher says “catch the cows!”, and the children run after the balls (the cows) and have to dribble the balls and shoot them back into their basket (the pen).
- Once all the “cows” are caught everyone gives each other a high five for a job well done and the teacher says “release the cows” to start the game over.

catching the cows

Inclusive Adaptations

- An alternative to dribbling the ball can be picking up the ball and running back, then either placing the ball in the basket, or kicking the ball into a net.



**Bean Bags
Buckets, Hula Hoops**

- Different colored beanbags (at least one for each child) will be placed in a bucket.
- The teacher dumps beanbags out into a circle in the middle of the gym (circle or several hoops).
- The students will then begin playing “Buckets” after the teacher has dumped the beanbags.
- The students must run, skip, gallop, crawl, under control, to the beanbags.
- Teacher selects the movement and the children grab one beanbag and move back to place that beanbag in the corresponding colored bucket or hula hoop.
- This continues until all the beanbags are gone from the circle or hoop in the middle of your playing area.

Buckets

Inclusive Adaptations

- Get to know your athletes; know their ability levels and pick movements everyone in the group can do. Use verbal cues to help athletes with their movements. Additionally, have volunteers use gesture cues to help out.
- Have athletes start in their hula hoop to help signify where they need to return.



Bombs Away

Throwing

Bowling Pins Soft Balls

- Set up a couple of plastic bowling pins or washed milk cartons per child a few feet away from the children.
- Have the children roll a ball to try and knock down the pins – emphasize rolling and not throwing.
- After the children knock down the pins, have them reset the pins and play again.
- Tell the children that rolling a ball is just like throwing underhand except that the ball travels along the floor instead of in the air. Therefore, when they bring their arm forward they should bend their legs and let go of the ball really low, down by their foot so the ball will roll across the floor.

Bombs Away

Inclusive Adaptations

Extra Equipment Needed:

Balls of varying sizes
and textures

- Balls of varying sizes and textures can be used. Give athletes more than one attempt, or move closer to the pins if needed.



Bunny Trail

Balance, Run, Jump, Throw

Hula Hoops Soft Balance Beam

- Start out with the children on an “island”. This can be a mat, carpet, or taped off area.
- Each child receives an “egg” and is told that the Easter Bunny needs help delivering them to the island across the play space, also made from a mat, carpet, or taped off area.
- Tell the children that they must follow the Bunny Trail to deliver the “egg”.
- The Bunny Trail is an obstacle course that may contain as many or as few stations as you feel your children can handle.
- You may want to include some of the following: • Hopping through a line of hoops, jumping over a river made from taped lines, walking across a balance beam, and/or following different shaped pathways made from markers on the floor.
- Ask the children to perform certain parts of the course while skipping, crawling, tip-toeing, and/or going backwards.
- The path should end at the island at the other end of the gym where the egg is put in the “basket”. Have the children repeat this with the remaining eggs.

Bunny Trail

Inclusive Adaptations

- Get to know your athletes; know their ability levels and pick movements everyone in the group can do. If you are setting up an obstacle course, consider using follow the leader to show movements, especially the first time through.
- Keep directions simple by having children perform the course in only one manner each time through (walking first, then walking backwards the next time through, for example).

Jump the River (follow the leader)

Jumping

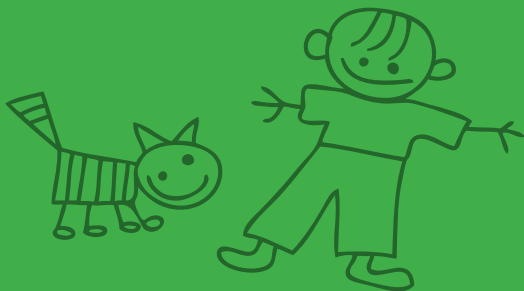
Pool Noodles
Hula Hoops
Cones, Jump Ropes

- Lay out marked boundaries so that children know where they can and cannot move.
- Before beginning the activity, scatter pool noodles, jump ropes, and/or hoops throughout the space so they lay flat on the floor.
- Explain to the children that they are taking a walk in the woods and may need to cross a stream or river.
- Ask children to walk throughout the space and when they come to a river (rope, hoop, or tape line on floor) they need to jump over the river without getting their feet wet.
- Children should work independently of their classmates during this activity.
- To assist children in learning the fundamentals of jumping, teachers should initially ask children to take off on two feet and to swing their arms forward when they jump.
- When landing, children should land on two feet spreading their feet about shoulder width apart so they have a wide base of support when they land.
- After landing children should proceed to and jump over the next river.
- Emphasis should be placed on landing on both feet at the same time without falling over.
- Give children plenty of time to move throughout the space and jump over all the rivers.

Jump the River (follow the leader)

Inclusive Adaptations

- If an athlete has trouble jumping, start with stepping over the river, and work up to jumping, or hopping, over time.



Hit the Target

Throwing

Bean Bags, Targets,
Hula Hoops, Tennis Ball

- Invite your children to help you set up some throwing targets to knock down, e.g. empty milk cartons, or put some paper targets on the wall at different heights. Give your children several objects to use for throwing, e.g. a bean bag or a sponge ball for indoors; a tennis ball for outdoors. Invite your children to choose a target and try to hit it by throwing one of the objects through the hula hoops. Teach your children how to throw over arm using the following poem: Learn the poem together, and practice the motions as you say it.
- Stand side on.
- Make a star.
- Point your finger.
- Throw it far.

Hit the Target

Inclusive Adaptations

- Use clear and concise verbal cues, using words that an athlete can understand or for which an athlete has a point of reference, such as “see the ball” instead of “hit the target”.



Timber Tag

Running

- One person is “it” (the lumberjacks) and the rest are all trees.
- When the lumber jack tags a tree, the tree does a forwards landing on their hands while yelling ‘timber’.
- The tree then does 3 side-rolls and is back in the game.
- This game has to be played with heads-up because of the ‘falling trees’.



Timber Tag

Inclusive Adaptations

- An alternative to a forward landing on hands can be squatting down to touch the ground.



**Sponge Balls
Cones**

- This is a form of tag where there are 4 sponge balls in play (2 red, 2 green).
- 4 students will be given the balls and the two with the green balls are the 'germs'.
- The two with the red balls are the 'medicine'. The two students with the green balls run around trying to tag others with their ball.
- If a student gets tagged they must pretend to be sick by making funny sick noises and asking for medicine until a student with the red 'medicine' ball comes and tags them.
- After a minute or two stop the game and have new students carry the sponge balls.

Egg Hunt

Running / Throwing

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Bean Bags
Soft Balls

- Have more balls and bean bags than students.
- Have the students line-up across one end of the play space.
- Take the balls and spread them out around the field, these are the eggs.
- At the other end of the play space is a goal called the “basket”. Say “Go!” to turn them loose.
- The object of the game is to get all the “eggs” in the basket as quickly as possible.
- They are all on the same team, and aren’t allowed to take a ball away from another student.

Hot Hoops

Running / Jumping

Hula Hoops
(varying colors)

- Lay hula hoops out on playspace floor, one for each child.
- The teacher chooses one color that is the “hot” hoop saying, “Red hoops are hot!” Any child standing in a red hoop jumps out and joins another child in a different color hoop.
- Teacher should place emphasis on children jumping off of two feet and landing on two feet when they jump out of the hoops.
- No more than 4 children should share a hoop at one time.
- When hoops are filled with children (4 per hoop) it would be time for the teacher to change the hoop color that is hot.
- Children would go back to their original hoop and the game begins again. Everyone is a winner!

Swat the Fly

Striking

29

Pool Noodles
Cones

- Explain to the children that some of them will drag flies, while others will chase the flies, trying to swat them with foam noodles.
- Demonstrate dragging, swatting and moving safely within the playing area.
- Have all children move in the same direction to avoid collisions.
- Explain that children may change from dragging to swatting whenever they wish.
- The children that are dragging flies just drag their noodle around on the ground behind them, and the rest of the foam Pool Noodle 'swatters' then start the activity.
- Help younger children with their movement and swatting if needed.
- Children who are slow runners are likely to chase flies that are dragged more slowly.
- Children who are fast runners are likely to chase the fast flies.

Frozen Bean Bag

Balance

Bean Bags

- Players should be balancing beanbags on their heads.
- On a signal, players move around the area at their own pace. To change the pace or action, the leader can ask the players to hop or skip.
- If the bean bag falls off a players head, that player is frozen.
- Another player must pick up the beanbag and replace it on the first persons head without losing his or her own bean bag.
- When the game is over, ask the players how many times they helped their friends, or how many times their friends helped them.
- The goal of the game is to help a friend in need; not to be the last one moving.

Shark Attack

Kicking / Running / Balance

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Mini Soccer Balls Cones

- This is a keep away game. Coaching points: concentrate on player's close dribbling and screening techniques.
- Everybody inside a circle (centre circle is fine) with a ball. One player without a ball is the Pirate. Everybody starts dribbling around. The pirate player tries to steal a ball from any player and pass it out of the circle – now, the two players are Pirates and go after the others... then three, then four. Finally, only one player is left with a ball. He/she becomes the pirate the next game.
- **Variation: Bomber:** Just like above except the "IT" player has a ball and tries to roll/throw it at the other player's and knock their ball out of the circle.

DUCK, DUCK, GOOSE

Running

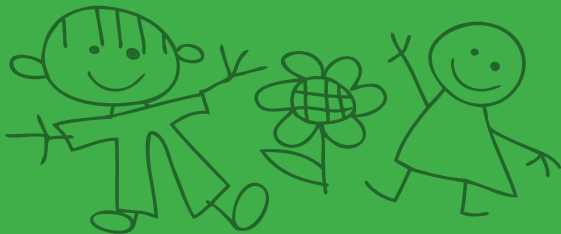
- This is a racing game where everyone sits in a circle and there is a designated person to be “it”.
- The person who is “it” must walk around the circle in a clockwise direction tapping everyone on the head.
- Every time they tap someone on the head they call them a ‘duck’. The person who is “it” has the option to choose whomever they wish to race with.
- When they get to that person they say ‘Goose’. That person must get up and race around the circle going counter-clockwise.
- The person who is “it” is racing around the circle going clockwise (make sure they don’t run into each other). It is a race to the empty spot in the circle.
- Whichever student doesn’t make it is now the new person “it”.

DUCK, DUCK, GOOSE

Inclusive Adaptations

Extra Equipment Needed:
Scarves

- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone hold up a scarf. The person who is “it” must walk around touching everyone’s scarf. When they pick someone to say ‘goose’, they grab that person’s scarf and run around with it.



Freeze Tag

Running / Balance

Cones

- Play two 5 minute games with a water break in between.
- One person is “it”, when they tag someone, that person is “frozen” in place.
- They cannot move and must stand with their feet apart and arms spread wide.
- The only way they can become unfrozen is if a person crawls under their legs or under their arms.
- Play continues until all the players are frozen. Then the last person to be frozen is “it” for the next game.

Freeze Tag

Inclusive Adaptations

Extra Equipment Needed:
Scarves

- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone wear a scarf tucked into their pocket (such as in flag football).



Hot Potato

Throwing/Catching

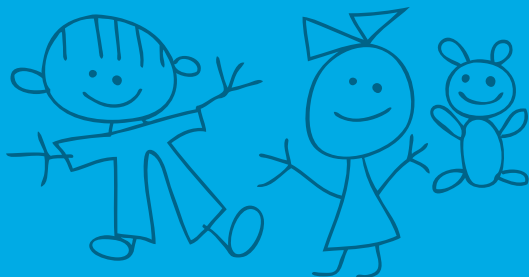
Balls

- Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing.
- “Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato” are the lyrics to the song as the ball is being passed around the group.

Hot Potato

Inclusive Adaptations

- An alternative to throwing the ball can be rolling the ball. Further to this, balls of varying sizes and textures, even beanbags, can be used.



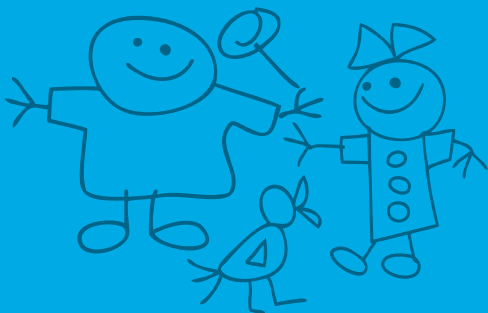
Markers, Cones

- Have all the students spread out in their own personal space (have them stand on a marker of some kind).
- The teacher starts out as the “cat” that all the students want to copy. Start with basic stationary movements - marching, stomping, clapping, swinging your arms, be creative.
- Start off slowly doing your movements, then to challenge the students move a little faster. Once all the students are successfully copying you, start moving off and around your markers - jump off, walking around, etc.
- Next, start moving all over the gym using different movements.
- Once the students get the hang of copycat ask for volunteers to be the “cat”. Students usually come up with the best moves that are really creative.
- Take turns so that everyone that wants to get a chance to be the “cat”, can be.

copy cat

Inclusive Adaptations

- If an athlete is having trouble understanding “copy cat”, try “follow the leader”. Be sure the “cat” describes their movements, using verbal cues, and speaking clearly and slowly when needed.
- To demonstrate being stuck in the mud, have the “cat” stand on colored spots.



snowflake snowflake

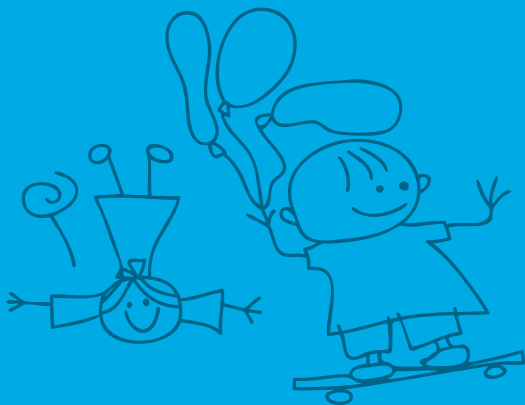
Run, Jump, Balance, Flexibility

- Students pretend to be snowflakes.
- The teacher will say, “snowflake, snowflake, falling down, snowflake, snowflake _____ (put in a locomotor move) around.”
- The students move about in general space performing that particular locomotor move.
- When the teacher strikes the drum or claps their hands, students must freeze and listen. The teacher will repeat, “Snowflake snowflake falling down, snowflake, snowflake _____ around.”
- Here are some suggestions: walk, jump, skip, hop, skate, gallop, run, tip toe, crab walk, roll, slither, and some imaginative ones like, dance, monkey, silly walk, and fly.

snowflake snowflake

Inclusive Adaptations

- Be aware that loud sounds like a drumbeat or clapping may be overwhelming. Get to know your athletes, and learn what their comfort level is. Instead of freezing, the leader could have all the children sit down.



pop-goes- The-weasel

Jumping

Soft Markers
Hula Hoops

- Start with all the children squatting down with hands on the floor.
- Try to get all the children singing with you “Round and round the Mulberry bush, the monkey chased the weasel. The monkey thought it was all in good fun. Pop! Goes the weasel.”
- On the signal “Pop! Goes the weasel” have the children jump up throw their arms up into the air and land back in the squatting position. Repeat several times.
- Next, place a marker or a hula hoop in front of each child. Repeat the game, but have the child jump up and try to land softly on the marker or in the hoop.

pop-Goes- The-weasel

Inclusive Adaptations

- If an athlete has trouble jumping, have all participants perform another developmentally appropriate movement (spin around, touch their toes, etc.) instead.



Hula Hoop Round-About

Coordination / Balance

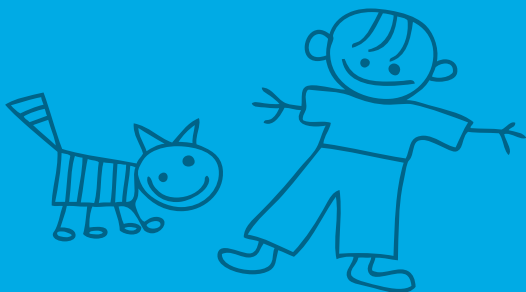
Hula Hoops

- Group the children in groups of 3-4.
- Have the children hold hands and form a circle.
- Have two of the children join hands through a hula hoop and the objective of the game is to try and move the hula hoop around the entire circle of children without the children letting go of their partners' hands.
- Once they can get the hoop around once, add another hoop and have two hula hoops going at the same time.

Hula Hoop Round-About

Inclusive Adaptations

- If you have an athlete who is uncomfortable being touched, have the children stand in a circle, arm's length apart. Have each child climb through the hula hoop, passing the hoop from their left to right hand, before passing the hoop to the next child.



penguins and ducks

Balance / Flexibility

- Squat down.
- Put your arms between your legs and wrap them around the back of your calf to grasp the outside of your ankles.
- Now waddle around like a penguin.
- To switch to a duck place your arms behind your back and waddle like a duck.



Balloon Breath

Flexibility / Balance

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- Sit with your legs crossed and eyes closed.
- Place your hands in front of your chest with your palms together.
- Take a deep breath in through your nose and pretend that there is a balloon under your arms so that when you breathe in the balloon will rise and your arms will rise up above your head.
- As you breathe out, the balloon will lower and so will your arms, back to the front of your body.
- A great way to relax the children!

Hula Hoops
Fruit/Veggie Equipment
Cones

- Place a number of hula hoops in an activity space. Make sure the activity space size is suitable to the number of children you have at the session. These hula hoops will act as the “shopping carts”.
- Take the fruit and veggie equipment items and spread them around the activity space, ideally not close to the hula hoops. This promotes more movement by the children.
- It is now time to have the children go grocery shopping. The idea is to have the children collect fruit and veggie items and place them in the hula hoops.
- Ask the children to name the fruits and veggies that are in each “shopping cart”. This does not have to be organized and gives the children a chance to learn the names of fruits and vegetables and what they look like.
- Add obstacles that the children need to jump over/go around in order to reach the fruits/veggies.

SLOW FOOD/GO FOOD

Run / Balance

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**Bucket
Fruit/Veggie Equipment**

- Same concept as “What time is it Mr. Wolf?”
- “Go” Foods are all the fruit and veggies that will be in the bucket of the leader.
- Every time a “go” food is called the children take a big step forward and the teacher takes an item out of the bucket and lays it on the ground.
- “Go” food include all the veggies and fruits that are in the bucket.
- If a “slow” food is called the teacher turns around and chases the kids back to the line.

Fruit salad

Running

- Identify four or five teams by naming students as bananas, oranges, mangos, grapes or other creative choices chosen by the students. Each fruit group moves to one end of the gym/play space, with two or three students remaining in the middle of the gym to act as tagger.
- Active music should be played in the background.
- Call out one or two fruit groups.
- Students attempt to travel from one end of the gym to the other without being tagged. If tagged, the fruit/student goes to a designated “fruit salad bowl” at the side of the gym and moves to the music.
- Randomly call “fruit salad!” and all tagged fruits run to the opposite wall and then back to their fruit group. Call “fruit salad” frequently so students keep moving.
- Restart the game often so students start “fresh”.

Fruit Salad

Inclusive Adaptations

Extra Equipment Needed:
Scarves

- If an athlete is uncomfortable being tagged (uncomfortable being touched) have everyone wear a scarf tucked into their pocket (such as in flag football). If an athlete's scarf is caught, they go to the "fruit salad bowl".

Mixed salad

Running

- Place all the fruits and veggies in a container (milk crate, cardboard box, etc.) and place off to the side of the activity area.
- Place a parachute on the floor.
- As the students enter the space, have them take a place around the parachute.
- Number the students from 1 to 6 around the parachute (1, 2, 3, 4, 5, 6, 1, 2, etc.).
- Explain to the students that they are going to make a mixed salad with fruits and veggies.
- The fruits and veggies are in the sink (the container is off to the side). When they hear their number called, they go to the sink, get ONE fruit or veggie; “wash it” (pretend to wash it in the sink); bring it back to the salad bowl (the parachute); and on the count of three, they throw the fruit/veggie into the bowl (the parachute).
- Keep all the fruits and veggies in the bowl!
- After explaining how to play the game, tell everyone to stand up and hold onto the parachute.

Mixed Salad continued

Running

- Everyone shakes the parachute lightly. Take this time to ask students why they want to wash any fruit/veggie before they eat it.
- The teacher calls out one number.
- All students with that number must let go of the parachute and jog safely to the container with the fruits/veggies.
- The remaining students are shaking the parachute.
- Each student with the number just called takes ONE fruit or veggie, pretends to wash it and brings it back to his/her place at the parachute. On the count of three, the students with the fruits or veggies throw them back onto the parachute.
- Remind students to keep the fruit/veggies on the parachute while shaking it.
- Repeat this process until all the fruits/veggies are on top of the parachute.

Mixed salad continued

Running

- When all the fruits/veggies are on top of the parachute, call out “Mixed Salad!” at which time the students shake the parachute as hard as they can to try to remove all the fruit/veggies from the parachute.
- Remind students to hold onto the parachute until the teacher tells them to do otherwise.
- When all the fruits/veggies are on the floor, tell students to put the parachute on the floor nicely, retrieve the fruits/veggies, and put them back in the sink.
- Continue playing the game until all students have had a chance to wash and throw a fruit/veggie.



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