

**TRUE  
SPORT**



# ***THE TRUE SPORT EXPERIENCE***

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## **VOLUME 2: Learn to Train**

A Resource for Educators of Children Aged 8 or 9  
to the Onset of Adolescence

Sport and physical activity are an integral part of Canadian society and can be used to positively influence a wide range of societal goals beyond enhancing health and wellness. These activities can instill character in our children, strengthen our communities, foster a sense of belonging and provide opportunities for the pursuit of excellence. At the Canadian Centre for Ethics in Sport (CCES), we believe that to realize these benefits, sport, at all levels, must be driven by positive values. We embrace True Sport as the platform to activate our work in values-based sport and to support others who wish to do the same. True Sport is underpinned by the values of fairness, excellence, inclusion and fun and is further articulated through a set of field of play principles, which, when expressed give all stakeholders involved in sport the means by which to leverage the many benefits of good sport. On behalf of the CCES, I would like to thank you for your role in fostering the type of sport and physical activity that we know can make a great difference in the lives of our children. We hope that this resource inspires you to bring True Sport to life in meaningful ways within your school and beyond. If you are not already involved in True Sport and would like to join a growing network of Canadians who believe in the power of sport, visit [www.truesportpur.ca/join](http://www.truesportpur.ca/join).

**KARRI DAWSON, Executive Director, Values-Based Sport – CCES**

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## **ACKNOWLEDGEMENTS**

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Canada 

For more information, please contact:

Canadian Centre for Ethics in Sport  
201-2723 Lancaster Rd.  
Ottawa, ON K1B 0B1

1-800-672-7775 (Canada-wide)

or 613-521-3340

Fax: 613-521-3134

General Inquiries: [info@truesport.ca](mailto:info@truesport.ca)



# TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>THE TRUE SPORT EXPERIENCE: VOLUME 2<br/>A RESOURCE FOR EDUCATORS OF CHILDREN<br/>AGED 8 OR 9 TO THE ONSET OF ADOLESCENCE .....</b> | <b>3</b>  |
| <b>WHAT IS TRUE SPORT? .....</b>  | <b>4</b>  |
| <b>THE TRUE SPORT EXPERIENCE: BACKGROUND AND OBJECTIVES .....</b>   | <b>5</b>  |
| <b>GO FOR IT ACTIVITIES .....</b>   | <b>10</b> |
| <b>ACTIVITY OVERVIEW .....</b>  | <b>11</b> |
| <b>Go For It Activity 1: Travel to the Moon .....</b>   | <b>12</b> |
| <b>Go For It Activity 2: Satellite .....</b>  | <b>16</b> |
| <b>Go For It Activity 3: Meet the Challenge .....</b>   | <b>20</b> |
| <b>Go For It Activity 4: Catch Up .....</b>   | <b>24</b> |
| <b>Go For It Activity 5: It Takes Two .....</b>   | <b>28</b> |
| <b>PLAY FAIR ACTIVITIES .....</b>   | <b>32</b> |
| <b>ACTIVITY OVERVIEW .....</b>  | <b>33</b> |
| <b>Play Fair Activity 1: Flag Tag .....</b>   | <b>34</b> |
| <b>Play Fair Activity 2: Epic Team Game .....</b>   | <b>38</b> |
| <b>Play Fair Activity 3: I Model My Values By .....</b>   | <b>42</b> |
| <b>Play Fair Activity 4: Rock, Paper, Scissors, Hoop Jump .....</b>   | <b>46</b> |
| <b>RESPECT OTHERS ACTIVITIES .....</b>  | <b>50</b> |
| <b>ACTIVITY OVERVIEW .....</b>  | <b>51</b> |
| <b>Respect Others Activity 1: Trust Circle .....</b>  | <b>52</b> |
| <b>Respect Others Activity 2: Caterpillar .....</b>   | <b>56</b> |
| <b>Respect Others Activity 3: Hungry Hippos .....</b>   | <b>60</b> |
| <b>Respect Others Activity 4: Leveled Tag .....</b>   | <b>64</b> |
| <b>KEEP IT FUN ACTIVITIES .....</b>   | <b>68</b> |
| <b>ACTIVITY OVERVIEW .....</b>  | <b>69</b> |
| <b>Keep It Fun Activity 1: Tunnel Tag .....</b>   | <b>70</b> |
| <b>Keep It Fun Activity 2: Giants, Wizards, and Elves .....</b>   | <b>74</b> |
| <b>Keep It Fun Activity 3: Mousetrap .....</b>  | <b>78</b> |
| <b>Keep It Fun Activity 4: Guard the Pin .....</b>  | <b>82</b> |
| <b>Keep It Fun Activity 5: Big Ball .....</b>   | <b>86</b> |

|   |            |
|---|------------|
| <b>STAY HEALTHY ACTIVITIES .....</b>  | <b>90</b>  |
| <b>ACTIVITY OVERVIEW.....</b>   | <b>91</b>  |
| <b>Stay Healthy Activity 1: Yoga Session.....</b>                                 | <b>92</b>  |
| <b>Stay Healthy Activity 2: Juggling It All.....</b>                              | <b>96</b>  |
| <b>Stay Healthy Activity 3: I Can Do It .....</b>                                 | <b>100</b> |
| <b>Stay Healthy Activity 4: Playing Card Fitness.....</b>                         | <b>105</b> |
| <b>Stay Healthy Activity 5: Building Blocks of Fitness .....</b>                  | <b>109</b> |
| <br>  |            |
| <b>INCLUDE EVERYONE ACTIVITIES.....</b>   | <b>112</b> |
| <b>ACTIVITY OVERVIEW.....</b>   | <b>113</b> |
| <b>Include Everyone Activity 1: Everybody's It.....</b>                           | <b>114</b> |
| <b>Include Everyone Activity 2: Ships Ahoy.....</b>                               | <b>118</b> |
| <b>Include Everyone Activity 3: Passing Through.....</b>                          | <b>122</b> |
| <b>Include Everyone Activity 4: 4 vs. 4, Everyone = More .....</b>                | <b>126</b> |
| <b>Include Everyone Activity 5: Human Foosball .....</b>                          | <b>130</b> |
| <br>  |            |
| <b>GIVE BACK ACTIVITIES.....</b>  | <b>134</b> |
| <b>ACTIVITY OVERVIEW.....</b>   | <b>135</b> |
| <b>Give Back Activity 1: Ginny Makes a Difference .....</b>                       | <b>136</b> |
| <b>Give Back Activity 2: Game Inventors .....</b>                                 | <b>140</b> |
| <b>Give Back Activity 3: A Piece of Gratitude .....</b>                           | <b>144</b> |
| <br>  |            |
| <b>TRUE SPORT EXPERIENCE APPENDIX.....</b>  | <b>148</b> |
| <b>APPENDIX A: Physical Literacy .....</b>  | <b>148</b> |
| <b>APPENDIX B: Long-Term Development in Sport and Physical Activity.....</b>      | <b>150</b> |
| <b>APPENDIX C: True Sport and Long-Term Development Learn to Train Stage.....</b> | <b>153</b> |
| <b>APPENDIX D: <i>The True Sport Experience</i> in Practice.....</b>              | <b>156</b> |
| <b>APPENDIX E: Assessment for <i>The True Sport Experience</i>.....</b>           | <b>157</b> |
| <b>APPENDIX F: Exit Slip and Assessment Sheet Templates.....</b>                  | <b>161</b> |
| <b>APPENDIX G: Glossary of Terms.....</b>   | <b>163</b> |



# **THE TRUE SPORT EXPERIENCE: VOLUME 2 A RESOURCE FOR EDUCATORS OF CHILDREN AGED 8 OR 9 TO THE ONSET OF ADOLESCENCE**

*Welcome to Volume 2 of The True Sport Experience! You are about to explore a learning resource that will introduce and guide you through a values-based philosophy called True Sport. True Sport can be integrated not only into sport and physical education programming, life skills and intramural programs, but also into art, social studies, science, drama, and language arts.*

When children are exposed to True Sport, they are more likely to experience *good sport*, to value it, to commit to it, to nurture it and to stay connected to it throughout their lives. Good sport reflects positive sport experiences; those that foster a culture that instills character, strengthens communities, and increases opportunities for personal excellence.

## **The True Sport Experience: The who, what, where, why, and how**

- **Who:** *The True Sport Experience* is designed to be used by educators (teachers, coaches, recreational leaders) of children age eight or nine through to the onset of adolescence (those in the Learn to Train Stage of the Long-Term Development framework).
- **What:** This learning resource and activity guide will introduce and guide you through a values-based approach called True Sport.
- **Where:** The activities in this resource are meant to be integrated into all sport and physical education settings (i.e., from the classroom to the community).
- **Why:** True Sport programs are designed to give people, communities, schools, and organizations a way to leverage the benefits of sport, including ethical literacy, from a platform of shared values and principles.
- **How:** This resource compiles a series of activities that address each of the seven True Sport Principles. These activities are designed to fit within your current physical education program and to provide:
  - An understanding of the True Sport Principles and ethical literacy as well as ideas on how to implement them,
  - A summary of physical literacy and long-term development, and,
  - Activities that simplify attaining ethical literacy through the True Sport Principles.

# GOOD SPORT CAN HAPPEN ON ITS OWN, NATURALLY. BUT ALL TOO OFTEN IT DOES NOT.

## WHAT IS TRUE SPORT?

Sport participants in Canada have said that they want their sport experiences to be based on the values of **fairness, excellence, inclusion and fun**.

True Sport is based on these values and is dedicated to the belief that **good sport can make a great difference**. True Sport can support your programs and initiatives because it:

- Enables participants, educators, parents, coaches, and officials to articulate and act upon their deeply held beliefs in the virtues of good sport
- Enables participants, educators, parents, coaches, and officials to identify with others who hold similar values.
- Creates a fair, safe, accessible, and inclusive atmosphere where good sport can grow stronger through competition at all levels<sup>1</sup>.

*The seven True Sport Principles were developed to promote the type of sport we all want in Canada.*

## True Sport Principles

### Go For It

Rise to the challenge – always strive for excellence. Be persistent and discover how good you can be.

### Play Fair

Understand, respect, and follow the rules. Play with integrity – competition is only meaningful when it is fair.

### Respect Others

Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.

### Keep It Fun

Find the joy of sport and share it with others. Remember what you love about sport and why you play.

### Stay Healthy

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

### Include Everyone

Recognize and celebrate strength in diversity. Invite and welcome others into sport.

### Give Back

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

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<sup>1</sup> True Sport website. <http://truesportpur.ca/aboutus>. Retrieved on April 14, 2017.



**TRUE SPORT HELPS CREATE THE CONDITIONS FOR GOOD SPORT TO TAKE SHAPE AND GROW WITHIN OUR SCHOOLS AND COMMUNITIES, AND IN THE HEARTS OF ALL THOSE CONNECTED THROUGH SPORT AND PHYSICAL ACTIVITY.**

## **THE TRUE SPORT EXPERIENCE: BACKGROUND AND OBJECTIVES**

During the 1990s, Fair Play Canada developed a series of resources dedicated to fair play in sport. Called *Fair Play for Kids*, these resources were written primarily for physical education teachers, but they were also widely embraced by sport coaches and community recreation and sport leaders.

While fair play remains a critically important concept, the Canadian Centre for Ethics in Sport<sup>2</sup> now understands that good sport experiences need a more comprehensive approach than just ensuring fair play. As a result, we developed a balanced approach to youth development, ensuring that all seven True Sport Principles are taught within fun and inclusive fundamental movement skill activities.

In developing this resource and activity guide, we reviewed previous resources, identified what was missing and determined what new content would be most beneficial in helping children learn True Sport as they develop their physical and ethical literacy skills.

*The True Sport Experience* brings together a series of activities that address each of these seven principles. Designed for children from the age of eight or nine to the onset of adolescence, the activities are created for use both in and out of the classroom, as well as in the community. The activities are designed to fit within your current physical education program and provide the following:

- An understanding of the True Sport Principles\* and how to teach them through quality physical activity experiences.
- A summary of physical literacy\*\*, ethical literacy\*\*\*, and Long-Term Development in Sport and Physical Activity\*\*\*\* with explicit connections made to each in the activities.
- Physical activities that facilitate learning the True Sport Principles while supporting children's physical and ethical literacy development within the Learn to Train Stage of Long-Term Development.

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<sup>2</sup> CCES website. <https://cces.ca/history-anti-doping-canada>. Retrieved on Nov. 6, 2020.

## \*PRIMARY LEARNING OBJECTIVES FOR THE TRUE SPORT PRINCIPLES

| TRUE SPORT PRINCIPLE | PRIMARY LEARNING OBJECTIVE PARTICIPANTS WILL...   |
|----------------------|---|
| Go For It            | Be persistent in striving for excellence and rising to a challenge.                             |
| Play Fair            | Play with integrity by understanding, respecting, and following the rules.                      |
| Respect Others       | Show respect for everyone involved in the activity.   |
| Keep It Fun          | Find and share the joy in their participation.  |
| Stay Healthy         | Advocate for the health and safety of themselves and those around them.                         |
| Include Everyone     | Recognize and celebrate strength in diversity and work to welcome everyone into the experience. |
| Give Back            | Say thanks and show their gratitude by making a difference in their community.                  |

## \*\*WHAT IS PHYSICAL LITERACY?

*Physical and Health Education Canada has endorsed the following definitions of physical literacy:*

| ORGANIZATION                                 | DEFINITION   |
|--|--|
| International Physical Literacy Associations | <ul style="list-style-type: none"> <li>• “Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”<sup>3</sup></li> <li>• This definition is also adopted in the Canadian Consensus Statement.</li> </ul>   |
| Physical and Health Education Canada         | <ul style="list-style-type: none"> <li>• Physical literacy is a “disposition in which individuals have the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for maintaining purposeful physical pursuits/ activities throughout the life-course” (Whitehead, 2010).</li> <li>• “Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.”<sup>4</sup></li> </ul> |

Please refer to [Appendix A](#) for more information on physical literacy, including movement skill cue resources.

The activities in this resource support participants’ physical literacy development through developmentally appropriate activities for participants in this age range. Activities include games and other fun activities that provide opportunities to develop fundamental movement skills and skill combinations.

3 International Physical Literacy Association. Canada’s Physical Literacy Consensus Statement, June 2015. Retrieved from [http://physicalliteracy.ca/wp-content/uploads/2016/08/Consensus-Handout-EN-WEB\\_1.pdf](http://physicalliteracy.ca/wp-content/uploads/2016/08/Consensus-Handout-EN-WEB_1.pdf) on July 29, 2020.

4 PHE Canada. Physical Literacy. Retrieved from <https://phecanada.ca/activate/physical-literacy> on February 4, 2020.

### \*\*\*WHAT IS ETHICAL LITERACY?

The Canadian Centre for Ethics in Sport offers the following definition of ethical literacy:

Ethical literacy is the ability to collect and evaluate information, reflect on one's own moral values, identify the potential outcomes of various options and their impacts, make reasoned decisions about which option(s) align with one's values, act consistently with one's values, explain one's decisions, and take responsibility for one's actions.

The activities in this resource support participants' ethical literacy development as each activity focuses on at least one of the ethical literacy components in conjunction with skill development.

### \*\*\*\*WHAT IS LONG-TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY?

*Long-Term Development in Sport and Physical Activity* is a development framework created by Sport for Life. Its aim is to support individuals' holistic development and long-term participation in sport and physical activity. The framework consists of two pre-stages (Awareness and First Involvement) and seven main stages ranging from building a solid foundation, to training, to competing, and to leading an active lifestyle (see [Appendix B](#) for diagram). The emphasis on quality sport and physical activity experiences throughout training, competition, and recovery guides an individual's experience in sport and physical activity from infancy to adulthood. The activities in this resource were developed for children in Stage 3 of the Long-Term Development framework: The Learn to Train Stage.

#### **Learn to Train Stage**

|   |
|---|
| Ages 8/9 to the onset of adolescence<br>Approximate grades: 4–6 |
|---|

## Ethical Literacy and Executive Functions

By following the activities in this resource, you will be working on the executive functions of your participants. Executive functions are defined as “mental processes that enable us to plan, focus attention, remember instructions or rules, see things from a different perspective, respond to novel or unpredictable circumstances and juggle multiple tasks successfully.”<sup>5</sup> The skills acquired from executive functions are “essential for mental and physical health; success in school and in life; and cognitive, social, and psychological development.”<sup>6</sup> Strengthening the executive functions of your participants is a by-product of ethical and physical literacy.

During this stage, children experience diverse types of physical activity as they develop foundational skills in a range of physical activities, sports, and environments. These activities should be inclusive and fun, with a focus on enjoying physical activity.

The activities in this resource align with the Learn to Train Stage of Long-Term Development as they include developmentally appropriate skills (e.g., movement skills and skill combinations) for this stage.

Please refer to [Appendices B and C](#) for more information on Long-Term Development in Sport and Physical Activity and the connections between the True Sport Principles and the Learn to Train Stage.

Regardless of what physical activity leadership role you play within your community (e.g., educator, coach, trainer), if you work with children in the Learn to Train Stage, this is a resource for you!

**AT THE HEART OF TRUE  
SPORT IS A FIRM BELIEF  
THAT GOOD SPORT CAN  
MAKE A GREAT DIFFERENCE.**

- 5 SIRCUit. The Development of Executive Functions and Social and Emotional Learning Skills Through Sport. Retrieved from <https://sirc.ca/blog/the-development-of-executive-functions-and-social-and-emotional-learning-skills-through-sport/> on February 4, 2020.
- 6 Annual Review of Psychology. Executive Functions. Retrieved from <http://www.devcoeuro.com/Publications/ExecutiveFunctions2013.pdf> on January 16, 2019.

# WHEN THE SPORT EXPERIENCE REFLECTS THE TRUE SPORT PRINCIPLES, WE WILL INSTILL CHARACTER IN OUR CHILDREN, STRENGTHEN OUR COMMUNITIES, AND INCREASE OPPORTUNITIES FOR PERSONAL EXCELLENCE.

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## HOW DOES THIS RESOURCE SUPPORT PHYSICAL LITERACY AND ETHICAL LITERACY IN CHILDREN AND YOUTH?

This resource can serve an important role in developing the physical and ethical literacy of children and youth. If you use the True Sport activities in this resource and develop your own True Sport experiences based on the material provided, you can help participants:

- Develop a positive relationship with sport and physical activity, increasing the likelihood that they'll remain active for life.
- Learn valuable life skills that will positively translate into the social, academic, health and wellness areas of their lives (e.g., positive decision making, respecting and supporting others). Understand how they can use physical activity to improve their own health, the health and lives of others and the overall health of their community.
- Be physically active and develop fundamental movement skills to support their physical literacy skill development.
- Understand how to collect and evaluate information related to their behaviours as they aim to act in ways that align with their values (e.g., to take responsibility for their actions) to support their ethical literacy.

## HOW IS THIS RESOURCE INCLUSIVE AND SUPPORTIVE OF DIVERSITY?

This resource honours the principles of Indigenous Peoples and their ways of knowing. Many elements of the Seven Sacred Teachings<sup>7</sup> are reflected in the True Sport Principles and they, too, guide human conduct and apply to all cultures. Like the True Sport Principles, the teachings cannot be used in isolation,

but rather all seven must be practised together. The sacred teachings of wisdom, love, respect, bravery, honesty, humility, and truth align with the True Sport Principles and are addressed throughout this resource, especially in the explorations of ethical literacy.

Language and terminology throughout this resource have been adapted to ensure it is culturally responsive and rights-based, particularly when it comes to newcomers and ensuring language is decolonized.

## HOW SHOULD YOU USE THIS RESOURCE?

To optimize True Sport experiences in diverse physical activity and physical education settings, remember that this resource is meant as a guide. It is our hope that you will tailor the information provided to best meet the unique needs of your class, group, or community. For example, if you identify the Respect Others principle as an area of need in your group, you can build upon examples provided in this resource to create additional activities to help participants learn about this principle.

As you read through the material, keep in mind that while the activities support physical and ethical literacy development, and align with the Learn to Train Stage of the Long-Term Development framework, what makes this a unique resource is that the key learning objectives require participants to understand how they can apply the True Sport Principles in all areas of their lives.

These True Sport activities can connect with your curriculum. We encourage you to modify activities as needed to best meet the outcomes in your physical education curricula and the needs of each and every participant.

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7 Empowering the Spirit. Seven Sacred Teachings. Retrieved from [Seven Grandfather Teachings First Nations Métis Inuit Student Education Resources Alberta Educators \(empoweringthespirit.ca\)](https://empoweringthespirit.ca) December 13, 2023.



For classroom teachers, this resource is most suited for generalist or new physical education teachers but can be adopted and used by all physical education teachers. Ideally, this resource can be used throughout the school year but implementing the activities early in your physical education programming can help build physical literacy, ethical literacy, and character skills throughout the year.

Along with developing physical and ethical literacy appropriate to the Learn to Train Stage, *The True Sport Experience* will:

1. Help educators understand the importance of being intentional in delivering True Sport experiences while they lead physical activities in physical education settings.
2. Encourage a participant-centred approach that acknowledges participant voice and involvement as central to the learning experience.
3. Highlight how a True Sport experience can exist in diverse settings and support participants' Physical Literacy.
4. Help educators understand how to design True Sport experiences where participants can develop their ethical literacy by reflecting on and evaluating their behaviour.
5. Provide examples of how True Sport activities that support physical and ethical literacy can fit within multiple sectors: physical education, classroom, youth sport, and recreation.
6. Support character education learning objectives in a school setting.
7. Highlight the connection between this resource and Canadian physical education curriculum outcomes.

## PARTICIPANT GROUPING CONSIDERATIONS

The following are important considerations for the activities in this resource:

- The majority of the activities presented in this resource work well with groups of fewer than 25 participants, but accommodations can be made for larger groups.
- As many of the activities in this resource are designed to be implemented with small groups, it is important to consider how to divide participants into groups inclusively. Using random group strategies such as a deck of cards or a random group generator are recommended.
- While these activities are geared toward participants in the Learn to Train Stage of development, these activities can be adapted to accommodate mixed age groups playing in one space.

## A NOTE ABOUT HEALTH AND SAFETY

Physical activity poses an inherent level of risk. It is important to ensure children and youth are provided with a safe environment to practice these activities. Safety should encompass physical, emotional, mental, and spiritual aspects of participants' well-being. Educators should be aware of the safety standards of their jurisdiction before implementing the activities. Educators should also implement the activities as described, in a well-planned manner, to offer developmentally appropriate experiences that minimize the risk of accident and injury.<sup>8</sup>

The seven True Sport Principles are underpinned by the expectation that participant safety is paramount. When performing the activities described in this resource, choose the recommended spaces and equipment, be sensible, be cautious — stay safe and have fun.

*“How we treat others, how we strive to do our best, how we help others participate and grow in the game are fundamental parts of the lived enjoyment of sport.*

*“Continual reinforcement of the True Sport Principles makes it easy for [participants] to do the right thing at the right time. The principles provide young people with a roadmap to help them make decisions and solve problems.”*

**~ Bryan Merrett, True Sport Champion**

8 PHE Canada. Physical Education Activities. Retrieved from <https://phecanada.ca/teaching-tools/physical-education-activities> on July 29, 2020.



# GO FOR IT ACTIVITIES

*Rise to the challenge — always strive for excellence.  
Be persistent and discover how good you can be.*





## ACTIVITY OVERVIEW

| ACTIVITY NAME                                 | GRADE LEVELS | EQUIPMENT  | PAGES |
|---|--------------|--|-------|
| <b>ACTIVITY 1:<br/>Travel to<br/>the Moon</b> | Grades 4–6   | <ul style="list-style-type: none"> <li>→ Boundary line markers, such as cones or painted lines</li> <li>→ 3 Hula Hoops per 4–6 participants</li> </ul>   | 12–15 |
| <b>ACTIVITY 2:<br/>Satellite</b>              | Grades 4–6   | <ul style="list-style-type: none"> <li>→ At least 12 Hula Hoops</li> <li>→ Many soft or foam balls</li> <li>→ 4 cones</li> <li>→ 4 volleyballs (or similar ball)</li> <li>→ Boundary line markers, such as cones or painted lines</li> </ul> | 16–19 |
| <b>ACTIVITY 3:<br/>Meet the<br/>Challenge</b> | Grades 4–6   | <ul style="list-style-type: none"> <li>→ No equipment needed</li> </ul>  | 20–23 |
| <b>ACTIVITY 4:<br/>Catch Up</b>               | Grades 4–6   | <ul style="list-style-type: none"> <li>→ 4 base markers or cones</li> </ul>  | 24–27 |
| <b>ACTIVITY 5:<br/>It Takes Two</b>           | Grades 4–6   | <ul style="list-style-type: none"> <li>→ No equipment needed</li> </ul>  | 28–31 |

# GO FOR IT ACTIVITY 1: Travel to the Moon

## ACTIVITY DESCRIPTION

A problem-solving, cooperative team game in which team members need to use rocket ships to travel to the moon.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

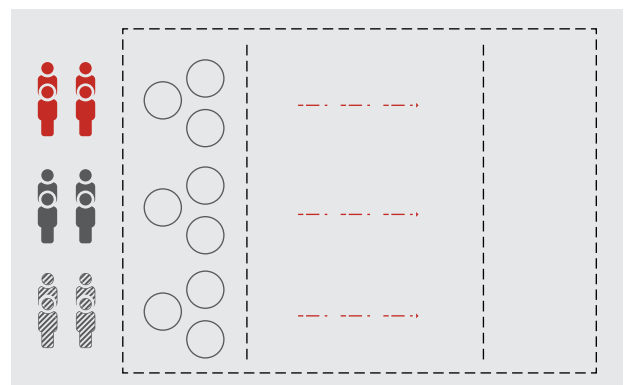
|   |   |
|---|---|
| <p><b>True Sport:<br/>Go For It</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Be persistent in striving for excellence and rising to a challenge.</li> <li>• Consider the effects of individual contributions on striving towards a team goal.</li> <li>• Direct their individual physical and mental effort towards reaching a team goal.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>          | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Take responsibility for their actions related to the individual effort they put forth toward the group's goal.</li> </ul>  |
| <p><b>Physical Literacy</b></p>         | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Manage their bodies while in close proximity to others.</li> <li>• Maintain body control while changing positions.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Bend</li> <li>• Twist</li> <li>• Body and spatial awareness</li> </ul> |

## EQUIPMENT

- Boundary line markers such as cones or painted lines
- 3 Hula Hoops per 4–6 participants

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up: — — — →





**ACTIVITY INSTRUCTIONS**

|                        |   |
|------------------------|---|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Some problems have one solution or a “right” answer while other problems have several possible solutions. Compile a list with examples of both types of problems.</li> <li>• When a group is faced with a problem, it’s valuable for every member of the group to have shared ownership of the solution. This can involve individuals providing initial ideas, questioning, adapting ideas, and communicating in a respectful manner. Work with your group to ensure shared ownership is possible.</li> </ul>  |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Each team of four to six participants has three rocket ships (Hula Hoops).</li> <li>• Teams begin in the “launch pad” (the area behind the starting line).</li> <li>• The goal is to “blast off” from the launch pad and use the rocket ships to travel through space (the playing area) to the moon (the area beyond the finish line).</li> <li>• Introduce these rules:             <ul style="list-style-type: none"> <li>• Everyone on the team must get from the launch pad to the moon in a rocket ship (Hula Hoop).</li> <li>• Hula Hoops can only be entered when empty. If multiple participants are travelling together, they must enter at the same time.</li> <li>• Hula Hoops may not be thrown.</li> <li>• If someone steps or falls out of the rocket ship, everyone in that rocket ship must return to the launch pad to attempt the task again.</li> </ul> </li> <li>• Before beginning, allow teams a few minutes to discuss ideas on how to accomplish the goal. Give a one-minute warning for them to decide on their final plan.</li> <li>• This is not a race but a challenge to accomplish the goal.</li> </ul> |

*Continued on the next page*

**Consolidate*****True Sport Principle: Go For It***

Example question to ask participants:

- Did you contribute your own ideas or adapt someone else's idea in the problem-solving process?

Discussion Prompt:

- "It's difficult to anticipate how our own suggested solution may impact another person's thought process."

***Ethical Literacy***

Example questions to ask participants:

- Whether your progress through space was smooth or turbulent, how did your interactions with your shipmates affect the group?
- Did your words and actions help the group's performance or did they make the challenge even more difficult?

Discussion Prompt:

- "When a group faces a problem, our individual effort impacts the group as a whole. This impact can be positive or negative."

***Physical Literacy***

Example questions to ask participants:

- Did you find it easy or difficult to maintain your position in each of the rocket ships?
- What made it easy and what made it more difficult?

Discussion Prompts:

- "Being in a confined space with others requires us to be aware of our bodies in space and in relation to others."
- "Our body movements have an impact on other people in close proximity."



## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Informal formative assessment: Ask participants to reflect on their experiences and consider one challenge in their rocket ship experience and one reason for their rocket's success. Recognize and discuss the importance of individual contributions and efforts towards reaching a team goal. If sharing aloud, individuals' names are not to be shared in this exchange.

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants and give feedback based on skill combinations and movements. Recognize and discuss physical movements that allow for the space crews and rocket ships to move smoothly through space.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Go For It and Ethical Literacy***

- Depending on the success rate of the individual ships, it may be more beneficial for the shipmates to share their observations with each other following the activity.
- Use a "talking piece" (an item to pass around the circle of shipmates) during the initial brainstorming process. Each participant speaks only when they are holding the talking piece. This helps ensure ideas are shared, questions are asked, and respectful communication is performed by everyone.

### ***Physical Literacy***

- Set a minimum distance that each of the rocket ships must stay apart from each other.
- Challenge each space crew to have only one foot on the ground at a time.
- Challenge each space crew to have an elbow always hooked with a partner.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Many situations exist in physical education in which participants have a problem to solve together. Each person's respectful contribution, whether it be verbal, mental, or physical, is of value.
- Ensure playing area and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Vary the number of rocket ships and/or the number of space crew on each rocket ship.

### **Classroom**

- A talking piece can be a valuable tool in the classroom during small group work, class meetings, and restorative conversations.

### **Sport**

- In sport, participants are frequently required to communicate effectively, change body position, quickly maintain balance, and safely be in proximity with others.

# GO FOR IT ACTIVITY 2: Satellite

## ACTIVITY DESCRIPTION

A team game involving throwing, defending, and working together to build “satellites” made from Hula Hoops.

**GRADE LEVELS:** 4–6

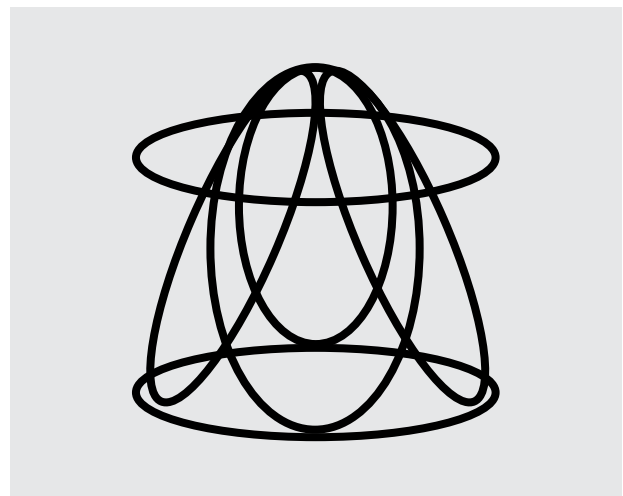
## LEARNING OBJECTIVES

|   |  |
|---|--|
| <p><b>True Sport:<br/>Go For It</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Be persistent in striving for excellence and rising to a challenge.</li> <li>• Play an active role as a team member, working on offense, defense, and/or collaborating to build structures to reach a goal.</li> <li>• Analyze how every member of a team plays an important role.</li> <li>• Understand that different roles can reflect participants’ varying skill and interest levels.</li> </ul>                                   |
| <p><b>Ethical Literacy</b></p>          | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Choose a role to play on their team and work collaboratively and attentively to perform their task for the betterment of their team.</li> </ul>   |
| <p><b>Physical Literacy</b></p>         | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Move quickly to gather objects and perform proper throwing technique (i.e., stepping with the opposite foot).</li> <li>• Be aware of the space and moving objects around them to maintain safety while defending structures.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Throw (manipulative)</li> <li>• Defend (non-locomotor)</li> <li>• Run (locomotor)</li> </ul> |

## EQUIPMENT

- At least 12 Hula Hoops (6 per satellite)
- Many soft or foam balls
- 4 cones
- 4 volleyballs (or similar ball) which can rest on top of the cones
- Boundary line markers, such as cones or painted lines, to show the middle of the playing space

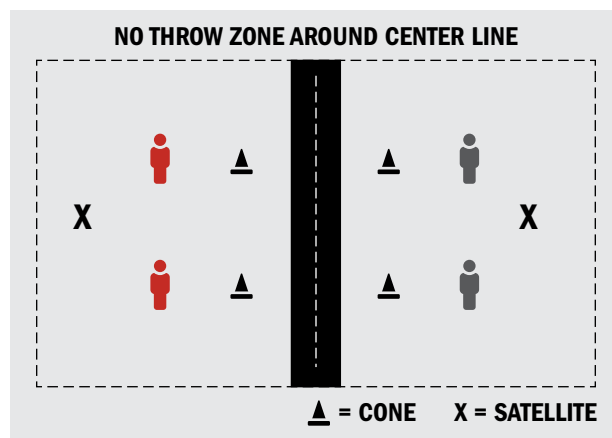
**Satellite structure:** One hoop lays flat on the ground. Two hoops lean into each other from “3 o’clock” and “9 o’clock.” Two hoops lean into each other from “6 o’clock” and “12 o’clock.” A final hoop rests on top of these four hoops. →





## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor) large enough to allow for balls to be thrown safely. See diagram for set up. — — — — — →



## ACTIVITY INSTRUCTIONS

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Ask participants to think of and share a few situations in which a group of people has a common goal with a variety of tasks for the group members to perform (e.g., hosting a party, running a restaurant, putting on a play).</li> <li>• Facilitate discussion on the term <i>comfort zone</i> and define it as a group.</li> <li>• Discuss the necessity of distinct tasks for a group to meet a common goal.</li> <li>• Discuss how every individual has their own interest level and skill level for different tasks and mention the value in pushing ourselves beyond our comfort zones.</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Using boundary line markers, divide the playing space in half with one team on each side.</li> <li>• Depending on the type of balls being thrown and the throwing ability of the participants, each team has two cones on their side approximately four to six meters from the midline.</li> <li>• Each cone has a volleyball resting on top. These are the “moons.”</li> <li>• Each team also builds a Hula Hoop satellite on their side. If additional hoops are available, each team may build a second satellite.</li> <li>• Satellites are built as shown in the diagram above.</li> <li>• Balls are scattered throughout the playing area.</li> <li>• On the starting signal, players attempt to knock down their opponent’s moons and satellites by throwing the balls.</li> <li>• As long as a team has a moon on a cone, they are allowed to rebuild or build a satellite when it is knocked down. If both moons are down, they are not allowed to rebuild.</li> <li>• When a team’s moons and satellite are all down, that round is over.</li> <li>• Encourage participants to switch roles (defender, builder, retriever, thrower) with each new round.</li> </ul> |

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## Consolidate

### ***True Sport Principle: Go For It***

Example questions to ask participants:

- How did you feel about the different roles and the variety of roles you had when you played in this game?
- Was there one role you felt most excited about? Did this affect your performance and contribution to the team? If so, how?

Discussion Prompt:

- “Sometimes we are in a position to do a task that we’re not very excited about. What we do with this responsibility affects us personally and it affects the group we are part of.”

### ***Ethical Literacy***

Example questions to ask participants:

- Did you have any struggles with your teammates on deciding who was going to execute each role?
- What strategy can you use when there is a role no one on your team wants to perform?

Discussion Prompt:

- “Making decisions can be challenging when working with others and it’s important we make decisions that align with our values and take responsibility for our choices.”

### ***Physical Literacy***

Example questions to ask participants:

- Which role did you feel most energized about performing?
- How do your interest level and skill level impact your physical performance in an activity?

Discussion Prompts:

- “I noticed someone struggling to build satellites alone, but then *(insert name)* joined in on the building process and it was quite successful. Cooperation, or working together, can greatly benefit a team.”
- “Team success often requires us to step out of our comfort zones and challenge ourselves.”

## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Informal formative assessment: When a round of the activity has finished, ask participants to turn to someone who was performing the same role as them (thrower, defender, builder, retriever) and give them a piece of specific, positive feedback regarding their performance of that task. Ask participants to consider how their individual performance had an impact on the success of their entire team.

### ***Skill Combinations & Movement Concepts***

- Informal formative assessment: Observe participants and give specific feedback based on their performance (i.e., stepping toward the target with the opposite leg when throwing, bending knees in a defensive position, maintaining safe body position in relation to others and objects.)

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Go For It and Ethical Literacy***

- In an effort to move the game along, teammates could be assigned to the roles and then told which roles to rotate to each round.

### ***Physical Literacy***

- Adjust the spacing of the satellites and moons based on the skill level and number of participants.
- More proficient groups can be challenged to throw with their non-dominant hand.
- Adjust the size of the soft ball to fit the skill level of the participants.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- Ensure playing area and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- Apply the concept of group work with individual roles to classroom activities. Timekeeper, researcher, writer, oral presenter, etc., are all roles that can be applied in a classroom. We can demonstrate our interest and proficient skills in some situations. In others, we are asked to push ourselves beyond our comfort zone.

### **Sport**

- Emphasis can be placed on defensive positioning and on throwing with accuracy to a target.

# GO FOR IT ACTIVITY 3: Meet the Challenge

## ACTIVITY DESCRIPTION

A variety of whole group physical challenges.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|   |  |
|---|--|
| <b><i>True Sport:<br/>Go For It</i></b> | Participants will: <ul style="list-style-type: none"><li>• Be persistent in striving for excellence and rising to a challenge.</li><li>• Direct their individual effort towards a team goal.</li><li>• Use verbal communication to work through the process of getting information, adjusting, and accomplishing a goal.</li></ul>   |
| <b><i>Ethical Literacy</i></b>          | Participants will: <ul style="list-style-type: none"><li>• Cooperate with teammates.</li><li>• Recognize that their individual involvement matters to the success of the group.</li></ul>  |
| <b><i>Physical Literacy</i></b>         | Participants will: <ul style="list-style-type: none"><li>• Safely manage their bodies in relation to others.</li><li>• Understand how challenging themselves can lead to team success.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Balance</li><li>• Spatial awareness</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Core strength, stability, and body control</li></ul> |

## EQUIPMENT

→ No equipment needed

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor)

## ACTIVITY INSTRUCTIONS

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Consider a situation in which every individual needs to be “on board” for the group to be successful.</li> <li>• Communication is essential to making this happen. Words may be written or spoken, but everyone needs to know what is expected of them in each physical challenge.</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• <b>Line Up:</b> The group mingles, walking in general space. On the signal, they are asked to line up in a single-file line by height. Given the visual information, not much verbal interaction is necessary. The group mingles again until the next signal to line up, this time in alphabetical order of first name. Depending on how well the group knows each other, this might also be possible without much verbal interaction. Mingle again and line up by birthdate (much more verbal interaction will be required).</li> <li>• <b>Circle Sit*:</b> All participants stand shoulder to shoulder in a circle, then turn to face clockwise. On the signal, everyone sits down simultaneously so they are sitting on the lap of the person behind them. Multiple attempts with slight adjustments may be necessary to achieve a fully seated circle.</li> <li>• <b>Centipede*:</b> One participant begins in a hands-and-knees position. A second participant in hands-and-knees position in front of the first participant then places their ankles on the shoulders of the first participant. This continues in a line of three to six people (or more!). Each “centipede” then attempts to travel forward, maintaining the ankles-on-shoulders positions.</li> <li>• <b>Tunnel:</b> All participants line up (three to five feet apart) and stand with their legs apart. The participant at the back of the line moves through/under everyone’s legs until they reach the front of the line, where they become the front of the tunnel. The process is repeated until everyone has travelled through the tunnel.</li> <li>• <b>Follow Me:</b> One participant is chosen as the leader and directs the rest of the group through a variety of movements (e.g., run on the spot, hop, take three steps in one direction). The leader calls out the movement, demonstrates it, and then encourages all participants to copy the movement.</li> <li>• <b>*Note:</b> Given the close proximity required for some of these activities, it is important to give participants the option to participate only if comfortable. Encourage a “challenge by choice” environment, whereby participants set their own goals and choose the extent to which they participate.</li> </ul> |

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|                    |   |
|--------------------|---|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• What did you notice about how much you spoke during each of these challenges?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “How well group members know each other may affect the quantity and quality of communication within a group.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you take an active role in meeting the challenges or did you take a more passive role?</li> <li>• How were you actively involved and how were you passively involved?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “When we are involved in meeting a challenge with others, we are responsible for our own actions that will influence the success of the group.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How did body control and spatial awareness play a role in each of these challenges?</li> <li>• Did you feel that your level of core strength and balance allowed for these challenges to be accomplished easily or were they difficult challenges to meet?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “When we are aware of our bodies in space and have muscular control of our bodies, we can stay safer, ensure the safety of those around us, and be more successful meeting physical challenges.”</li> <li>• “Giving attention to our bodies plays an important role in our success as an individual and as a member of a group.”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

→ Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge. Were you able to persist when the activity was challenging or when there was a breakdown in communication?

→ Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- What feedback, information, or direction did you give a teammate during an activity?
- Did you feel that your verbal participation contributed to the group’s performance?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants and give feedback based on their balance and strength throughout the activities.
- Informal formative assessment: Observe participants and give feedback based on their body control and spatial awareness during the activities.

## **DIFFERENTIATED INSTRUCTION**

### ***True Sport Principle: Go For It and Ethical Literacy***

- Challenge the group by reducing the number of participants allowed to talk (e.g., half of the group or one person per group).

### ***Physical Literacy***

- Modify the degree of difficulty for each of the activities by adjusting the number of participants. The fewer the students the easier it will be to remain aware of their surroundings and positioning.
- Once students demonstrate good spatial awareness, small groups could compete against each other to see who can meet the challenge first. Or whole group challenges could be timed to try to beat previous times.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- The Line Up challenge could be used anytime during class when having a line of students is necessary (e.g., when students are preparing to leave).
- The Centipede, Tunnel, or Follow Me challenges could be used as a warm-up exercise prior to other activities.

### **Classroom**

- Once the class is at a mastery level with the Circle Sit challenge, it could be used during short instructional times.

### **Sport**

- Once the team is at a mastery level with the Circle Sit challenge, it could be used during short instructional times.

### **Recreation**

- Challenge the participants to create their own similar whole group or small group physical challenges.





# GO FOR IT ACTIVITY 4: Catch Up

## ACTIVITY DESCRIPTION

A relay-style, speed interval team game. Team members take turns running around four bases, trying to catch up to the opposing team members who are running ahead of them.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

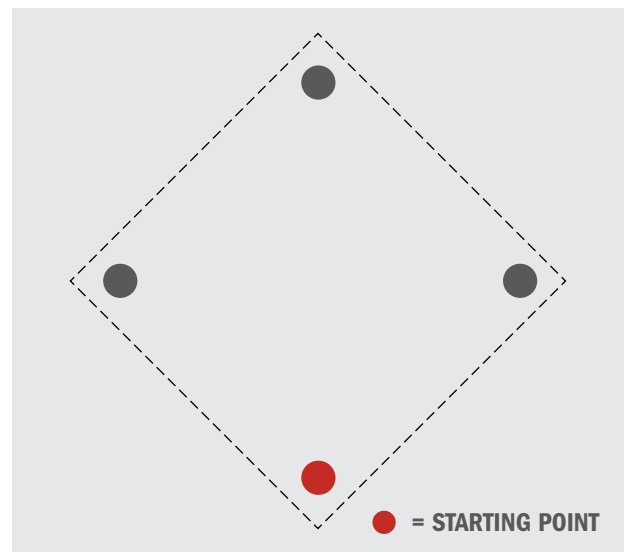
|   |   |
|---|---|
| <p><b>True Sport:<br/>Go For It</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Be persistent in striving for excellence and rising to a challenge.</li> <li>• Direct their individual effort towards a team goal.</li> <li>• Consider the effects of individual contributions, both physically and socially, on striving towards a team goal.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>          | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Take responsibility for their actions related to the individual effort they put forth toward the group's goal.</li> </ul>  |
| <p><b>Physical Literacy</b></p>         | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Execute safe, fast fundamental movement skills and skill combinations around the bases and in proximity to other runners.</li> <li>• Understand how challenging themselves can lead to physical benefits.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Run</li> <li>• Skip</li> <li>• Gallop</li> <li>• Karaoke steps (crossovers)</li> </ul> |

## EQUIPMENT

→ 4 base markers or cones

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) large enough to allow for safe baserunning. See diagram for set up. →





**ACTIVITY INSTRUCTIONS**

|                        |   |
|------------------------|---|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Ask participants to consider a time when they faced a challenge and felt pride in the effort they put into meeting that challenge. Ask what motivated them to try their best.</li> <li>• Facilitate a discussion on how individual members of a team can either contribute to or take away from a team’s progress towards a goal.</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• The four bases or cones are set up as the bases in a baseball field.</li> <li>• Divide the group into two teams. Then divide teams into pairs.</li> <li>• Half of the participants line up in their pairs behind one of the bases (e.g., home plate). The other half line up behind the opposite base (e.g., second base). The lines of participants must not interfere with the base running path.</li> <li>• On the starting signal, the first pair in each line runs counter-clockwise at the same pace (i.e., side-by-side), touching all four bases (or running behind all four cones) while trying to catch up to the pair from the opposite team.</li> <li>• When a pair returns to their starting base, they tag the next pair who begin their run around the bases. The pair that finished go to the back of their team’s line.</li> <li>• When a pair catches up to and passes their opponent from the other team, the round is over and a new round begins.</li> <li>• To add variety to the activity, change the method of locomotion or combine several locomotor skills.</li> <li>• Every participant should travel in the same manner in every round.</li> <li>• Remind participants to maintain proper form if you change locomotor skills as they will be doing them at speed.</li> <li>• <b>Note:</b> Depending on the number of participants, and as space allows, set up additional games to allow for more running time and less waiting time. This activity works best with groups of less than 25.</li> </ul> |

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|                    |  |
|--------------------|--|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Results aside, how do you feel about the effort you contributed to your team?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “When we have a challenge ahead of us, we feel best about ourselves when we strive for excellence.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Whether you were caught by someone or you successfully caught someone, how did your interactions with your teammates affect the team?</li> <li>• Did your words and actions help the team’s performance, or did they make the challenge even more difficult to go through?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “When we face a challenge as a team, our individual effort impacts the team as a whole.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How did it feel to move as fast as you could when it was your turn?</li> <li>• What did you notice about your performance with the various locomotor movements? How did you persist if movements were challenging?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “When we are moving our fastest and turning corners, we need to allow for additional space to make the turns.”</li> <li>• “When skipping, galloping, and doing karaoke, our body is performing a pattern of movements. Sometimes we need to focus on our movements a little more to make sure we are doing the patterns correctly.”</li> </ul> |
|--------------------|--|

## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

→ Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.

→ Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- Did you put forth your best physical effort in “Catch Up?” Why or why not? How did your words and actions contribute to your team’s success?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants and give feedback based on their physical involvement.
- Informal formative assessment: Observe participants and give feedback based on their level of encouragement to their teammates.

## **DIFFERENTIATED INSTRUCTION**

### ***True Sport Principle: Go For It and Ethical Literacy***

- Modify the “exit slip” assessment so that participants have the option of expressing their self-perceived level of physical effort visually rather than writing them down. Participants may rate their physical effort with a thumbs up, thumbs down, or anywhere in between.
- Modify the “exit slip” assessment so they share their thoughts on how individual’s words and actions impact teammates with a partner.

### ***Physical Literacy***

- Vary the distances run by making the running paths longer or shorter on each field.
- Challenge groups by changing the method of locomotion.
- Allow for a team to be “passed” more than one time in per round. For example, begin a new round once a team has been passed three times.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- Consider using writing time in the classroom to explore participant’s feelings on “Go For It”, so as not to take away from playing time.

### **Classroom**

- Once back in the classroom, take additional time to reinforce the benefits of putting forth our best effort to help participants see how their efforts impact their feelings about themselves and how their efforts impact the performance of their team.

### **Sport**

- Emphasis on speed, running paths, and proximity to other players can be incorporated into a variety of sport applications.

# GO FOR IT ACTIVITY 5: It Takes Two

## ACTIVITY DESCRIPTION

A variety of physical challenges with a partner.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|   |   |
|---|---|
| <b><i>True Sport:<br/>Go For It</i></b> | Participants will: <ul style="list-style-type: none"><li>• Be persistent in striving for excellence and rising to a challenge.</li><li>• Direct their individual effort toward a shared goal.</li><li>• Recognize that their success as a partnership is dependent upon their individual effort.</li></ul>  |
| <b><i>Ethical Literacy</i></b>          | Participants will: <ul style="list-style-type: none"><li>• Cooperate with their partner while providing and being receptive to constructive feedback in order to accomplish the goal.</li></ul>   |
| <b><i>Physical Literacy</i></b>         | Participants will: <ul style="list-style-type: none"><li>• Safely manage their body in relation to their partner.</li><li>• Understand how challenging themselves physically can lead to success in a partnership.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Rhythm</li><li>• Balance</li><li>• Spatial awareness</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Overall strength</li><li>• Core strength</li></ul> |

## EQUIPMENT

→ No equipment required

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) with ground surface appropriate for rolling

## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Invite participants to reflect on whether they are the type of person who generally likes to do things on their own or whether they prefer to take on tasks with someone else.</li><li>• Discuss challenges and benefits of working on a project with a partner. Consider how the amount of time, task delegation, and communication required for the project may change.</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• <b>Windmills:</b> Participants stand facing each other, torsos slightly twisted with one arm extended forward and one extended backward. Each participant simultaneously spins their arms in a backward motion, alternating right and left, much like a windmill. The goal is to spin all four arms as quickly as possible without touching each other.</li><li>• <b>V-Sit Roll About:</b> Participants sit back-to-back in a v-sit position, each holding the underside of their legs with their hands. Simultaneously, both partners roll to their right side, onto their back, and around to the other partner's spot while continuously holding their legs in a v-position. The goal is to do as many consecutive rolls as they can without touching each other.</li><li>• <b>Back Me Up:</b> Participants sit back-to-back with elbows hooked and legs extended. The goal is to stand up together while maintaining the "hooked" position. Once this is accomplished, the partners then return to a seated position together.</li><li>• <b>Parallelogram:</b> Participants get into a side-by-side plank position with their partner. They should be facing different ways — one partner's head should be lined up with the other's feet. Partners attempt to balance in a "parallelogram" by lifting one hand to hold on to their partner's raised ankle. The goal is to maintain a steady position, with just four touch points on the floor (one hand and one foot each).</li><li>• To add an additional challenge, ask participants to hold the positions for longer with each attempt.</li><li>• <b>Note:</b> Given the close proximity required for some of the above, it is important to give participants the option to participate only if comfortable. Encourage a "challenge by choice" environment, whereby participants set their own goals and choose the extent which they participate.</li></ul> |

*Continued on the next page*

|                    |   |
|--------------------|---|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Were you open to attempting all of these challenges?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Whether we are excited or hesitant to begin a task, our attitude towards it can affect others positively or negatively.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Evaluate how you felt when you were receiving feedback from your partner. Were you open to receiving it?</li> <li>• Is there anything you would change about the way in which you gave feedback to your partner?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “When working with a partner, it is a valuable practice to consider how our words are heard by the other person.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Which movement skill did you need more attempts to perform? Body control throughout the movement, strength, or spatial awareness?</li> <li>• How could you improve your performance on the activity which you found to be most challenging?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “We are capable of changing the structure and the function of our bodies.”</li> <li>• “When we get to be physically active with other people, these improvements in our bodies have the potential of happening more quickly and enjoyably.”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to persist and strive for excellence when facing a challenge.
- Informal formative assessment: Ask participants to reflect on the importance of working cooperatively to persist in accomplishing a shared goal.

→ Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- Other than using physical skills, what helped you and your partner be successful?
- Was there balance between the amount of feedback you gave and received with your partner?



### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe partnerships and give feedback based on their rhythm/timing during Windmills.
- Informal formative assessment: Observe partnerships and give feedback based on their strength and stability during Parallelograms.

### **DIFFERENTIATED INSTRUCTION**

#### ***True Sport Principle: Go For It and Ethical Literacy***

- Rather than staying with the same partner for all four challenges, participants can be asked to switch partners, work with someone from a different class, or find someone who was born in the same month.

#### ***Physical Literacy***

- Back Me Up can be attempted with each partner using one leg only.
- V-Sit Roll Around and Back Me Up can be attempted in groups of three.

### **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

#### **Classroom**

- Use a warm-up Windmill at the beginning of all partner work.

#### **Sport**

- Challenges can be used as a warm-up, strengthening exercise, and trust-building activity.

#### **Recreation**

- Encourage the participants to create their own similar partner physical challenges.



# PLAY FAIR ACTIVITIES

*Understand, respect, and follow the rules.  
Play with integrity — competition is only  
meaningful when it is fair.*





## ACTIVITY OVERVIEW

| ACTIVITY NAME  | GRADE LEVELS | EQUIPMENT   | PAGES |
|--|--------------|---|-------|
| <b>ACTIVITY 1:</b><br>Flag Tag                         | Grades 4–6   | <ul style="list-style-type: none"> <li>• 1 waist flag per participant</li> <li>• Boundary line markers such as cones or painted lines</li> </ul>  | 34–37 |
| <b>ACTIVITY 2:</b><br>Epic Team Game                   | Grades 4–6   | <ul style="list-style-type: none"> <li>• 1–3 soft foam balls</li> <li>• 10 scooter boards</li> <li>• 8 pins</li> <li>• 8 Hula Hoops (optional)</li> <li>• Boundary line markers such as cones or painted lines</li> </ul> | 38–41 |
| <b>ACTIVITY 3:</b><br>I model my values by...          | Grades 4–6   | <ul style="list-style-type: none"> <li>• 1 space marker (poly spot or floor marker) per participant</li> <li>• 1 ball per participant (optional)</li> </ul>   | 42–45 |
| <b>ACTIVITY 4:</b><br>Rock, Paper, Scissors, Hoop Jump | Grades 4–6   | <ul style="list-style-type: none"> <li>• Several Hula Hoops (8 per group)</li> </ul>  | 46–49 |

# PLAY FAIR ACTIVITY 1: Flag Tag

## ACTIVITY DESCRIPTION

A whole group, non-elimination tag game.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

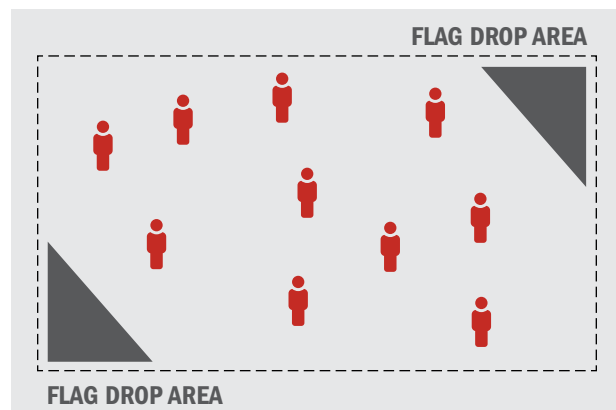
|  |  |
|--|--|
| <p><b>True Sport:</b><br/><b>Play Fair</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Play with integrity by understanding, respecting, and following the rules.</li> <li>• Demonstrate an understanding of the rules of the game by using flags in the appropriate way.</li> <li>• Play with integrity while moving to avert opponents and while defending their own flags.</li> </ul>   |
| <p><b>Ethical Literacy</b></p>                 | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Evaluate their individual actions during the game and determine how they met or did not meet the goal of playing fair.</li> <li>• Analyze the effects of individual actions on the collective level of success and enjoyment of a group game.</li> </ul>  |
| <p><b>Physical Literacy</b></p>                | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Safely manage their bodies while moving quickly in close proximity to others.</li> <li>• Use agility in both dodging and executing tags.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Run, walk, skip, gallop</li> <li>• Agility</li> <li>• Spatial awareness</li> </ul> |

## EQUIPMENT

- 1 waist flag per participant, such as a football flag.
- Boundary line markers such as cones or painted lines.

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up. →



## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Consider a situation in which directions are given, but not everyone follows them. Discuss what this might look like in relation to real life examples, like road driving rules.</li><li>• Attention to detail is valuable in many life situations as well as in game and sport situations. When every participant plays by the rules, everyone gets to enjoy a fair environment.</li></ul>  |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Every participant wears a waist flag (e.g., a flag football belt, or a strip of fabric tucked into the waistband). Flags should be placed on the sides of hips.</li><li>• The goal of the game is to always be in possession of a flag.</li><li>• On the starting signal, participants run within the playing area, evading opponents to avoid having their own flag taken while attempting to take other participants' flags.</li><li>• When a flag is taken from a participant, it is dropped to the ground in a dedicated space in one of the corners of the playing area to avoid any slipping hazards. The participant who takes the flag runs it into the "flag drop zone" and then runs back into play.</li><li>• Eventually, only one person will be wearing a flag.</li><li>• Flag rules:<ul style="list-style-type: none"><li>• Participants may not hold their flag to protect it.</li><li>• Flags must be hanging from waist to knee-level (or as low as the football belt flags go).</li><li>• Once a flag is on the ground, it may not be picked up. Note to identify flags as a potential slipping or tripping hazard.</li></ul></li><li>• <b>Note:</b> Some participants may feel uncomfortable with physical contact in this activity. Encourage a "challenge by choice" environment, whereby participants set their own goals and choose the extent to which they participate.</li></ul> |

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## Consolidate

### ***True Sport Principle: Play Fair***

Example questions to ask participants:

- Did you find the flag rules easy to follow? Is there a rule with which you struggled?
- What suggestions do you have for additional or adapted flag rules?

Discussion Prompt:

- “When every player knows the rules and plays by them, everyone involved is more likely to have a fun and enjoyable experience.”

### ***Ethical Literacy***

Example questions to ask participants:

- Did you take responsibility for your own actions when following the flag rules?
- How do you allow the actions of others, either positive or negative, to affect your own?

Discussion Prompts:

- “Our individual actions can set a good example for others.”
- “We honour competition and ourselves when we do not allow other people’s poor decisions to negatively impact our own.”

### ***Physical Literacy***

Example questions to ask participants:

- Agility is the ability to move the whole body with controlled changes in speed and direction in response to a stimulus. Give some examples of agility that you witnessed in the game.
- Why is agility valuable in a group game such as Flag Tag?

Discussion Prompts:

- “When we are aware of our bodies in space and have muscular control of our bodies, we can help create a safer playing environment and have more success in meeting physical challenges.”
- “When we are attentive to our bodies, we can be more successful at meeting the specific rules of a game and can help to ensure a fair playing experience.”



## ASSESSMENT

### *True Sport Principle: Play Fair and Ethical Literacy*

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - What did you do during Flag Tag that helped it to be a fair game?
  - What might you change to help the game be an even better group experience next time?

### *Skill Combinations and Movement Concepts*

- Informal formative assessment: Observe participants during the activity and give feedback based on their level of agility and body control in relation to others.

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Play Fair and Ethical Literacy*

- Lengthen the game and add a component of ethical literacy by adding the following rule: when a flag is stolen, participants may choose to give it to another player who does not have a flag instead of dropping it to the ground.
- If flags are given to fellow participants, they can be encouraged to say, “Thank you,” and, “You’re welcome.”

### *Physical Literacy*

- Change the methods of locomotion with each round of the game. In addition to running, participants could walk, skip, gallop, or combine movements. For example, add leaps or jumps to connect a walk to a skip.
- Introduce a ball for practice dribbling (with hands or feet) while attempting to take participant’s flags.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Flag Tag lends itself well to the incorporation of sport-specific skill practice. Participants can dribble (with hands or feet) while they play the game.
- Another option is for some players to not have a ball. They are the designated taggers. When a tagger gets another participant’s flag, they also get the ball the other participant is using.

### Sport

- Flag Tag lends itself well to being used within the sector of sport. A variety of sport-specific skills can be incorporated into the game while players are dodging and tagging.
- Emphasis can be placed on agility movements and defensive positioning.

### Recreation

- The number of participants in each game may be increased as you play. Begin with small group sizes, such as four to six participants per game. Gradually combine groups to increase the number of participants per game.



# PLAY FAIR ACTIVITY 2: Epic Team Game

## ACTIVITY DESCRIPTION

A two-team throwing, catching, and defending game. Teammates must cooperate to move a ball towards a target.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

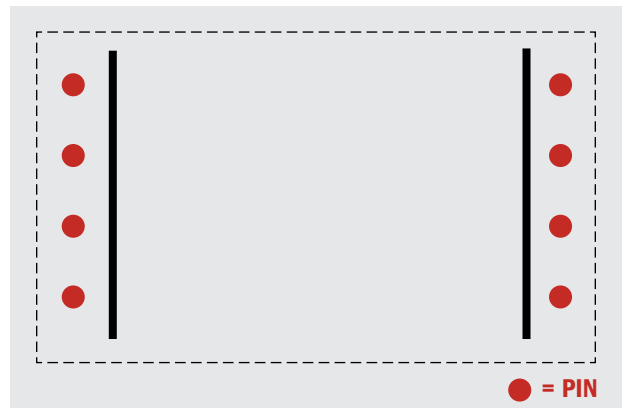
|  |  |
|--|--|
| <p><b>True Sport:</b><br/><b>Play Fair</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Play with integrity by understanding, respecting, and following the rules.</li> <li>• Follow the rules of the game for their team to succeed at moving a ball towards its target.</li> <li>• Referee themselves to ensure everyone has a fair playing experience.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>                 | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify the impact of their actions on their own integrity.</li> <li>• Analyze the effect of their actions on the fairness of the game.</li> </ul>   |
| <p><b>Physical Literacy</b></p>                | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Move to open positions to help their team move the ball towards its target.</li> <li>• Execute accurate throws and catches.</li> <li>• Safely move and position their bodies to defend targets against opponents.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Spatial awareness</li> <li>• Throw</li> <li>• Catch</li> <li>• Defend</li> </ul> |

## EQUIPMENT

- 1–3 soft foam balls
- 10 scooter boards
- 8 pins, such as bowling pins
- 8 Hula Hoops (optional)
- Boundary line markers such as cones or painted lines

## PLAYING AREA REQUIREMENTS

- Open space with surface appropriate for scooter boards (e.g., gymnasium floor). See diagram for set up. →





**ACTIVITY INSTRUCTIONS**

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Participants are asked to differentiate between circumstances in which they are told what to do and times when they take the initiative to act on their own with an understanding of rules and expectations. For example, being told, “Make your bed and take out the garbage,” versus making their bed and taking out the garbage without being told.</li> <li>• When we know the rules and act within the expectations on our own, we show responsibility, are empowered, and live as a person of integrity.</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Participants are divided into two teams.</li> <li>• Each team sets up four pins in their end zone.</li> <li>• Depending on the size of the playing space and number of participants, each team has five participants sitting on scooter boards and two participants defending pins while on their feet.</li> <li>• Defenders must stay at least a half metre away from their pins. This can be designated by placing a Hula Hoop around each pin.</li> <li>• A ball is tossed into the playing space and, on the starting signal, teams attempt to knock down the opposing team’s pins with a thrown ball.</li> <li>• When a participant is in possession of the ball, they are not allowed to make any forward, backward, or sideways motions with their scooter.</li> <li>• Participants are allowed to move their scooters ONLY while NOT in possession of the ball.</li> <li>• When a team’s pins are down, a new round of play begins.</li> <li>• Rules regarding the ball:             <ul style="list-style-type: none"> <li>• A loose ball is available to anyone.</li> <li>• When in possession of a ball, participants must throw it within three to five seconds.</li> <li>• When in possession of a ball, no one else may touch the ball.</li> <li>• When the ball goes out of bounds by one team, it is thrown back into play by the opposing team.</li> </ul> </li> </ul> |

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| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you act as your own referee? If so, what did you call yourself on?</li> <li>• Was there a time when someone else called you on a broken rule?</li> <li>• Was it difficult to follow all the rules? Which ones were the most difficult to follow?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “We can give corrections to ourselves and to teammates. This helps ensure competition is fair and enjoyable.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• If you acted as a referee for someone else, did you make the call in a way that maintained the flow of the game?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Whether to ourselves or another participant, it matters how we make calls or give corrections. Focus on being constructive.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• What strategies helped your team move the ball quickly down the court?</li> <li>• What did you notice about your ability to move, throw, and catch while on the scooter compared to on your feet?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “The “epic-ness” of the Epic Team Game lies within the requirement for every participant to be actively involved and to follow the rules.”</li> <li>• “While on a scooter board, our muscles are challenged to move in a different way and maintain our balance.”</li> </ul> |
|---------------------------|---|

**ASSESSMENT**

***True Sport Principle: Play Fair and Ethical Literacy***

→ Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).

→ Informal formative assessment: Turn and share with a teammate:

- Did you take ownership of your actions and make calls on yourself when necessary?
- Did you notice your teammates doing this? Whether yes or no, how did this make you feel about the fairness of competition?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants during the activity and give feedback regarding their throwing technique and positioning on the scooters in open spaces.

## **DIFFERENTIATED INSTRUCTION**

### ***True Sport Principle: Play Fair and Ethical Literacy***

- It may be challenging to provide constructive feedback to oneself and others, so providing examples of what to say could be beneficial.

### ***Physical Literacy***

- The type of ball can be adapted in the Epic Team Game. Beach balls, or another light ball, could be used to slow the pace of the game.
- If scooter boards are not available, the game can be played while participants are on their feet or in crab position. The same rule applies in that no one can take successive steps while in possession of the ball.
- Change the throwing technique (i.e., overhand vs. underhand).

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- To ensure every participant's involvement, a requirement can be added that every participant must have possession of the ball prior to a pin being knocked down.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- The number of balls can be adjusted depending on the number of participants and space available. More balls will lead to more active participation.

### **Sport**

- The Epic Team Game can be used to teach defense positioning and offensive strategy in a variety of sport situations.
- The type of ball can also be adapted to the sport (e.g., soccer ball, football)

### **Classroom**

- Small groups can toss an item back and forth to each other when contributing ideas, solving problems, adding to writing pieces, etc.
- Ask participants when else in their lives it serves them and others well to do the right thing even when it's tempting to take a shortcut or go against the rules.

# PLAY FAIR ACTIVITY 3: I Model My Values By...

## ACTIVITY DESCRIPTION

A circle activity in which participants make statements and acknowledge the ways in which they model their values in sport.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

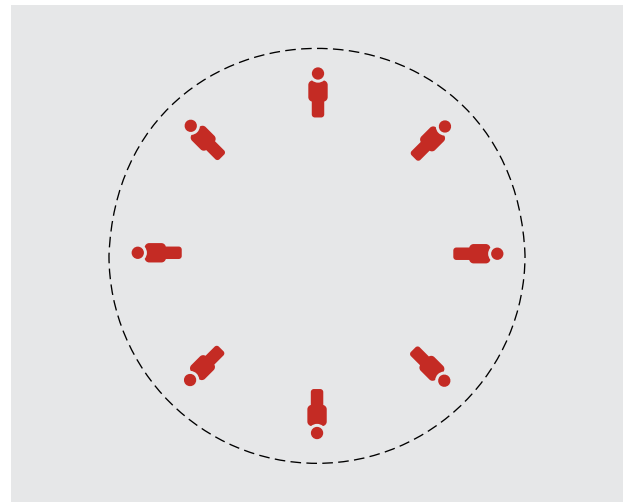
|                                  |  |
|----------------------------------|--|
| <b>True Sport:<br/>Play Fair</b> | Participants will: <ul style="list-style-type: none"><li>• Play with integrity by understanding, respecting, and following the rules.</li><li>• Analyze their participation in sport in relation to their values. Recognize the role values play in sport and how living by our values helps ensure fair competition.</li></ul>  |
| <b>Ethical Literacy</b>          | Participants will: <ul style="list-style-type: none"><li>• Honour the dignity of fellow participants by being respectful listeners.</li></ul>  |
| <b>Physical Literacy</b>         | Participants will: <ul style="list-style-type: none"><li>• Demonstrate body control and spatial awareness while moving through space in proximity to others.</li><li>• Execute accurate locomotor skills.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Run, skip, gallop, hop, crab walk, etc.</li><li>• Spatial awareness</li><li>• Balance</li></ul> |

## EQUIPMENT

- 1 space marker (e.g., poly spot or floor marker) per participant
- 1 ball per participant (optional)

## PLAYING AREA REQUIREMENTS

- Space (indoor or outdoor) large enough for participants to stand in a circle. See diagram for set up. →







## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"> <li>→ Introduce a well-known and respected coach and team whose actions demonstrate integrity. Discuss examples of which values are exemplified.</li> <li>→ Being a person of integrity and living by our values allows competition to be fair and sport to be meaningful.</li> </ul>  |
| <b>Activate</b> | <ul style="list-style-type: none"> <li>→ All participants are given a space marker (e.g., poly spot) and asked to stand in a circle approximately two arms' lengths apart.</li> <li>→ One participant is chosen to stand in the centre of the circle.</li> <li>→ Everyone else stands on their poly spot.</li> <li>→ The person in the centre says, "I model my values in sport by..." and states a specific way in which they have lived by one of their values in a sport situation (e.g., "I model the value of fairness in sport by thanking the officials after every game," or, "I model the value of honesty by calling the ball in or out accurately no matter if I'm winning or losing a tennis match").</li> <li>→ After each statement, all participants who identify with having exemplified that value in a similar manner move to a different poly spot and the participant standing in the centre swaps with the last person to get to their new spot.</li> <li>→ The new participant in the centre says their own statement and the activity continues.</li> <li>→ As an added component to the activity, the participant in the centre calls out how the participants have to move (e.g., run, gallop, hop, skip, crawl, crab walk).</li> <li>→ The participant in the centre can also specify how everyone is to stand on their poly spot (e.g., a one-, two-, or three-point balance at a variety of levels).</li> </ul> |

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|                    |   |
|--------------------|---|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Of the other participant’s statements, which modeling example did you most admire?</li> <li>• How might this activity impact your future actions in sport?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Our strength to stand up and live by our values can lead to others doing the same.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Evaluate your reactions (verbal and non-verbal) to other’s examples. Did you honour their dignity and appreciate their bravery in sharing?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “It’s certainly okay to compliment or cheer on a peer who shares how they model their values in ways that enhance everyone’s sport experiences. Be the person who celebrates when people are playing fair!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you maintain your locomotor form even when you were trying to get to a poly spot quickly?</li> <li>• Were you able to maintain a balanced position while the person in the centre was thinking of and sharing their value?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “The speed at which we perform a movement skill should not detract from its accurate execution.”</li> <li>• “Focusing our attention on our own bodies and focusing our eyes on a non-moving object in front of us helps us maintain balance.”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - Which example of modeling your values were you most proud to share?
  - Which example given by someone else are you looking forward to demonstrating yourself?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Watch as participants perform their locomotor movements, giving cues to execute them accurately as needed.
- Informal formative assessment: Provide possible strategies, as needed, as participants work to maintain balance poses.



## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Play Fair and Ethical Literacy**

- After completing a full round of “I model my values in sport by...”, participants can apply the values they have learned through sport to other aspects of their lives.
- This may be done through a “think-pair-share” or by playing a new round of the activity. The participant in the centre completes the sentence, “I model the values I’ve learned in sport by...” (e.g., “marking my math paper correctly when we do a self-check,” or, “thanking the bus driver every time I get off the bus.”).

### **Physical Literacy**

- The playing circle may be made smaller or larger to vary the distances traveled and the amount of space available in which to move.
- To incorporate further skill practice, every participant could use a ball during the activity. Dribbling with hands or feet, or tossing and catching to self, can be done while travelling.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Sport**

- Team members (and coaches) can use specific examples related to practice activities, experiences in previous games, etc.

### **Classroom**

- If participants have not had much sporting experience, broaden the modeling examples to reach more areas than sport (e.g., recess, physical education, playing outside with friends).
- Provide examples of how our values are demonstrated through our actions in the classroom, at home, and throughout other areas of our lives.



# PLAY FAIR ACTIVITY 4: Rock, Paper, Scissors, Hoop Jump

## ACTIVITY DESCRIPTION

A team game in which participants hold one-on-one rock, paper, scissors competitions to try to jump their way to the end of a row of hoops.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

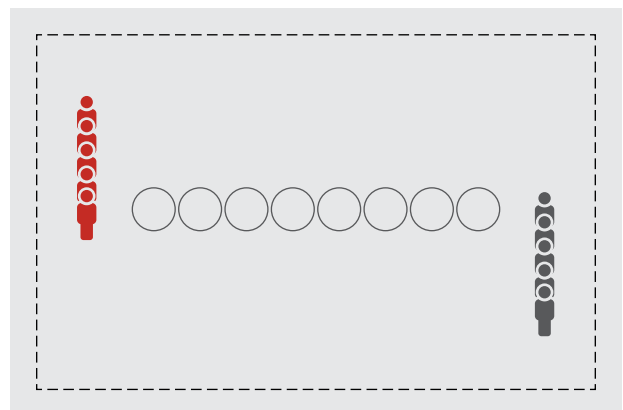
|                                  |   |
|----------------------------------|---|
| <b>True Sport:<br/>Play Fair</b> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Play with integrity by understanding, respecting, and following the rules.</li> <li>• Evaluate the level of integrity by which they participate in self-regulated games.</li> </ul>  |
| <b>Ethical Literacy</b>          | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Analyze their actions displayed during gameplay in relation to the values by which they want the game to be played.</li> </ul>   |
| <b>Physical Literacy</b>         | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Demonstrate body control while moving towards competitors.</li> <li>• Execute accurate locomotor skills.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Jump, hop, leap</li> <li>• Body control</li> <li>• Balance</li> </ul> |

## EQUIPMENT

→ Several Hula Hoops (8 per group)

## PLAYING AREA REQUIREMENTS

→ Long, narrow open space (indoor or outdoor).  
See diagram for set up. →



## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Initiate a conversation regarding games played in child-directed situations (e.g., recess games) versus those played in adult-directed situations (e.g., physical education, sport).</li><li>• Ask participants to list examples of each.</li><li>• Ask participants to define self-regulation, integrity, and taking ownership for one's actions as a group.</li><li>• There is great value in each of these experiences. Both can be especially valuable when participants self-regulate, play with integrity, and take ownership for their actions.</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Place several Hula Hoops in a line, directly next to each other.</li><li>• Half of the participants stand single file at one end of the line of hoops. The other half stands in a line at the other end (see diagram below).</li><li>• On the start signal, the first participant in each line jumps into the first hoop and then each successive hoop until the two participants meet each other.</li><li>• They play one round of rock-paper-scissors (RPS.) Note: prior to beginning, review RPS so everyone knows how to play.</li><li>• The participant defeated in the RPS round steps out of the hoops and returns to the end of their team's line while the next person in the line begins to jump through the hoops.</li><li>• The winner of the RPS round advances forward through the hoops to meet the new competitor.</li><li>• When a participant reaches the opposite end of the line of hoops, they are declared the winner of that round and return to their own team. They must travel back to their team around the perimeter of the playing space to avoid any collisions.</li><li>• Repeat.</li><li>• Locomotor movements must be performed correctly while moving through the hoops (i.e., jumping with both feet together, hopping on only one foot, leaping with every other foot).</li><li>• If a participant doesn't perform the locomotor movement correctly or touches a hoop, they return to the end of their team line.</li><li>• If contact is made between the two competitors, they both return to the ends of their team lines.</li><li>• If a participant finds themselves standing still for more than a few seconds, they must run on the spot or do jumping jacks to ensure they stay ready and active for their next round.</li></ul> |

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| <b>Consolidate</b> | <p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you self-regulate during the game in relation to your locomotor movements? Body control? RPS competitions?</li> <li>• Why do adults sometimes feel they need to step in to monitor children’s games?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “When we take ownership of our actions, we play with integrity. When games are played by participants with integrity, games are fair and competition is meaningful.”</li> <li>• “It can be difficult to take ownership of our actions when our emotions are heightened in sport and game situations. Taking a deep breath or counting to 10 are both ways that can calm us down and act in a way that helps us to be in control of our emotions.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Did your actions during the game line up with the values by which you want to compete?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• It is important to reflect on how your actions reflect your values.</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you maintain your locomotor form as you were trying to move quickly through the hoops?</li> <li>• Which cues did you use when you needed to slow down or stop to avoid touching your competitor?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “The speed at which we want to perform a movement skill should not detract from accurate execution.”</li> <li>• “Taking cues from other people’s bodies is an important part of keeping ourselves and others safe.”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Play Fair and Ethical Literacy***

→ Informal formative assessment: Ask participants to reflect on what it means to play with integrity (i.e., understand, respect, and follow the rules).

→ Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- On a scale from one to five (one = did not match at all, five = matched exactly), how well did your actions match your desire to play a fair game?

### ***Skill Combinations and Movement Concepts***

- Formal formative assessment: Using a checklist, assess performance of consecutive jumps, hops, leaps.
- Informal formative assessment: Monitor self-regulation of game rules and provide constructive feedback based on observations.

## **DIFFERENTIATED INSTRUCTION**

### ***True Sport Principle: Play Fair and Ethical Literacy***

- It may be necessary to explain that if participants are not self-regulating their gameplay, teammates or opponents may step in to respectfully make the calls on others to ensure fair play.

### ***Physical Literacy***

- The distance between the hoops can be varied depending on the skill level of the participants as well as the locomotor movement being performed.
- Hoops should be spaced apart particularly when the leap is being performed.
- In addition to the jump, hop, and leap, participants may do a high-knee, cross-crawl march through the hoops (i.e., touch each knee with the opposite hand).
- A one-foot balancing component can be added prior to doing RPS. Participants must be in a balance pose prior to beginning RPS and maintain it throughout.
- Modify the size of the groups and number of game-playing areas based on the number of students in the class so everyone has ample opportunity to practice and participate.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- To move the team members around, when a participant reaches the opposite end of the line of hoops and “wins,” they join the group waiting at that end. This turns the activity into more of an individual effort rather than a team game.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Sport**

- Teams can keep track of how many times a member of their team reaches the opposite end of the line of hoops and keep a cumulative score.

### **Classroom**

- Academic content may be added to the progressive jumping process (e.g., counting out loud by threes, sevens, or reciting the days of the week in a second language).
- RPS may be replaced with academic content (e.g., the teacher provides a math problem and the first to announce the answer wins. Or each student carries several playing cards. Upon meeting a competitor, each shows a designated number of cards, figures the total sum of all shown cards, and calls out the answer).

### **Recreation**

- If a large space is available, the line of hoops can be extended throughout the area for more playing spaces.
- Allow participants to creatively set up their own lines of hoops.

# RESPECT OTHERS ACTIVITIES

*Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.*







## ACTIVITY OVERVIEW

| ACTIVITY NAME                        | GRADE LEVELS | EQUIPMENT   | PAGES |
|--------------------------------------|--------------|---|-------|
| <b>ACTIVITY 1:<br/>Trust Circle</b>  | Grades 4–6   | <ul style="list-style-type: none"> <li>Gymnastics mats</li> </ul>   | 52–55 |
| <b>ACTIVITY 2:<br/>Caterpillar</b>   | Grades 4–6   | <ul style="list-style-type: none"> <li>No equipment needed</li> </ul>   | 56–59 |
| <b>ACTIVITY 3:<br/>Hungry Hippos</b> | Grades 4–6   | <ul style="list-style-type: none"> <li>Several tennis balls (or similar hand-held items)</li> <li>1 Hula Hoop or container per pair of participants</li> <li>1 scooter board per pair of participants (if available)</li> </ul> | 60–63 |
| <b>ACTIVITY 4:<br/>Leveled Tag</b>   | Grades 4–6   | <ul style="list-style-type: none"> <li>Boundary line markers such as cones or painted lines</li> </ul>  | 64–67 |



# RESPECT OTHERS ACTIVITY 1: Trust Circle

## ACTIVITY DESCRIPTION

A circle activity in which one participant puts their trust in their group.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|                                       |  |
|---------------------------------------|--|
| <b>True Sport:<br/>Respect Others</b> | Participants will: <ul style="list-style-type: none"><li>• Show respect for everyone involved in the activity.</li><li>• Create an experience in which others feel safe and respected.</li><li>• Evaluate their comfort level while placing themselves in the hands of others.</li></ul>   |
| <b>Ethical Literacy</b>               | Participants will: <ul style="list-style-type: none"><li>• Attend to their responsibility of keeping others safe.</li><li>• Demonstrate actions that lay the foundation for trust to be built and maintained.</li></ul>  |
| <b>Physical Literacy</b>              | Participants will: <ul style="list-style-type: none"><li>• Manage their own bodies while respecting the bodies of others.</li><li>• Work to ensure the safety of others.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Body control</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Core strength and base of support</li></ul> |

## EQUIPMENT

→ Gymnastics mats

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) large enough to form small circles of participants

## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Initiate a discussion regarding a structure built with the wrong materials as opposed to sound materials (e.g., a treehouse built in a dying tree, or a house built with fractured wood.)</li><li>• The wrong materials would put the structure and any people who go inside at risk of being injured. Sound materials ensure a structure can be trusted and people will feel safe.</li><li>• As a member of a team, we can act as the wrong materials or sound materials. We hold people's trust and safety in our hands — sometimes figuratively, sometimes literally.</li></ul> |
|-----------------|--|

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**Activate**

- Five to seven participants stand in a circle, relatively close to each other.
- One participant elects to step into the centre of the circle and crosses their arms in front of their chest, placing their hands on their shoulders.
- Note: Given the close proximity required for this activity, it is important to give participants the option to participate only if comfortable. Encourage a “challenge by choice” environment, whereby participants set their own goals and choose the extent to which they participate.
- The object of the activity is for the centre participant to maintain a strong and straight posture with feet staying in the centre of the circle while being “passed” from participant to participant around the circle.
- The centre participant leans toward the circle and the passers work together to move the centre participant around the circle, touching only their arms, shoulders, or back.
- The circle can also pass the centre participant back and forth across the circle. The participant in the centre should be changed each round.
- Every participant works to keep the others safe and respected.
- After a few rounds, the circles can be shuffled so participants work with different groups.

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| <b>Consolidate</b> | <p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you feel respected within your circle?</li> <li>• What was it that helped you feel respected?</li> <li>• What could have helped you feel more respected?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Our actions, not only our words, speak loudly and clearly.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Compare the composition of your circle to types of building materials. Were they the wrong materials, leading to a lack of trust and questionable safety? Or were they sound materials allowing for trust and safety to be maintained?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “When we take responsibility for our own actions, we show that we can be responsible for each other’s safety.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How would you rate the physical challenge of supporting and moving the centre participant in a safe and respectful manner?</li> <li>• What helped you maintain your own stability?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “Our bodies need to have a wide base of support with knees bent to support ourselves in response to outside forces.”</li> <li>• “When another person is relying on us to ensure their safety, it is essential that we have a sense of body awareness and control.”</li> </ul> |
|--------------------|--|

## ASSESSMENT

### ***True Sport Principle: Respect Others and Ethical Literacy***

→ Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.

→ Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- If you were in the centre of the circle, which actions of the group led you to trust your circle?
- As part of the circle, what actions did you take to build a sense of trust within your circle?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: As the circles are beginning to pass the centre participant, take note of participants' stances and provide feedback to ensure safety.

## **DIFFERENTIATED INSTRUCTION**

### ***True Sport Principle: Respect Others and Ethical Literacy***

- Participants should be given the option as to whether they want to be in the centre of the circle or not.
- Modifications for cultural considerations can be made, such as placing chairs (with tennis balls on the ends to easily slide) or large balls in front of participants to avoid direct body contact for those who are uncomfortable being touched.

### ***Physical Literacy***

- Ensure playing area enables participants with impairments and/or disabilities to participate safely and to their full abilities.
- Participants may do this activity in a seated position.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- This is a good activity to do at the beginning of a school year to help build community while emphasizing the importance of respecting each other in the classroom.
- Vary the number of participants in each circle.

### **Classroom**

- This activity could be used at the beginning of a school year to build trust and respect in the classroom.

### **Sport and Recreation**

- This activity could be used during a practice to emphasize respect for one another in the group.

# RESPECT OTHERS ACTIVITY 2: Caterpillar

## ACTIVITY DESCRIPTION

A group activity in which participants form a long tunnel and fand crawl it, gradually making their way to an endline.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

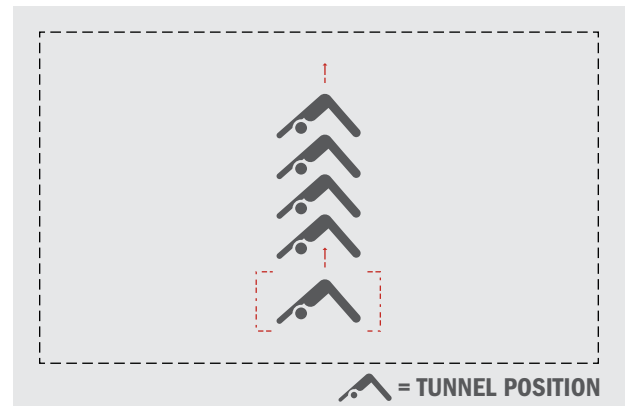
|   |   |
|---|---|
| <p><b>True Sport:</b><br/><b>Respect Others</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Show respect for everyone involved in the activity.</li> <li>• Show respect by maintaining body control while moving through teammates' personal space.</li> <li>• Use encouraging language while supporting their teammates.</li> </ul>   |
| <p><b>Ethical Literacy</b></p>                      | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Honour the personal space of others while collaborating and working towards a team goal.</li> </ul>  |
| <p><b>Physical Literacy</b></p>                     | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Maintain a stable tunnel (or “down dog”) position while others crawl through the tunnel.</li> <li>• Ensure body control in relation to the body positions and movements of others.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Body control</li> <li>• Alligator belly crawl (crawling)</li> </ul> <p>Components of fitness explored:</p> <ul style="list-style-type: none"> <li>• Core and upper body strength</li> </ul> |

## EQUIPMENT

→ No equipment needed

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) appropriate for crawling





### ACTIVITY INSTRUCTIONS

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Provide examples of looking at physical structures from different perspectives (e.g., a very tall building from the sidewalk or from the rooftop, a play yard from the ground or from a treehouse).</li> <li>• Connect this concept to seeing more abstract ideas from different perspectives (e.g., the outdoor temperature, the spice level of food).</li> <li>• Perspective (the way we see things) can be affected by experiences, interests, values, and more.</li> <li>• When showing respect to others, there is value in considering their perspectives.</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Participants stand in a shoulder-to-shoulder line. This line will become the caterpillar.</li> <li>• They all form a tunnel with their body, much like a “down dog” yoga position, with their hands on the ground, hips in the air, and heels pressed toward the ground. The tunnel can also be formed against a wall with participants leaning into the wall and supporting their bodies in a wall push-up position.</li> <li>• On the starting signal, the person at the “tail” of the caterpillar crawls through the line of tunnels to the “head” of the caterpillar and resumes the tunnel position.</li> <li>• An alligator belly crawl will most likely be necessary to stay low enough to crawl through the tunnels.</li> <li>• As soon as the “tail” begins crawling under the tunnel and is out of the way, the next person in line becomes the new “tail” and begins crawling through the tunnels.</li> <li>• With each crawler, the caterpillar will gradually move towards an endline. Once the head is at the endline, the activity is over.</li> </ul> |

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| <b>Consolidate</b> | <p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• After you crawled through the tunnel, did you change anything about how you formed your tunnel? If so, what?</li> <li>• What helped you feel respected, even when your personal space overlapped with that of others?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Both our body language and our spoken language can be used to show respect — or not.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you think of the person crawling on their belly when you were holding your position? If so, what thoughts emerged?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Seeing things from other people’s perspective can affect the way we see things.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you maintain a stable tunnel position throughout the challenge?</li> <li>• Were you successful at controlling your body during the alligator belly crawl well enough to avoid touching the tunnel?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “Even when our goal is to complete a challenge quickly, we need to maintain awareness and control of our bodies to maintain safety.”</li> <li>• “Challenging our bodies to move in a coordinated manner (such as the alternating movements of our right and left limbs when crawling) activates our brains in a way that helps them function better!”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Respect Others and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone. In a “think-pair-share”, participants can discuss:
- What demonstrated that your teammates were being respectful of you while you were crawling under the tunnel?

- What did you do as a part of the tunnel to show respect to those crawling under you?

### ***Skill Combinations and Movement Concepts***

- Formal formative assessment: Evaluate participants’ technique in holding the tunnel positions and assess using a checklist.



## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Respect Others and Ethical Literacy*

- An alternative method of playing is for the tail to wait until the current crawler has gone all the way to the head before they begin to crawl. The team will need to indicate in some way for the tail to begin crawling. This lessens the amount of movement in the group but adds a component of cooperation.

### *Physical Literacy*

- The method of holding the tunnel position can be varied. Instead of a “down dog” position, participants can stand with:
  - Feet apart,
  - Two feet and one hand on the ground, or,
  - One foot and two hands on the ground.
- The tunnel can also be formed against a wall with participants leaning into the wall and supporting their bodies in a wall push-up position.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- Caterpillar can be played as a whole-group competition with each trial being timed and the group attempting to beat their record.
- To increase the level of competition, have a few caterpillars race each other to an endline.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### Classroom

- Academic content can be added to the activity with each participant completing a problem or answering a question prior to crawling through the tunnel.

### Sport

- Caterpillar can be adapted to be sport-specific by leaving space between each participant. When it is the last participant’s turn, they must dribble a ball (soccer, field hockey, etc.) around a tunnel while on their way to the head of the caterpillar.

### Recreation

- Encourage participants to create other methods of completing this same type of “caterpillar” movement.
- What are other ways of traveling as a group? What other components could be added? Possibilities may include group members lying on the ground and the “tail” rolling over the top of everyone, or group members standing and the “tail” running to serpentine around each person.

# RESPECT OTHERS ACTIVITY 3: Hungry Hippos

## ACTIVITY DESCRIPTION

A game in which pairs compete together to collect as many items as they can.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

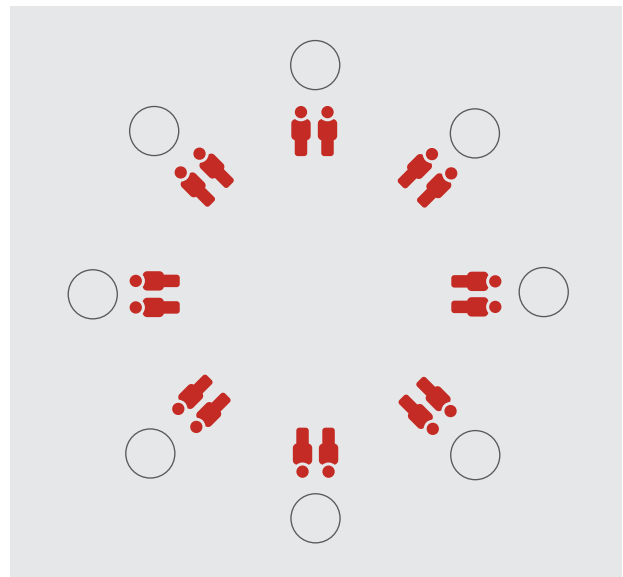
|                                       |   |
|---------------------------------------|---|
| <b>True Sport:<br/>Respect Others</b> | Participants will: <ul style="list-style-type: none"> <li>• Show respect for everyone involved in the activity.</li> <li>• Analyze their responses to winning and losing.</li> </ul>  |
| <b>Ethical Literacy</b>               | Participants will: <ul style="list-style-type: none"> <li>• Exemplify qualities of winning with dignity and losing with grace.</li> </ul>   |
| <b>Physical Literacy</b>              | Participants will: <ul style="list-style-type: none"> <li>• Maintain a stable body position while in motion to obtain and transport items.</li> <li>• Use muscular strength and control while quickly and safely moving their partner.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Balance</li> </ul> <p>Components of fitness explored:</p> <ul style="list-style-type: none"> <li>• Core strength</li> <li>• Upper body strength</li> </ul> |

## EQUIPMENT

- Several tennis balls (or similar hand-held items)
- 1 Hula Hoop or container per pair of participants
- 1 scooter board per pair of participants (if available)

## PLAYING AREA REQUIREMENTS

- Open space with a surface appropriate for scooter boards (If scooter boards are not available, a smooth, indoor surface is required). See diagram for set up. — — — — — →



## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Initiate a list of people often involved in making a sporting experience happen (e.g., teammates, opponents, coaches, parents, officials, administrators, facilities crews).</li><li>• Many people are involved and they all have similar purposes in mind — sport, competition, and the enrichment of our lives that occurs through it.</li><li>• These are all honorable purposes that deserve respect, regardless of whether we win or lose a competition.</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Participants form teams of two and stand together in a large circle.</li><li>• Each pair has a Hula Hoop (or similar container to hold items) behind them.</li><li>• One member of each pair lies on their stomach on a scooter board (the “rider”) with their partner holding onto their ankles (the “driver”).</li><li>• Several tennis balls (or similar hand-held items) are scattered in the middle of the circle.</li><li>• On the start signal, the driver pushes the rider on the scooter towards the centre of the circle and the rider picks up a tennis ball. The driver then pulls the rider back and they put the ball in the container.</li><li>• This repeats until all of the items have been collected.</li><li>• Teams count the number of items they collected and report their number. The team with the most items wins the round and gets to distribute the items for collection in the next round.</li><li>• <b>Note:</b> Depending on the number of scooter boards available, teams may have three members. The third member is responsible for taking the items from the rider and placing them in the container. Rotate tasks in subsequent rounds.</li></ul> |

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|                    |   |
|--------------------|---|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• How many teammates did you have during this activity? How many opponents?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Without opponents, competition isn’t possible.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• What was your response, verbal and/or emotional, when you heard that other teams collected more items than yours did?</li> <li>• What was your response, verbal and/or emotional, if you heard that your team had collected the most items?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “A dignified response to winning is composed and respectable.”</li> <li>• “A gracious response to losing is poised and honorable.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Which muscle groups did you notice were in use when you were on the scooter or when you were walking like a wheelbarrow?</li> <li>• Which muscle groups did you notice were in use when you were moving your partner on the scooter or walking while guiding them like a wheelbarrow?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “Having a strong core helps us maintain our posture and our body position while stationary and while moving.”</li> <li>• “This allows us to breathe more efficiently, avoid injury, and provides a stable foundation from which we can do all of our other moving.”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Respect Others and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - Was there a statement you made or heard that exemplified dignity in winning?
  - Was there a statement you made or heard that exemplified losing with grace?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants maneuvering their partners on the scooter boards and provide necessary feedback to ensure safety and quick play.
- Informal formative assessment: Observe participants as they perform the wheelbarrow and take note of their core strength and upper body strength.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Respect Others and Ethical Literacy***

- Leaders may need to define terms such as: dignity, grace, honour and poise for participants.

### ***Physical Literacy***

- Ensure participants can participate no matter their level of strength and offer modifications to movements as needed.
- If scooter boards are not available, the activity can be done using a “crawl under” means of traveling where one partner stands with their feet wide enough apart for the other to crawl through. Once the partner has crawled through, they take three steps, stop, and stand with their legs apart for their partner to crawl through. This process is repeated.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- This activity is a perfect way to talk about winning with dignity and losing with grace at the beginning of the school year.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- Academic content can be added to the activity by having questions or problems scattered in the centre of the circle. Partners move to the centre of the circle to pick up a question, return to their starting point, and work on the problem together. When they've completed that item, they put it in their container, and return to the centre for another.

### **Sport**

- Hungry Hippos can be adapted to be sport specific.
- Maintain the partners/small groups, the circle, containers, and several items in the centre of the circle, players move to the centre to get an item using footwork, stickwork, etc.
- This can be done individually with a pass to a partner on the perimeter of the circle or as partners both in the centre of the circle.
- Offensive and defensive techniques, such as players defending the tennis balls, may also be incorporated.

### **Recreation**

- Hungry Hippos can be adapted to be activity-specific depending on the activity being taught.

# RESPECT OTHERS ACTIVITY 4: Levelled Tag

## ACTIVITY DESCRIPTION

A tag game in which participants gradually earn more freedom by moving through different levels of playing.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|  |   |
|--|---|
| <b><i>True Sport:<br/>Respect Others</i></b> | Participants will: <ul style="list-style-type: none"><li>• Show respect for everyone involved in the activity.</li><li>• Analyze the degree to which they demonstrate respect for themselves when following the rules.</li><li>• Analyze the degree to which they demonstrate respect for others in their manner of tagging.</li><li>• Analyze the degree to which they demonstrate respect for the game in how well they help the game progress through its levels.</li></ul>  |
| <b><i>Ethical Literacy</i></b>               | Participants will: <ul style="list-style-type: none"><li>• Evaluate the relationship between individual gameplay behaviors and collective enjoyment of the game.</li></ul>  |
| <b><i>Physical Literacy</i></b>              | Participants will: <ul style="list-style-type: none"><li>• Move through general space while avoiding the personal space of others.</li><li>• Analyze the difference between walking, running, and wheeling.</li><li>• Appropriately manage their speed and force while moving through space and while contacting others.</li><li>• Perform calisthenic movements accurately.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Run, skip, gallop, wheel</li><li>• Jumping jacks, push-ups, squats</li><li>• Spatial awareness and body control</li><li>• Dodge</li></ul> |

## EQUIPMENT

→ Boundary line markers such as cones or painted lines

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor), set up with boundary lines



## ACTIVITY INSTRUCTIONS

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Ask participants to consider how they show respect for themselves (e.g., get sufficient sleep, live by their values, avoid harmful substances).</li> <li>• In a way, actions such as these are “rules” that we have for ourselves to feel our best.</li> <li>• When we follow the rules, we respect ourselves.</li> <li>• Say, “Let’s play a game that shows us the importance of respecting ourselves, as well as other people <i>and</i> the rules of game.”</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Participants move along the boundary lines of the playing area.</li> <li>• Ask participants to walk within the general space of the playing area.</li> <li>• Call everyone towards you to explain the rules of the game.</li> <li>• Say, “We are going to play a tag game. The game has levels. Once everyone shows mastery of one level, we will move on to the next level. The goal is for all of us to be playing Level 3 Tag. First, I’ll explain the rules for Level 1.”</li> <li>• On the starting signal, begin Level 1:             <ul style="list-style-type: none"> <li>• Everyone must move and stay on their feet or in their wheelchair.</li> <li>• No one may make physical contact with anyone else (no tagging).</li> <li>• Everyone must stay within the boundary lines.</li> </ul> </li> <li>• After everyone has demonstrated mastery of this level for a few minutes, call them over to explain Level 2:             <ul style="list-style-type: none"> <li>• Everyone must move, stay on their feet or in their wheelchair, and remain within the boundary lines.</li> <li>• Everyone is also a tagger. Tags must be made with only two fingers (on one hand) and must occur on the participant’s back or shoulder. This is the only physical contact allowed.</li> <li>• Those who are tagged perform 10 jumping jacks then return to playing.</li> </ul> </li> <li>• If anyone fails to follow these rules, everyone is called back to resume Level 1. After mastery is shown, Level 2 begins again.</li> <li>• When the group progresses to Level 3, provide these rules:             <ul style="list-style-type: none"> <li>• Everyone is allowed to run or wheel quickly.</li> <li>• Everyone must still stay on their feet, remain within the boundary lines, and tag in a safe and appropriate manner.</li> <li>• Every time you are tagged, you alternate between doing at least 10 jumping jacks, eight squats, and five push-ups (i.e., jumping jacks on the first tag, squats on the second, push-ups on the third) Participants may perform more repetitions if they choose.</li> </ul> </li> <li>• If anyone fails to follow these rules, everyone is called back to resume Level 2. After mastery is shown, Level 3 begins again.</li> <li>• <b>Note:</b> If during game play, an individual repeatedly causes the level of play to be moved down, that participant can watch the game with the adult leader as they point out the proper demonstration of respect for self, others, and the game.</li> </ul> |

*Continued on the next page*

**Consolidate*****True Sport Principle: Respect Others***

Example questions to ask participants:

- Did your actions during the game reflect respect for yourself? Others? The game?
- Consider your level of body control. Did it help or hinder the progression of the game through the levels?

Discussion Prompt:

- “Our chosen behaviors affect ourselves, others, and the quality of sport/the game.”

***Ethical Literacy***

Example question to ask participants:

- What did you notice about the response of the group when individual behaviors called for the game play to be moved down a level?

Discussion Prompts:

- “When rules are followed, respect is maintained for ourselves, others, and sport.”
- “We can raise both the level of competition and the level of enjoyment when rules are followed and respect is shown.”

***Physical Literacy***

Example questions to ask participants:

- The difference between walking and running can be narrowed down to one specific thing. What is it? (Walking = one foot always in contact with the ground. Running = a point when both feet are off the ground).
- How would you rate your level of success meeting the requirements of each level of tag (walking, not touching, staying on feet and inside boundaries, tagging with two fingers)?

Discussion Prompt:

- “Being aware of our bodies, space, and people around us allows us to better control our bodies, follow rules, and enhance the enjoyment of sport for all.”

## ASSESSMENT

### *True Sport Principle: Respect Others and Ethical Literacy*

- Informal formative assessment: Ask participants to reflect on their success at showing respect for everyone.
- Informal formative assessment: Ask participants to show with their fingers:
  - Which level of tag was most challenging for you to master?
  - Which level was most challenging for the group to master?
  - Which level was most enjoyable for the group?

### *Skill Combinations and Movement Concepts*

- Formal formative assessment: Using a checklist, evaluate accuracy during performance of exercises.
- Informal formative assessment: Observe participants as they perform exercises and provide constructive feedback.

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Respect Others and Ethical Literacy*

- Provide participants the opportunity to suggest ideas for each progressive level and agree collectively on the game rules (e.g., method of traveling, tagging, responding to tags).

### *Physical Literacy*

- As Level 3 game play continues, the method of locomotion can be varied. Rather than running, incorporate skipping, galloping, crawling, or combine some of these movements in a particular order.
- The movements required following a tag may also be substituted for the following exercises performed in place:
  - Cross-crawls (marching and touching knee with opposite hand)
  - Frog jumps
  - Plank
  - Plank jacks (jumping feet apart and together while in plank position)
  - Burpees
  - Mountain climbers

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical education

- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Allow participants to perform calisthenic movements at their own skill and interest levels.

### Classroom

- Leveled Tag may be played within a classroom setting if a safe method of traveling is maintained and space allows (e.g., walking, crawling, crab walking). Academic content may be incorporated by requiring the two-finger tags to be made along with stating a fact (e.g., math facts, provinces, and capitals).

### Sport

- Sport-specific skills may be incorporated into Leveled Tag by dribbling a soccer ball, tossing and catching a ball to oneself while traveling, etc.

### Recreation

- Activity-specific skills may be incorporated into Leveled Tag based on the focus of the recreation experience.

# KEEP IT FUN ACTIVITIES

*Find the joy in sport and share it with others.  
Remember what you love about sport and  
why you play.*







## ACTIVITY OVERVIEW

| ACTIVITY NAME                                    | GRADE LEVELS | EQUIPMENT   | PAGES |
|--|--------------|---|-------|
| <b>ACTIVITY 1:</b><br>Tunnel Tag                 | Grades 4–6   | <ul style="list-style-type: none"> <li>• Boundary line markers such as cones or painted lines</li> <li>• Pool noodles (optional)</li> </ul>           | 70–73 |
| <b>ACTIVITY 2:</b><br>Giants, Wizards, and Elves | Grades 4–6   | <ul style="list-style-type: none"> <li>• Markers to indicate boundary lines, the midline, and endlines.</li> <li>• Pool noodles (optional)</li> </ul> | 74–77 |
| <b>ACTIVITY 3:</b><br>Mousetrap                  | Grades 4–6   | <ul style="list-style-type: none"> <li>• Music (optional)</li> </ul>  | 78–81 |
| <b>ACTIVITY 4:</b><br>Guard the Pin              | Grades 4–6   | <ul style="list-style-type: none"> <li>• Hula Hoops (12–15)</li> <li>• Pins (12–15)</li> <li>• Many foam/soft balls</li> </ul>                        | 82–85 |
| <b>ACTIVITY 5:</b><br>Big Ball                   | Grades 4–6   | <ul style="list-style-type: none"> <li>• Very large ball (e.g., beach ball)</li> <li>• 4 cones</li> <li>• 1 small ball</li> </ul>                     | 86–89 |

# KEEP IT FUN ACTIVITY 1: Tunnel Tag

## ACTIVITY DESCRIPTION

A tag game in which participants are frozen and hold a tunnel position until they are unfrozen by someone crawling through their tunnel.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|   |  |
|---|--|
| <b><i>True Sport:<br/>Keep It Fun</i></b> | Participants will: <ul style="list-style-type: none"><li>• Find and share the joy in their participation.</li><li>• Distinguish between the qualities that make games highly enjoyable and those that make them not so enjoyable.</li></ul>  |
| <b><i>Ethical Literacy</i></b>            | Participants will: <ul style="list-style-type: none"><li>• Acknowledge the positive energy they can contribute to games and the sense of excitement they carry with them after having played fun games.</li></ul>  |
| <b><i>Physical Literacy</i></b>           | Participants will: <ul style="list-style-type: none"><li>• Move with agility and speed while at high levels (on feet) and at low levels (crawling on hands/knees or stomach).</li><li>• Manage their bodies safely while moving in proximity to others.</li><li>• Hold balanced body positions.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Speed</li><li>• Dodge</li><li>• Balance</li></ul> |

## EQUIPMENT

- Boundary line markers such as cones or painted lines
- Pool noodles (optional)

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), set up with boundary lines.





**ACTIVITY INSTRUCTIONS**

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Ask participants to share activities they consider to be fun. Repeat responses as you hear them.</li> <li>• “Fun” is a subjective concept. When having fun is a shared goal of a group, however, participants are more likely to successfully reach the goal together.</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Depending on the size of the group, select three to seven participants to be taggers.</li> <li>• The game begins on the starting signal.</li> <li>• When a participant is tagged (with a light touch from a hand or pool noodle), they form a tunnel with their body. This may be done in a standing position with feet apart or in a “down dog” position with hands and feet on the ground, hips in the air.</li> <li>• Participants move through the tunnels to unfreeze the tunnels and let them return to the game.</li> <li>• Taggers may not tag anyone who is moving through a tunnel.</li> <li>• The ultimate goal is for the group of taggers to have everyone frozen at the same time.</li> <li>• Taggers keep count of the number of people they tag. After tagging three people, they must stop and do ten jumping jacks before they can resume tagging.</li> <li>• Rotate jobs every few minutes.</li> </ul> |

*Continued on the next page*

|                    |   |
|--------------------|---|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Which part of the game was most fun for you?</li> <li>• What can you do to make sure sport is fun for yourself?</li> <li>• What can you do to make sure sport is fun for others?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Our individual interests and preferences can affect what we perceive to be fun. When we share a common goal to have fun, it is more likely to happen.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• What did you bring to the game that added to everyone having fun?</li> <li>• Why would you want to play this game again?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “All of us can contribute to the fun and can carry it on to other activities, too.”</li> <li>• “It’s difficult to have fun when you take games like this too seriously.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Which physical component of the game was the most fun for you — chasing, fleeing, holding tunnel poses, or going under tunnels?</li> <li>• Did you feel more challenged and/or successful in either of the roles — tagger or runner?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “For some of us, a physical challenge is seen as fun. For others, it isn’t.”</li> <li>• “Finding a balanced challenge in terms of failure, growth, and success might be the ‘sweet spot’ of fun for you.”</li> </ul> |
|--------------------|---|

## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Informal formative assessment: Participants “think-pair-share”:
  - Which part of the game was most fun for you?

- Other than in this setting, with whom and where else would you like to play this game?
- What would make this game no fun at all?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants and give feedback based on their execution of stable tunnel positions.

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Keep It Fun and Ethical Literacy*

- Incorporate an element of courtesy by requiring the “frozen tunnels” to ask other participants something like: “Will you please unfreeze me?” Further dialogue could be: “I would be happy to unfreeze you,” “Thank you,” and, “You’re welcome.”

### *Physical Literacy*

- Encourage participants to be creative in their methods of forming tunnels (e.g., two feet on the ground with legs straight or bent, two feet and two hands on the ground, two feet and one hand on the ground, two hands and one foot on the ground, inverted backbend, plank).

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- The method of tagging can be adapted depending on available equipment. Participants can wear flags or football belts that must be pulled to be tagged. Or taggers can carry a ball with them and touch their opponents with the ball rather than with their hand.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### Classroom

- Every participant who is not a tagger carries a card with a question on it. Before crawling under a tunnel, they ask the tunnel their question. If the tunnel answers correctly, the questioner can move through the tunnel and unfreeze them. Questioners cannot be tagged during this process.

### Sport

- Taking a break from sport-specific activities to play games such as this can help participants at this age relax and have fun.

### Recreation

- Tunnel Tag can also be played in pairs. Two participants hold hands or hook elbows and function as one. If one of the participants is tagged, they both freeze and form a tunnel together. Pairs also move under the tunnels together.

# KEEP IT FUN ACTIVITY 2: Giants, Wizards, and Elves

## ACTIVITY DESCRIPTION

A tag game in which two teams collectively decide which “character” they will be to outsmart and chase the opposing team.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

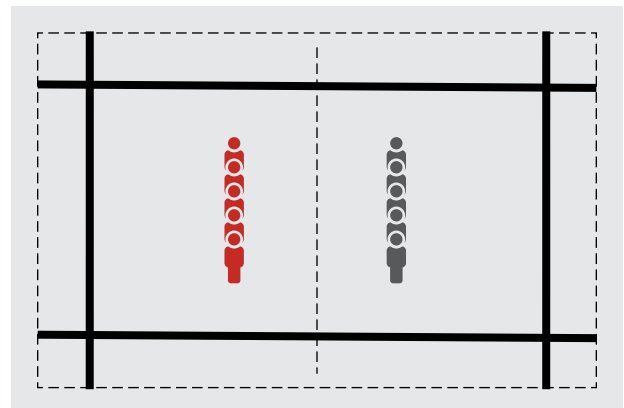
|  |   |
|--|---|
| <p><b>True Sport:</b><br/><b>Keep It Fun</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Find and share the joy in their participation.</li> <li>• Appreciate that a sense of fun is vital in determining whether people want to participate.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>                   | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Assess the qualities of activities that are fun.</li> <li>• Analyze whether laughter is a required component of having fun.</li> </ul>   |
| <p><b>Physical Literacy</b></p>                  | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• React quickly to verbal and visual cues.</li> <li>• Move quickly in response to needing to chase or needing to flee.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Reaction time</li> <li>• Chase</li> <li>• Flee</li> </ul> |

## EQUIPMENT

- Markers to indicate boundary lines, the midline, and endlines
- Pool noodles (optional)

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up. →



## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Ask participants to consider a time when they had the opportunity to do something and, when it was over, thought, “I want to do that again!”</li><li>• Discuss what is it about an activity that makes them want to do it again.</li><li>• You may hear a variety of answers. Highlight several of them and emphasize the answer of “fun!”</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Set up the boundary markers so the playing area has two designated end lines, a horizontal midline, and sidelines.</li><li>• The playing area needs to be large enough to allow all participants to safely chase and flee.</li><li>• Divide the group into two equal teams.</li><li>• Provide the following directions:<ul style="list-style-type: none"><li>• This will be a tag game in which one team will be trying to tag the other team.</li><li>• If you are tagged, you join the opposite team.</li><li>• Tagging can be done with a light touch from a hand or pool noodle.</li><li>• The object of the game is to gradually accumulate all of the participants onto one team.</li><li>• With each round of play, teams huddle up and decide which “character” they will be.<ul style="list-style-type: none"><li>» “Elves” squat down, put their hands to their heads as pointy ears, and make a squeaky little, “Eeee hee hee,” noise. The elves outsmart the wizards (and supposedly “bite their ankles”).</li><li>» “Wizards” hunch over, wave their crooked fingers, and say, “Shazam!” as they put a spell on the giants and outsmart them.</li><li>» “Giants” raise their arms to show how big they are and let out a loud, “Roar!” They outsmart the tiny little elves (supposedly by “squashing them”).</li></ul></li></ul></li><li>• After the teams huddle together and decide on a character, they stand shoulder-to-shoulder about two metres away from the opposing team at the midline of the playing area.</li><li>• Give a “three — two — one — go!” signal.</li><li>• Both teams make their sign simultaneously.</li><li>• The winning team chases the losing team as they retreat. Anyone who is tagged before getting to safety in their own endline switches to join the other team.</li><li>• The game continues in this manner until everyone has joined one team.</li></ul> |

*Continued on the next page*

**Consolidate*****True Sport Principle: Keep It Fun***

Example questions to ask participants:

- On a scale of one to five on the “fun meter,” where would you rate this game?
- On the same scale, where do you rate a sport or other activity with which you are involved?

Discussion Prompt:

- “Keeping a sense of fun and enjoyment in sport is important for people so that they will want to continue participating.”

***Ethical Literacy***

Example questions to ask participants:

- What is it about this game that made it fun and enjoyable?
- Does having fun need to involve laughing?

Discussion Prompts:

- “There may have been some laughter involved in this game, but there may not be laughter in other activities which you find fun. Having fun doesn’t always mean laughing.”
- “When you discover an activity that you enjoy, consider what it is that is enjoyable for you and hang onto it!”

***Physical Literacy***

Example questions to ask participants:

- What strategies did you use to know whether you should quickly chase or quickly flee?
- Which character was most challenging to transition out of to begin running? Why?

Discussion Prompts:

- “Often in sport, we are expected to think quickly or even react without thinking!”
- “Body position plays a large role in our ability to react quickly with an appropriate movement.”



## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Informal formative assessment: As participants are exiting, ask them to show you on their fingers their one to five rating of the game on their “fun meter.”

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Ask participants to act out the character which was:
  - Easiest to transition out of and into running.
  - Most difficult to transition out of and into running.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Additional probing or prompting may be required if participants aren’t making clear connections between fun, laughter, and sport.

### ***Physical Literacy***

- The method of chasing and fleeing can be altered to include skipping or galloping.

- Giants, Wizards, and Elves can also be played by replacing the characters with Rock, Paper, and Scissors. The symbols can be made with hands or acted out with the whole body, as follows:
  - Rock = squat down, wrapping arms around legs.
  - Paper = standing with arms straight at sides, fingers spread, and palms facing forward.
  - Scissors = feet apart, arms overhead with palms together.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- To use more time for physical activity, teams can decide on two characters when in their huddle. The second character can be used if the team selected the same character the first time.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- Tie the cyclical concept of three things outsmarting one another into academic content. Allow the students to develop the cycle, connect it to an area of study, and decide on symbols to show.
- Winners and losers could simply move from one side of the room to the other without chasing, fleeing, and tagging.

### **Recreation**

- Allow participants the opportunity to create their own similar game with three other characters or items with motions and/or sounds that could “outsmart” each other.

# KEEP IT FUN ACTIVITY 3: Mousetrap

## ACTIVITY DESCRIPTION

A locomotor activity in which a “mousetrap” tries to trap mice.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|                                    |  |
|------------------------------------|--|
| <b>True Sport:<br/>Keep It Fun</b> | Participants will: <ul style="list-style-type: none"><li>• Find and share the joy in their participation.</li><li>• Analyze the concepts of winning and losing.</li><li>• Explain how joy can come from both winning and losing.</li></ul>   |
| <b>Ethical Literacy</b>            | Participants will: <ul style="list-style-type: none"><li>• Evaluate their reactions to “winning” and “losing.”</li></ul>   |
| <b>Physical Literacy</b>           | Participants will: <ul style="list-style-type: none"><li>• Travel in a variety of ways to avoid being trapped.</li><li>• Respond to verbal cues quickly and safely.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Walk, run, skip, gallop, karaoke (crossovers)</li><li>• Balance</li></ul> |

## EQUIPMENT

→ Music (optional)

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor)

## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• It’s easy to explain what it means to win and lose in most games. Ask participants to give some examples.</li><li>• There are some activities in which the concepts of winning and losing are not quite as clear. Ask for examples (e.g., a piano recital, dance performance, pop music ratings, 12–minute timed run).</li><li>• Discuss the following:<ul style="list-style-type: none"><li>• In some cases, everyone participates, everyone gets to have fun, and there aren’t necessarily winners and losers.</li></ul></li><li>• Sometimes, we might think we lost, but then we quickly realize that from a different perspective, we actually won!</li></ul> |
|-----------------|---|

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**Activate**

- Participants stand around the perimeter of the playing area, forming a large circle.
- Two participants are chosen to form the “mousetrap.” They stand facing each other, holding each other’s hands, and forming an arch with arms raised.
- On the starting signal, everyone walks in a single-file line, ducking under the mousetrap when they get to it.
- Every now and then, the game leader calls out, “Mousetrap!” at which time the mousetrap lowers their arms.
- If anyone is trapped inside, they join the mousetrap, making it larger.
- As the activity progresses, more and more trapped mice join the formation of a trap, making it more difficult to avoid.
- The game ends when there are no mice remaining. Begin a new round.
- The last two participants remaining can form the first mousetrap of the next round.
- On subsequent rounds, the way in which participants move in single file should be changed (e.g., run, skip, gallop, karaoke (crossovers)).

*Continued on the next page*

|                           |   |
|---------------------------|---|
| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Do all games need to have a winner and loser?</li> <li>• Did you witness people having fun no matter which role they were playing?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “Some people enjoy playing games or doing sports that do not have a winner or loser.”</li> <li>• “Even if your role changes in an activity, fun can still be had.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Evaluate your feelings after being trapped. Did your level of enjoyment change?</li> <li>• If so, did you notice that your level of enjoyment changed again at some point in the activity?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Our initial response to a perceived loss can shift when we realize that good can come from the situation. And then the loss can be seen as a gain!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you feel comfortable and competent in your movement while moving through the trap?</li> <li>• Did you maintain a safe environment for the mice when you were closing the trap?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “When skipping, galloping, and doing karaoke, our body is performing a pattern of movements. Sometimes we need to focus on our movements a little more to make sure we are doing the patterns correctly, particularly when we are doing them at different speeds.”</li> <li>• “Even though you have a goal in mind, it’s important that our own safety and the safety of others is considered a top priority.”</li> </ul> |
|---------------------------|---|

## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Informal formative assessment: Listen to participants’ responses to questions related to fun when winning and losing to determine if they understand that fun can be gained from both experiences.

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Using a checklist, assess participants on their accurate performance of locomotor skills both at a steady pace and at speed.

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Keep It Fun and Ethical Literacy*

- Adding music to the activity would help to keep it fun. When the music is stopped, the trap closes.

### *Physical Literacy*

- The way in which the mice travel around the circle can be modified. Walk, run, skip, gallop, cross crawl, march, etc.
- They can be instructed to travel in a different way outside of the trap as they do inside (e.g., skip outside of the trap and crawl through the trap, or cross crawl while walking outside of it and hop through it.)
- A balancing pose can be added to the trap. While holding hands, participants forming the trap must stand on one foot.
- Rather than simply lowering their arms on the “trap” signal, the mousetrap members can be instructed to squat down while maintaining their handheld position.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- Depending on the number of participants and the space available, the circle can have more than one mousetrap.
- If there is more than one mousetrap, it can become a competition between the mousetraps to see which one can be the largest at the end of the game.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### Sport

- Participants can incorporate sport-specific skills while moving around the circle and through the mousetrap (e.g., dribbling a basketball or soccer ball, tossing and catching a ball, tapping a ball on a paddle or racket, stick handling).
- These sport-specific activities can also be done with a partner. If one or both partners get trapped, they both join the mousetrap.

### Recreation

- The path the mice must follow can be varied depending on the environment. It does not need to be a circle. The path can extend down a hill, around trees, over a tree trunk, etc.
- Allow participants to be creative in setting the course, as long as it makes its way through the mousetrap(s).

# KEEP IT FUN ACTIVITY 4: Guard the Pin

## ACTIVITY DESCRIPTION

A quick-moving game in which participants protect their pin from being knocked down while using balls to attempt to knock down other's pins.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

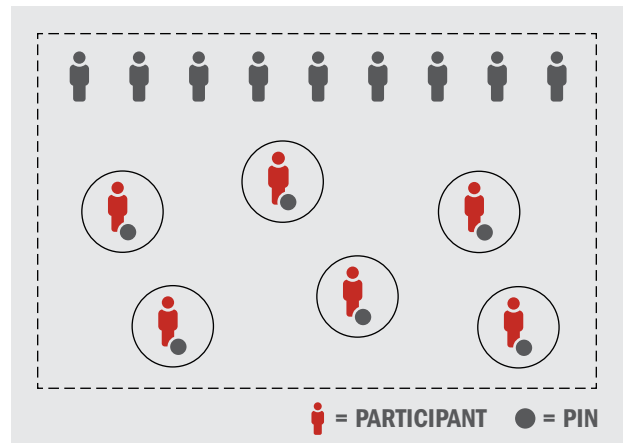
|   |  |
|---|--|
| <p><b>True Sport:<br/>Keep It Fun</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Find and share the joy in their participation.</li> <li>• Acknowledge that joy can come through sport whether playing as a member of a team or as an individual in the presence of others.</li> </ul>   |
| <p><b>Ethical Literacy</b></p>            | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Analyze their own sense of joy during the game as well as the level of enjoyment they witnessed others experiencing during gameplay.</li> </ul>   |
| <p><b>Physical Literacy</b></p>           | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Dodge, evade, pivot, etc. while executing offensive and defensive movements.</li> <li>• Use proper throwing technique.</li> <li>• Hold an athletic stance while defending their pin.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Throw</li> <li>• Catch and block</li> <li>• Run</li> </ul> |

## EQUIPMENT

- Hula Hoops (12–15)
- Pins (12–15)
- Many foam/soft balls

## PLAYING AREA REQUIREMENTS

- Open space (preferably indoor so balls can roll well).  
See diagram for set up. →





## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Together with participants, create a list of team sports and individual athletic endeavors.</li><li>• Invite feedback regarding which sports they find fun.</li><li>• Emphasize the fact that joy can come from working together as a member of a team (e.g., on a soccer team, on a baseball team) or working as an individual in the presence of others (e.g., biking or running with friends, bowling).</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Scatter several hula hoops in the playing area at least two metres apart from each other.</li><li>• All participants line up on a sideline.</li><li>• Give a pin to the same number of people as there are hula hoops. Additional people should still be waiting in line.</li><li>• Those with a pin stand it up in a hoop. This is their pin to guard.</li><li>• Scatter several balls throughout the playing area.</li><li>• On the starting signal, participants work to protect their own pin from being knocked down and throw balls at other participants' pins to knock them down.</li><li>• Rules:<ul style="list-style-type: none"><li>• No one may step inside a hoop.</li><li>• Participants may throw a ball only if their pin is standing.</li><li>• When a pin falls, the participant gives it to the next in line, then goes to the end of the line.</li></ul></li><li>• The goal of the game is twofold: to stay on the court as long as possible (defense), and to knock down as many pins as possible (offense).</li></ul> |

*Continued on the next page*

|                    |  |
|--------------------|--|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• This was an action-packed game. Which part was the most fun for you?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Even with frustrations and setbacks, we can experience overall enjoyment in sport either as part of a team or as an individual doing an activity with others.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Did you witness anyone, including yourself, showing signs of not having fun?</li> <li>• Did this affect the way you were playing the game? If so, how?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Our positive attitude can pave the way for more positive attitudes to follow.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How did you balance your responsibility to participate in the game both offensively and defensively?</li> <li>• What did you notice about the movements of your body while executing both roles?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Agility is the ability to change the body’s position quickly and requires a combination of balance, strength, speed, and coordination.”</li> </ul> |
|--------------------|--|

## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - What can you do to keep fun in sport for yourself?
  - What can you do to keep fun in sport for others?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants and provide feedback regarding their defensive positioning (knees bent, back straight) and their throwing technique (stepping with the opposite foot).

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Keep It Fun and Ethical Literacy*

- A component of teamwork can be incorporated into the game by participants having a partner. The partners will need to communicate regarding the roles they will play in defending the pin, gathering balls, and making offensive attacks.

### *Physical Literacy*

- The method of throwing can be specified (e.g., overhand, underhand, and/or rolling) to make the game more, or less, challenging.
- The game could also be modified so participants are not allowed to touch a ball with their hands. All offensive kicks and defensive blocks are made with the feet. The type of balls used may need to be modified.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- Consider the playing surface when determining what type of ball to use. They should be able to roll well across the surface.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### Sport

- Sport-specific skills can be incorporated into Guard the Pin by specifying how the ball is to be thrown, kicked, or moved, and by choosing sport-specific equipment (e.g., dribbling soccer balls, rolling baseballs, and wearing gloves). Sport-specific defensive strategies can be used in blocking the balls and defending the pins.

### Recreation

- Depending on the space and the amount of equipment available, this activity can be played by a very large number of people at once.
- Be creative in the materials used as pins and balls. Empty water bottles and rolled-up socks might be fun! Hula hoops may not be necessary.



# KEEP IT FUN ACTIVITY 5: Big Ball

## ACTIVITY DESCRIPTION

A four-team crab soccer game.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

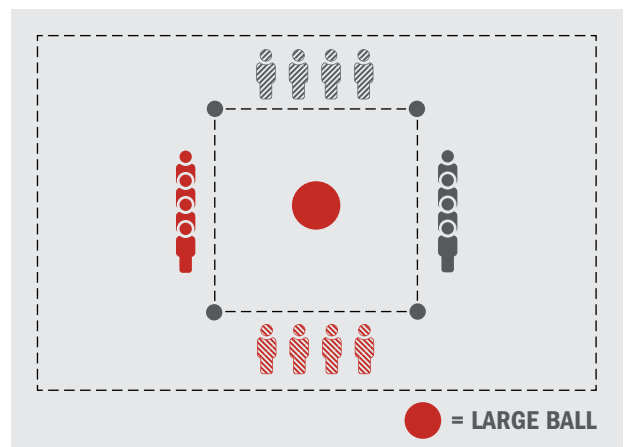
|   |  |
|---|--|
| <p><b>True Sport:<br/>Keep It Fun</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Find and share the joy in their participation.</li> <li>• Assess their response to being faced with a physical challenge in a situation that is typically not challenging.</li> <li>• Evaluate their personal balance of fun and challenge.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>            | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Analyze their concurrence with the Keep It Fun principle.</li> </ul>  |
| <p><b>Physical Literacy</b></p>           | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Manage bodies in space and in close proximity to others.</li> <li>• Use upper body and core strength to hold crab position while moving, attacking, and defending.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Crab walk</li> <li>• Coordination</li> <li>• Spatial awareness and body control</li> </ul> |

## EQUIPMENT

- Very large ball (e.g., beach ball)
- 4 cones
- 1 small ball

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up. →



## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Ask for a volunteer to play catch with you.</li><li>• When the volunteer comes forward, tell them that you'll each be throwing with your non-dominant hand.</li><li>• Play catch and discuss the awkward feeling of doing something to which your body is unaccustomed.</li><li>• Introduce the idea of having fun in meeting a challenge, such as playing soccer with feet AND hands on the ground.</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Set up four cones to form a large square. Mark lines from cone to cone, if possible.</li><li>• Divide the group into four teams. Every team sits on one of the lines of the square and numbers off.</li><li>• A large ball is placed in the centre of the square.</li><li>• Depending on the number of participants, two to four numbers are called out.</li><li>• These participants crab walk into the square and attempt to kick the ball over any of the other teams' lines.</li><li>• The participants remaining on the line provide defense and block the ball with their feet.</li><li>• When the ball goes over a team's line, a point is scored against them and a new round is begun with new numbers being called.</li><li>• Multiple games can occur at once to reduce waiting time. Ensure there is enough space between the different games to avoid collisions.</li></ul> |

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## Consolidate

### ***True Sport Principle: Keep It Fun***

Example questions to ask participants:

- You may have felt limited in your soccer performance because this game was played in crab position. How did you respond to this challenge?
- How does the level of challenge you are facing affect the amount of fun you have? For example, do you have more fun when the challenge is greater? Or more fun with few challenges? (See diagram below)

Discussion Prompt:

- “Finding a balance between fun and challenge can help you maintain the joy you find in sport.”

### ***Ethical Literacy***

Example question to ask participants:

- What is it about the Keep It Fun principle that you most agree with?

Discussion Prompt:

- “Sport is valuable to us individually and collectively.”

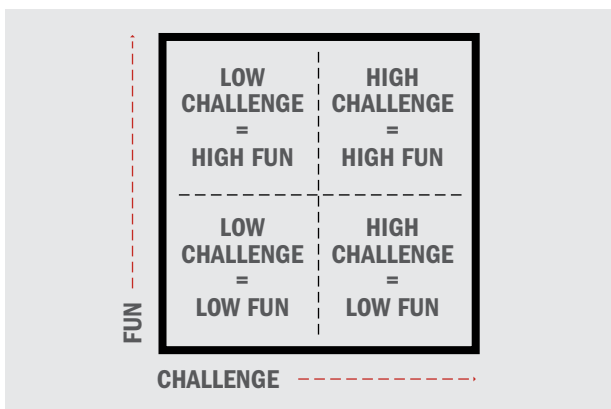
### ***Physical Literacy***

Example questions to ask participants:

- How did your body feel while maintaining and moving in crab position?
- Did you notice whether a particular muscle group was working especially hard?

Discussion Prompts:

- “When we put our bodies in unique positions and make them move in ways that we’re not used to, not only do we let our muscles strengthen in new ways, but we challenge our brains to coordinate our muscles in new ways.”
- “This is so good for our bodies and our brains!”



## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their ability to find and share their joy in participating.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - What is your preferred challenge-to-fun balance?
  - What did you find fun about the game of Big Ball?



### **Skill Combinations and Movement Concepts**

- Formal formative assessment: Take note of participants' ability to maintain the crab position while exercises are performed and during game play.

### **DIFFERENTIATED INSTRUCTION**

#### **True Sport Principle: Keep It Fun and Ethical Literacy**

- Provide opportunities for participants to reflect on what they love about sport and why they play (despite the challenges) to ensure everyone is having fun.

#### **Physical Literacy**

- Incorporate “crab exercises” after each goal is scored. Exercises done in crab position can be push-ups, marching in place, running in place, reverse plank, reverse table-top, and cross crawls.

### **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

#### **Physical Education**

- If the space is available and equipment allows, this game can be played by two teams with multiple balls. All participants play simultaneously with the goal of kicking the balls across the other team's goal line. It is a fast-paced game that does not stop when a goal is scored. The ball is simply returned to play and a continual score is kept. Less sitting and more fun!
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.





# STAY HEALTHY ACTIVITIES

*Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.*





## ACTIVITY OVERVIEW

| ACTIVITY NAME   | GRADE LEVELS | EQUIPMENT   | PAGES   |
|---|--------------|---|---------|
| <b>ACTIVITY 1:<br/>Yoga Session</b>                   | Grades 4–6   | <ul style="list-style-type: none"> <li>Mats (optional)</li> </ul>   | 92–95   |
| <b>ACTIVITY 2:<br/>Juggling It All</b>                | Grades 4–6   | <ul style="list-style-type: none"> <li>Several juggling scarves and/or balls (3 per participant)</li> </ul>   | 96–99   |
| <b>ACTIVITY 3:<br/>I Can Do It</b>                    | Grades 4–6   | <ul style="list-style-type: none"> <li>Mats (optional)</li> </ul>   | 100–104 |
| <b>ACTIVITY 4:<br/>Playing Card<br/>Fitness</b>       | Grades 4–6   | <ul style="list-style-type: none"> <li>3 decks of playing cards</li> <li>1 large container or hoop</li> <li>4 exercise posters designated with playing card suits and focused on a component of physical fitness</li> </ul> | 105–108 |
| <b>ACTIVITY 5:<br/>Building Blocks<br/>of Fitness</b> | Grades 4–6   | <ul style="list-style-type: none"> <li>Several blocks or boxes</li> </ul>   | 109–111 |

# STAY HEALTHY ACTIVITY 1: Yoga Session

## ACTIVITY DESCRIPTION

A session in which basic yoga poses are introduced and practiced.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|  |   |
|--|---|
| <b><i>True Sport:<br/>Stay Healthy</i></b> | Participants will: <ul style="list-style-type: none"><li>• Advocate for the health and safety of themselves and those around them.</li><li>• Consider yoga as a healthy practice they could incorporate into their lives.</li></ul>   |
| <b><i>Ethical Literacy</i></b>             | Participants will: <ul style="list-style-type: none"><li>• Develop an appreciation for the benefits of activities such as yoga that benefit us physically, mentally, emotionally, and socially.</li></ul>   |
| <b><i>Physical Literacy</i></b>            | Participants will: <ul style="list-style-type: none"><li>• Show body, voice, and breath control.</li><li>• Maintain body positions requiring strength, flexibility, and balance.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Spatial and body awareness</li><li>• Balance</li><li>• Flexibility</li><li>• Cross lateral coordination</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Core strength</li></ul> |

## EQUIPMENT

→ Mats (optional)

## PLAYING AREA REQUIREMENTS

- Area (indoor or outdoor) large enough for every participant to have personal space
- Surface appropriate for lying down

## ACTIVITY INSTRUCTIONS

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Initiate an open dialogue about yoga.</li> <li>• You may share a story about your own experience with yoga.</li> <li>• Allow participants to share their stories, experiences, perspectives, and wonders.</li> <li>• Yoga benefits us physically, mentally, emotionally, even socially, and is a very good way to put the Stay Healthy principle into practice.</li> </ul>  |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Invite every participant to stand in their personal space.</li> <li>• Explain that bodies, voices, and breathing should be controlled during the practice of these poses. Many yoga teachers explain that the breath is the participant’s teacher in yoga because it tells them when they need to back off (when they can’t maintain a slow and steady breath).</li> <li>• Provide instructions and demonstrations for every pose. Ask participants to practice along with you.</li> <li>• Poses may include:             <ul style="list-style-type: none"> <li>• Mountain: stand tall with feet shoulder-width apart, arms at sides, palms facing forward.</li> <li>• Tree: place palms together at chest level, rest bottom of foot on the inside of the opposite knee, stand tall and balanced.</li> <li>• Plank: begin lying on stomach with arms bent and hands under shoulders. Push up, keeping back flat, holding body straight.</li> <li>• Down dog: from plank position, raise hips up into the air, tuck head between arms, press heels to the ground.</li> <li>• Cobra: begin lying on stomach, lift upper body up with arms straight, while hips and legs remain on the ground.</li> <li>• Cat: on hands and knees, arch back up, tuck chin toward chest, tuck “tail” down.</li> <li>• Cow: on hands and knees, let stomach sag towards the ground, face looks up, stick “tail” out.</li> <li>• Bird dog: on hands and knees, extend one arm straight out in front, extend opposite leg straight back behind.</li> </ul> </li> <li>• After participants have learned several poses, slowly transition from one pose to another in a routine.</li> <li>• Depending on the participants, it may be helpful to tell a story while moving through the routine of animal poses.</li> </ul> |

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**Consolidate*****True Sport Principle: Stay Healthy***

Example question to ask participants:

- Whether you have had previous experience with yoga or if these poses were new to you, how could you see yourself incorporating yoga into your life?

Discussion Prompt:

- “I wonder if there are any limitations to the statement, ‘Yoga can be practiced anywhere’?”

***Ethical Literacy***

Example questions to ask participants:

- What are some ways in which doing yoga can make you feel your best?
- What benefits of yoga can carry over into your life as a student, athlete, pianist, dancer, child, etc.?

Discussion Prompt:

- “Stronger and better-balanced bodies and brains are always good for us to have, no matter where we are or what we are doing.”

***Physical Literacy***

Example questions to ask participants:

- How well did you follow the practice of controlling your body? Voice? Breathing?
- Did anything cause it to be difficult?
- What strategies did you use to be successful?
- Do you prefer practicing poses that require mostly strength, mostly flexibility, or mostly balance?

Discussion Prompts:

- “An incredibly strong connection exists between our bodies and our minds. When one is focused and controlled, oftentimes the other is focused and controlled. When one is out of control, the other is out of control.”
- “The cycle of focus and control in the body and the mind can begin with yoga.”

## ASSESSMENT

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Formal summative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - Which yoga pose(s) do you find most enjoyable and/or beneficial to you?
  - When do you think it would be good for you to do yoga poses?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants during the session and provide feedback regarding their form and focus. Specifically note:
  - Core strength
  - Eye control/focus
  - Voice control
  - Breathing patterns

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

- If questions arise regarding religious connection to yoga, explain that yoga is an exercise that helps strengthen and balance our bodies and our minds. Connection to spirituality or religion is made solely within the individual practicing it and people can choose to make these connections or not.

## ***Physical Literacy***

- Some participants may be able to hold poses longer than others. Tell participants that if they need to re-establish a mountain pose or modify to a seated mountain pose at any time, they may do so while maintaining body, voice, and breath control.
- Ask students to demonstrate non-locomotor yoga poses as part of ongoing learning throughout the year when doing stretching and flexibility check-ins.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- Once taught, incorporate yoga stretches and poses into warm up activities in physical education classes throughout the school year.
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- Yoga can be incorporated into the classroom setting and throughout the school day at various times and in different locations — even just taking time to take slow, deep breaths together can be beneficial.

### **Sport and Recreation**

- Knowledge and understanding of yoga poses can be very beneficial to sport teams, incorporating them into practices, pre-game routines, home workouts, etc.

# STAY HEALTHY ACTIVITY 2: Juggling It All

## ACTIVITY DESCRIPTION

A juggling lesson that incorporates messages about dealing with all the “stuff” of life.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|                                     |  |
|-------------------------------------|--|
| <b>True Sport:<br/>Stay Healthy</b> | Participants will: <ul style="list-style-type: none"><li>• Advocate for the health and safety of themselves and those around them.</li><li>• Acknowledge the responsibilities they have at school, at home, and in other activities they might participate in.</li><li>• Evaluate the level to which they manage their responsibilities with healthy strategies.</li></ul> |
| <b>Ethical Literacy</b>             | Participants will: <ul style="list-style-type: none"><li>• Make decisions in alignment with their values regarding the responsibilities they hold in their lives.</li></ul>  |
| <b>Physical Literacy</b>            | Participants will: <ul style="list-style-type: none"><li>• Execute a variety of repetitive tossing and catching patterns.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Toss and catch</li><li>• Patterning</li><li>• Cross the midline with body and eyes</li></ul>  |

## EQUIPMENT

- Several juggling scarves and/or balls (3 per participant)

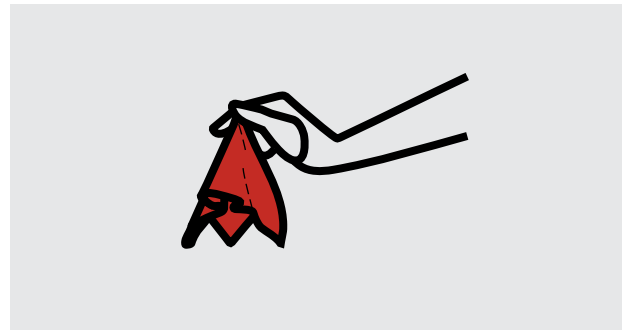
## PLAYING AREA REQUIREMENTS

- Area (indoor or outdoor) large enough for every participant to have personal space





Scarf-holding position. — — — — — →



## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Ask participants to share things in their lives for which they are responsible (e.g., making their bed, washing dishes, cleaning their bedroom).</li><li>• Repeat some responsibilities as you hear them.</li><li>• Acknowledge the fact that participants have a lot of things to take care of.</li><li>• It's important to our health that we juggle these responsibilities using strategies that are good for us and others.</li></ul>  |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Every participant has three juggling scarves. Allow them a short time to explore and experiment with tossing and catching them on their own.</li><li>• Have participants scatter in open space, then stand in personal space, facing the instructor, with two scarves on the ground, one in hand.</li><li>• The first step is to learn the proper way to hold and move the scarves. Hold the scarf in its centre from above so it is hanging down. See diagram above.</li><li>• Pull the scarf up and across to the opposite side of the body. Release the scarf and pull it down with the opposite hand.</li><li>• <b>Note:</b> Hands are always in the palm-down position.</li><li>• Repeat this pattern: Toss across, pull down, toss across, pull down.</li><li>• When jugglers are ready, add the second scarf, holding one in each hand with the same holding technique.</li><li>• Jugglers maintain the motion of tossing across and pulling down, but now the pattern will be: "Toss, toss, pull, pull." (Toss across with right, toss across with left, pull down with left, pull down with right).</li><li>• Allow practice time.</li><li>• When jugglers are ready, add the third scarf, holding two in one hand, and one in the other.</li><li>• The hand that holds two scarves holds the first between the index finger and thumb. The second is held between the other fingers and palm.</li><li>• The same motion begins the pattern. The third scarf is tossed after the first scarf is caught. The pattern is: "Toss, toss, pull, toss, pull, toss, pull, toss, and so on."</li><li>• Allow time to practice and refine the patterns and skills.</li></ul> |

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|                           |   |
|---------------------------|---|
| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• How do you feel about your ability to follow along with all of the “jobs” assigned to you in this activity?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Being ‘able to respond’ means you are <i>respons-able!</i>”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Sometimes we need to do things that we don’t particularly like to do. Do you see value in all of your responsibilities? Why or why not?</li> <li>• Do you see value in the work required to handle your responsibilities? Why or why not?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Healthy approaches to handling responsibilities allows young people to develop confidence and learn that they are capable of so many things!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• What strategy(s) did you use to learn the patterns of juggling one, two, and three scarves?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “Repetition is a good way for us to form patterns — and habits!”</li> <li>• “Positive self-talk can be a healthful way to manage our responsibilities!”</li> <li>• “It was helpful to remain calm when it was difficult.”</li> </ul> |
|---------------------------|---|

## ASSESSMENT

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

→ Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?

→ Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- If you ever feel that you are having a hard time juggling the responsibilities in your life, do you have someone you can talk with to help you manage?
- What is something you enjoy doing (like juggling!) that helps your life be fun, balanced, and healthy?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants during practice times and give feedback about their juggling technique and patterns.
- Formal summative assessment: Take note of participants who struggle with crossing the midline or completing the pattern.

## **DIFFERENTIATED INSTRUCTION**

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

- To make the connection to juggling life's responsibilities even stronger, participants can assign each scarf colour a responsibility (e.g., the green scarf represents my schoolwork, blue represents my chores at home, and yellow represents getting enough sleep).

### ***Physical Literacy***

- Juggling balls can also be used for Juggling It All. They generally move more quickly through the air. Tosses and catches also need to be more accurate than with scarves.
- Scarves or balls can be juggled while walking or wheeling.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- Depending on the amount of time available, this lesson can be split into multiple lessons.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- Not a lot of space is needed for juggling, particularly with scarves.
- The responsibilities assigned to each scarf could be specific to classroom expectations, schoolwork, homework, behavioral guidelines, etc.

### **Sport and Recreation**

- Juggling It All can be a unique experience for a team to work on together.
- A group juggling activity can also be played with a circle of participants. Toss a ball in a pattern back and forth across the circle, always tossing it in the same pattern to the same person. See how many balls the team can keep going simultaneously.
- Vary the size of the circle.
- Adapt the type of equipment used.

# STAY HEALTHY ACTIVITY 3: I Can Do It

## ACTIVITY DESCRIPTION

A session during which participants practice breathing techniques, calming stretching poses, and positive self-talk.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|  |  |
|--|--|
| <b><i>True Sport:<br/>Stay Healthy</i></b> | Participants will: <ul style="list-style-type: none"><li>• Advocate for the health and safety of themselves and those around them.</li><li>• Analyze breathing techniques, stretching poses, and positive self-talk as exercises they could incorporate into their lives.</li></ul>  |
| <b><i>Ethical Literacy</i></b>             | Participants will: <ul style="list-style-type: none"><li>• Reinforce to others the value of taking care of our minds and bodies.</li></ul>   |
| <b><i>Physical Literacy</i></b>            | Participants will: <ul style="list-style-type: none"><li>• Exercise control of body and breathing.</li><li>• Connect body and mind through poses, breathing techniques, and self-talk.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Belly breathing</li><li>• Balloon breathing</li><li>• Child’s pose</li><li>• Mountain pose</li></ul> |

## EQUIPMENT

→ Mats (optional)

## PLAYING AREA REQUIREMENTS

→ Area (indoor or outdoor) large enough for every participant to have personal space



## ACTIVITY INSTRUCTIONS

### Minds On

- Ask four participants to come forward to help demonstrate new breathing techniques and stretching poses.
- The first is belly breathing.
  - Oftentimes, especially when we are anxious, we breathe with shallow breaths that don't fill our lungs. This prevents our bodies and brains from getting all the oxygen they need.
  - When we take full breaths that fill our lungs, our bellies rise and our bodies relax.
  - Place your hand on your belly. Breathe in through your nose for a count of four, hold it for four, and exhale through your nose for four.
- The second is child's pose.
  - From a hands-and-knees position, sit back on your heels.
  - Lean forward until your forehead rests on the ground, stretching your arms out in front with palms on the ground.
- The third is mountain pose.
  - Assume a standing position with feet shoulder-width apart, arms held at sides, with palms facing forward. Stand tall.
- Last is balloon breathing.
  - Place hands on top of your head. As you slowly inhale, raise your hands up to form a large circle with your arms. As you slowly exhale, lower your hands to the top of your head.

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| <b>Activate</b> | <ul style="list-style-type: none"><li>• Practicing belly breaths:<ul style="list-style-type: none"><li>• Invite every participant to find a comfortable personal space.</li><li>• Ask them to take a calming belly breath, slowly and fully inhaling and exhaling through the nose.</li><li>• Pause and ask how this makes them feel.</li><li>• Allow participants the time to take additional belly breaths, imagining themselves breathing out any tension or stress in their bodies.</li></ul></li><br/><li>• Positive self-talk in child's pose:<ul style="list-style-type: none"><li>• Keeping answers to themselves, ask participants to think of something they see as being difficult but they would like to learn or accomplish.</li><li>• Ask them to move into child's pose and do belly breathing.</li><li>• On the inhale, think, "I can do it."</li><li>• On the exhale, think, "Go away doubts."</li><li>• Allow adequate time for this exercise.</li></ul></li><br/><li>• Balloon breathing in mountain pose:<ul style="list-style-type: none"><li>• Ask participants to move into groups of two or three and stand in mountain pose.</li><li>• They observe each other performing balloon breathing and provide feedback based on the previous instructions.</li></ul></li><br/><li>• Group discussion:<ul style="list-style-type: none"><li>• Small groups partner with another group to form a group of four to six.</li><li>• While walking in general space or standing in a balanced position, participants take turns sharing times when they were frustrated or angry.</li><li>• Then, they share suggestions on how these breathing techniques and positions could help to calm them in times of anger or frustration.</li></ul></li></ul> |
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| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How did you feel about practicing these techniques? Curious? Apprehensive? Intrigued? Relieved? Surprised?</li> <li>• How did you feel afterwards?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Your body is an amazing tool to use to calm your mind.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• How did you benefit from the observations, feedback, and ideas shared in your small groups?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “It is important to advocate for your health and that of those around you.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• What do you notice about your body after doing these exercises?</li> <li>• What do you notice about your enjoyment and confidence when doing these exercises?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “You get to be the boss of your body and your brain.”</li> <li>• “Our bodies, breath, and thoughts are intertwined. We can use them to affect the other.”</li> </ul> |
|---------------------------|--|

**ASSESSMENT**

***True Sport Principle: Stay Healthy and Ethical Literacy***

→ Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?

→ Formal summative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:

- Which of these exercises do you think will be most beneficial to you?
- Can you think of specific times when it would be good for you to do this exercise?

***Skill Combinations and Movement Concepts***

→ Informal formative assessment: Observe participants during the lesson and provide feedback regarding their breath and body control.



## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Stay Healthy and Ethical Literacy*

- Provide more time to practice a technique or pose before moving on to the next one.

### *Physical Literacy*

- Connect breathing exercises with various activities such as playing hockey, or swimming. Explore how proper breathing impacts engagement in physical activities for life.
- Encourage participants to recognize how their breathing changes when they participate in vigorous physical activities. Ask them to reflect on why this is important.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Encourage participants to close their eyes during the breathing exercises and while holding poses. If someone is uncomfortable doing so, suggest they try covering their eyes with their hands.

### Classroom

- All of these practices are very applicable to the classroom setting.

### Sport and Recreation

- Teaching these strategies to a team can benefit every participant.
- Encourage players to practice them at home so they are even more adept and comfortable doing them in sporting moments.



# STAY HEALTHY ACTIVITY 4: Playing Card Fitness

## ACTIVITY DESCRIPTION

Participants perform a variety of exercises based on the cards they draw.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

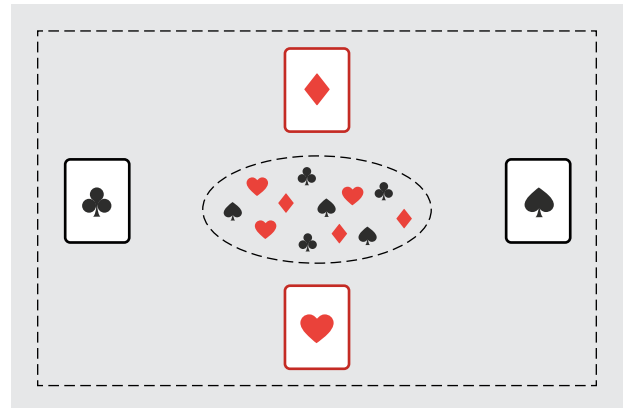
|  |   |
|--|---|
| <p><b>True Sport:<br/>Stay Healthy</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Advocate for the health and safety of themselves and those around them.</li> <li>• Differentiate among various components of physical fitness and their benefits.</li> <li>• Apply their understanding of these benefits to their lives.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>             | <ul style="list-style-type: none"> <li>• Analyze the value of fitness in their own lives.</li> <li>• Analyze the level to which they value the social component of staying healthy.</li> </ul>  |
| <p><b>Physical Literacy</b></p>            | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Exercise in a variety of ways and experience each of the components of fitness.</li> </ul> <p>Components of fitness explored:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Cardiovascular endurance</li> <li>• Muscular strength</li> <li>• Muscular endurance</li> </ul> |

## EQUIPMENT

- 3 decks of playing cards
- 1 large container or hoop
- 4 exercise posters designated with playing card suits and focused on a component of physical fitness (see example below)

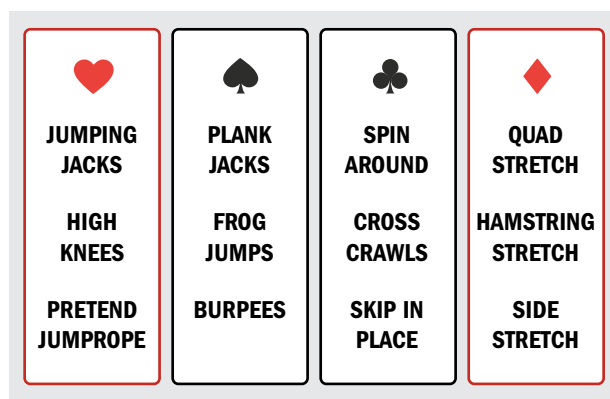
## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up. — — — — — →



Examples of large signs to be posted, one on each side of the playing area. — — — — — →

Areas of fitness as shown: cardiovascular, strength, brain fitness, flexibility.



## ACTIVITY INSTRUCTIONS

|                        |  |
|------------------------|--|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Have the four exercise signs posted on each of the four sides of the activity area.</li> <li>• Ask participants to find a partner.</li> <li>• Everyone goes on a “fitness tour” with their partner.</li> <li>• As the pairs come to a poster, they review the exercises together and help each other if they do not know how to do a particular exercise.</li> <li>• Give instructions to individuals or the whole group as needed.</li> <li>• Point out the component of fitness upon which each poster is focused (i.e., cardiovascular, strength, flexibility).</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Place all of the playing cards in a container in the centre of the activity area.</li> <li>• On the starting signal, every participant picks a card and runs to the sign that has the same suit as their card (i.e., if you pick a diamond, you run to the sign with a diamond on it).</li> <li>• When you arrive at the sign, do the first exercise on the list.</li> <li>• Exercises are performed the number of times indicated on the card:             <ul style="list-style-type: none"> <li>• Stretches are held for card number + 10 seconds (i.e., a 4 is held for 14 seconds).</li> <li>• Aces and face cards = 10 (i.e., a stretch is held for 20 seconds).</li> </ul> </li> <li>• The first time a suit is drawn, do the first exercise on the list. The second time that suit is drawn, do the second exercise, and so on.</li> <li>• After completing the exercise, return to the centre of the activity area to draw another card.</li> <li>• The activity continues for a specified amount of time or until all cards have been collected.</li> </ul> |

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| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• How do you see the different areas of physical fitness making your life better?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Your bodies are growing and changing and you might notice differences in your body. But you will <i>always</i> have your body with you — and you can always do things to help it be its healthiest.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Where do you place your physical fitness in your list of your priorities?</li> <li>• Picture having done this activity alone. Would your enjoyment have changed?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “We spend our time on things we value.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Do you see yourself excelling or struggling in any particular areas of fitness? Why or why not?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “It is important to celebrate all that our body can do and all that our body is learning to do.”</li> </ul> |
|---------------------------|--|

## ASSESSMENT

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - How might you incorporate exercises such as these into your daily life?

- Which component of fitness (cardiovascular, strength, brain fitness, flexibility) do you enjoy doing most?
- Which component of fitness do you think you could most benefit from and why?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants throughout the activity and provide feedback regarding exercise form and technique as needed.
- Informal formative assessment: As participants are exercising, ask which component of fitness they are working on.

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Stay Healthy and Ethical Literacy*

- To increase ownership and engagement in the activity (and future exercise behaviors), allow the participants to develop the lists of exercises.
- To support others in exercise behaviors, partners can function as one in drawing a card and performing the exercises.

### *Physical Literacy*

- A variety of locomotor movements can be incorporated as participants move to and from the exercise posters. Examples include, run to the poster and skip back to the hoop full of cards.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- As exercises such as these are taught throughout the school year, more options can be added to the lists.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- A larger activity area with the signs hung at farther distances will allow for more movement!
- A competitive component can be incorporated with the playing cards. Add up total scores from the cards. See who has the best hand.

### Classroom

- If space does not allow for students to move throughout the room to the different posters, hang all posters at the front of the room.
- Students are dealt a hand of cards and keep them face down. Draw one card at a time and do the exercises in the space next to their desks.

### Sport

- Sport-specific skills can be written on the posters instead of or in addition to the exercises (e.g., soccer toe taps, hockey toe pulls, volleyball overhead pass, etc.).
- Teams may particularly enjoy the competition of adding the scores of cards they have completed.

### Recreation

- Include activities on the posters that are not strictly calisthenic exercises. They can have the same fitness goals but in a less obvious way (e.g., run to touch X number of trees, skip to give X number of high-fives, carry a partner on your back for X number of steps).

# STAY HEALTHY ACTIVITY 5: Building Blocks of Fitness

## ACTIVITY DESCRIPTION

A team game in which participants perform exercises and try to avoid knocking down the tower.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|                                     |   |
|-------------------------------------|---|
| <b>True Sport:<br/>Stay Healthy</b> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Advocate for the health and safety of themselves and those around them.</li> <li>• Evaluate their levels of physical fitness.</li> <li>• Delineate exercises that will help improve their fitness.</li> </ul>  |
| <b>Ethical Literacy</b>             | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Reflect on their own health-related values.</li> <li>• Analyze their individual roles in contributing to a social experience.</li> </ul>   |
| <b>Physical Literacy</b>            | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Exercise in a variety of ways and experience each of the components of fitness.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Body positioning and control</li> </ul> <p>Components of fitness explored:</p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Cardiovascular endurance</li> <li>• Muscular strength</li> <li>• Muscular endurance</li> </ul> |

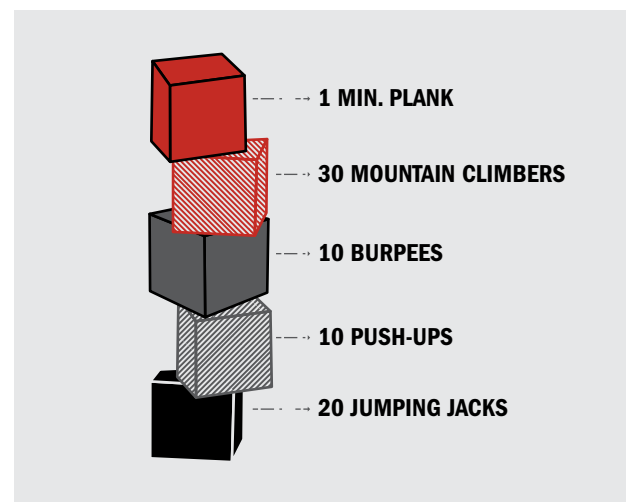
## EQUIPMENT

- Several building blocks or boxes.
  - 10–50, depending on size. Larger blocks carry with them a larger “wow” factor
  - Objects must not interlock
  - Objects should be labeled with a variety of exercises

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor) for building
- Must have a small area of smooth, level ground for building a tower

Example of building blocks and tower. — — — — — ↘



## ACTIVITY INSTRUCTIONS

|                           |  |
|---------------------------|--|
| <p><b>Minds On</b></p>    | <ul style="list-style-type: none"> <li>• Ask two volunteers to come forward to build a tower.</li> <li>• They take turns, adding one block on top of the other.</li> <li>• When the tower topples, the round is over.</li> <li>• Do a few rounds as time allows.</li> <li>• Write components of fitness (exercises) onto some blocks with a marker or pre-made stick-on signs.</li> <li>• Explain the exercise and say, “These are the building blocks of physical fitness.”</li> </ul>  |
| <p><b>Activate</b></p>    | <ul style="list-style-type: none"> <li>• All blocks are labeled with an exercise.</li> <li>• Divide into two teams.</li> <li>• One team places a block on the building surface. The other team performs the indicated exercise.</li> <li>• Teams take turns placing a block then doing the exercise.</li> <li>• Depending on the style of blocks used, a “next to” component may be added (i.e., if a team places a block <i>next to</i> another, <i>both</i> teams do the exercise.)</li> <li>• Play continues for a predetermined amount of time.</li> </ul> <p>See examples of building blocks, exercises, and tower above.</p>   |
| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How did your body feel as you were performing the exercises?</li> <li>• Which exercises did you find easy and which were more challenging?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “We have incredible potential because our bodies can change. Our muscles, our hearts, and our brains can all change. You are in charge of your body and keeping it healthy!”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Where do you place physical fitness in your list of priorities?</li> <li>• How would the teams have been affected if some people had chosen not to give their best effort? What would have changed?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “The value we place on health has an impact on us personally and on those around us.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Do you feel confident in your ability to meet the requirements for all of the building blocks? Why or why not?</li> <li>• Are you motivated to build on your current skills and gain confidence when facing a challenge?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “It is important to celebrate all that our body can do and all that our body is learning to do.”</li> </ul> |



## ASSESSMENT

### *True Sport Principle: Stay Healthy and Ethical Literacy*

- Informal formative assessment: Ask participants whether they had to advocate for the health and safety of themselves and those around them. If so, how did they advocate?
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - Which area of fitness would you like to improve on most and why?
  - Which movements can help increase your fitness in this way?

### *Skill Combinations and Movement Concepts*

- Informal formative assessment: Observe participants throughout the activity and provide feedback regarding exercise form and technique as needed.
- Informal formative assessment: As participants are moving, ask which component of fitness the exercise is geared towards.

## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Stay Healthy and Ethical Literacy*

- To increase ownership and engagement in the activity (and future exercise behaviors), allow the participants to come up with the exercises for the blocks.

### *Physical Literacy*

- The movements written on the building blocks can be focused on any component of fitness, locomotor skills, sport-specific skills, etc.
- Have students create their own building blocks with non-locomotor movements included such as twisting, balancing, jumping for height, etc.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- As movements are taught throughout the school year, more options can be added to the building blocks.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Participants are invited to perform additional repetitions of the movements as they choose.

### Classroom

- The classroom can be a good setting for delving deeper into the science behind the components of physical fitness (e.g., body systems, muscle structure and function, anatomical names of muscles).

### Sport

- Sport-specific skills can be written on the blocks instead of or in addition to the exercises (e.g., soccer toe taps, hockey toe pulls, volleyball overhead pass).

### Recreation

- Change the challenges to be team challenges. For example:
  - Everyone runs around the pavilion and back in one minute.
  - Line up in height order in 30 seconds.
  - Keep a beach ball up in the air for 20 seconds.

# INCLUDE EVERYONE ACTIVITIES

Recognize and celebrate strength in diversity.  
Invite and welcome others into sport.





## ACTIVITY OVERVIEW

| ACTIVITY NAME                                     | GRADE LEVELS | EQUIPMENT  | PAGES   |
|---|--------------|--|---------|
| <b>ACTIVITY 1:</b><br>Everybody's It              | Grades 4–6   | <ul style="list-style-type: none"> <li>Boundary line markers such as cones or painted lines</li> </ul>   | 114–117 |
| <b>ACTIVITY 2:</b><br>Ships Ahoy                  | Grades 4–6   | <ul style="list-style-type: none"> <li>Boundary line markers such as cones or painted lines</li> </ul>   | 118–121 |
| <b>ACTIVITY 3:</b><br>Passing Through             | Grades 4–6   | <ul style="list-style-type: none"> <li>Several soccer balls</li> </ul>   | 122–125 |
| <b>ACTIVITY 4:</b><br>4 vs. 4,<br>Everyone = More | Grades 4–6   | <ul style="list-style-type: none"> <li>Boundary line markers such as cones or painted lines</li> <li>1 medium-sized ball per 8 participants</li> </ul>                               | 126–129 |
| <b>ACTIVITY 5:</b><br>Human Foosball              | Grades 4–6   | <ul style="list-style-type: none"> <li>18 line and goal markers (if playing space is not pre-lined)</li> <li>Pinnies or similar items to designate teams.</li> <li>1 ball</li> </ul> | 130–132 |

# INCLUDE EVERYONE ACTIVITY 1: Everybody's It

## ACTIVITY DESCRIPTION

A tag game in which everyone is "it!"

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|  |   |
|--|---|
| <b><i>True Sport:<br/>Include Everyone</i></b> | Participants will: <ul style="list-style-type: none"><li>• Recognize and celebrate strength in diversity and work to welcome everyone into the experience.</li><li>• Give attention to all participants, including themselves.</li><li>• Compare situations in which everyone is involved with those in which they are not.</li></ul>   |
| <b><i>Ethical Literacy</i></b>                 | Participants will: <ul style="list-style-type: none"><li>• Analyze their own level of involvement in the game.</li><li>• Recognize that their effort to include themselves, as well as others, makes a difference to the game.</li></ul>  |
| <b><i>Physical Literacy</i></b>                | Participants will: <ul style="list-style-type: none"><li>• Safely manage their bodies in relation to others.</li><li>• Move with agility and execute exercises accurately.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Chase and flee</li><li>• Spatial awareness and body control</li><li>• Balance</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Core strength</li></ul> |

## EQUIPMENT

→ Boundary line markers such as cones or painted lines.

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) set up with boundary lines:



**ACTIVITY INSTRUCTIONS**

|                        |   |
|------------------------|---|
| <p><b>Minds On</b></p> | <ul style="list-style-type: none"> <li>• Ask two people to come forward to play a mini game of tag within a small space. Both participants try to tag the other on the knee.</li> <li>• Do the same with a third participant included.</li> <li>• Analyze the small game.</li> <li>• Did every participant involve themselves by chasing the others or fleeing from them?</li> <li>• How does this version of tag effectively Include Everyone?</li> <li>• Did every participant work to involve the others by chasing them?</li> <li>• Say, “Let’s see this in action on a larger scale.”</li> </ul>   |
| <p><b>Activate</b></p> | <ul style="list-style-type: none"> <li>• Use boundary line markers to form the playing space.</li> <li>• Everyone walks within this general space.</li> <li>• On the starting signal, the tag game begins. Leaders can choose where participants tag (e.g., knee, foot, back).</li> <li>• Everyone is a tagger simultaneously.</li> <li>• When you get tagged, you take a knee and keep your attention on the person who tagged you.</li> <li>• When that participant is tagged and takes a knee, you get back into the game as a tagger.</li> <li>• If two participants tag each other at the same time, they do rock-paper-scissors to determine who takes a knee.</li> </ul> |

*Continued on the next page*

**Consolidate*****True Sport Principle: Include Everyone***

Example questions to ask participants:

- Did you successfully maintain your attention on the participant who tagged you?
- What would have happened to the game if those who had taken a knee did not pay attention to their taggers?
- How does this version of tag Include Everyone?

Discussion Prompts:

- “Just as we should work to include others, we also need to include ourselves. Others are counting on us.”
- “The game only worked if everyone was given equal opportunity to play.”

***Ethical Literacy***

Example question to ask participants:

- Did many of your tags end with a game of rock-paper-scissors? Why or why not?

Discussion Prompt:

- “Speed and agility may have impacted the way in which your tags were executed and whether or not rock-paper-scissors was needed.”

***Physical Literacy***

Example questions to ask participants:

- How did taking a knee impact your ability to hold attention on your tagger?
- Did you find yourself to be more of a chaser (offensive player) or flier (defensive player)?
- Who did you find yourself chasing? Did you chase only close friends? Or did you work to include everyone?

Discussion Prompts:

- “Oftentimes, when our bodies are active and involved, our brains are better able to maintain attention.”
- “While this game is fun with two or three people, it becomes even more fun when more people are included.”

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal formative assessment: Throughout the activity, observe participants. Identify anyone who is not waiting until the participant who tagged them is tagged and prompt to remind them that when we follow the rules, we're more likely to enjoy the game and include everyone.

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe participants and give feedback based on their execution of the tagging and their ability to remain in position while waiting to get back into the game as a tagger.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- In the spirit of including everyone, participants are encouraged to tag as many different participants as they can; meaning, once they have tagged a certain participant, they should avoid tagging them again.

### ***Physical Literacy***

- A variety of positions can be held while waiting for one's tagger to be tagged. Rather than simply taking a knee, participants can:
  - Balance on one foot in a tree pose.
  - Hold a plank position.
  - Stand with arms held at shoulder height with palms facing up.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- To increase physical involvement, use a variety of exercises instead of taking a knee. This may be holding a position (e.g., plank, standing on one leg) or doing repetitive exercises (e.g., jumping jacks, in-place cross crawls, high knees).
- Throughout the activity, call out occasional releases to everyone who has been tagged. For example, "If you're frozen, do five push-ups then you're back in the game!"
- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- Content from other subjects can be incorporated into Everybody's It. Any time a participant is tagged and takes a knee, they call out a fact within an area they've been studying (e.g., provinces and capitals, a step in the process of digestion, the anatomical name of a bone, a math fact).

### **Sport**

- When tagged, participants may also hold an athletic position or perform a skill drill until they rejoin the game as a tagger.



# INCLUDE EVERYONE ACTIVITY 2: Ships Ahoy

## ACTIVITY DESCRIPTION

A whole-group activity in which participants follow the “captain’s orders” with individual, partner, and small group tasks.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|   |  |
|---|--|
| <b>True Sport:<br/>Include Everyone</b> | Participants will: <ul style="list-style-type: none"><li>• Recognize and celebrate strength in diversity and work to welcome everyone into the experience.</li><li>• Demonstrate acceptance and inclusion of others.</li><li>• Understand how to extend the concept of inclusion to other areas of life.</li></ul>   |
| <b>Ethical Literacy</b>                 | Participants will: <ul style="list-style-type: none"><li>• Recognize and celebrate their part as unique individuals in making up a group.</li><li>• Recognize and celebrate the other unique individuals who make up their group.</li></ul>  |
| <b>Physical Literacy</b>                | Participants will: <ul style="list-style-type: none"><li>• Move quickly to follow a series of physical commands.</li><li>• Manage their bodies to move individually and in cooperation with others.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Run</li><li>• Spatial awareness</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Core strength</li><li>• Upper body strength</li></ul> |

## EQUIPMENT

→ Boundary line markers such as cones or painted lines

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor) with surface suitable for lying down set up with boundary lines

## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Take a few moments to appreciate all the individuals who make up your group.</li><li>• Ask that every participant say their name and something that uniquely identifies them (e.g., something for which they are grateful).</li><li>• Say, “Isn’t it great to know that the fact that we are unique individuals is something we have in common? All of us make up such a great group with which to play!”</li><li>• “Let’s see how we can work together as unique individuals and as crewmates on a ship!”</li></ul> |
|-----------------|--|

*Continued on the next page*

## Activate

- As the activity leader, you are the captain of the ship. All other participants are sailors.
- The captain enthusiastically calls out orders for the sailors to follow as quickly as possible.
- Sailors must work together to ensure all participants are following the orders correctly. The next order won't be called until everyone has succeeded.
- Participants try to respond as quickly as possible as a collective.
- Gradually incorporate as many orders as is possible. There are orders for individuals, partners, small groups (three to five participants), and the whole group, as below.
- **Note:** Partners and groups are to be formed between the closest participants (i.e., as quickly as possible).
- Individual orders:
  - "To the bow!" = run to the front of the playing area.
  - "To the stern!" = run to the back of the playing area.
  - "Starboard!" = run to the right.
  - "Port!" = run to the left.
  - "The captain's coming!" = stand and salute.
  - "Hit the deck!" = lie on the ground.
  - "Anchors away!" = lie on back, arms and legs in the air.
  - "Seagull!" = duck and cover.
- Partner orders:
  - "Overboard!" = one participant lies down, their partner grabs their ankles to rescue them.
  - "To your bunk!" = participants get into side-by-side plank and try to hold position until the next order is called.
  - "Land ho!" = participants stand back to back and then take one knee and point ahead.
- Small group orders:
  - "Crow's nest!" = form a circle of three, standing back-to-back with elbows hooked.
  - "Take control of the lifeboats!" = form a seated single file line of four, and row.
  - "Mess table!" = form a seated group of four, eating at a table.
  - "Walk the plank!" = form a single file line of five.
- Whole group orders:
  - "Ships ahoy!" = everyone forms a circle.
  - "Roll call!" = all participants stand in shoulder-to-shoulder line facing the captain.
- After several orders are called, regroup, and select a participant to take a turn as captain.
- Increase difficulty in the tasks by incorporating the additional exercise as listed in the *Special Considerations for Physical Education* section.

Continued on the next page

**Consolidate*****True Sport Principle: Include Everyone***

Example questions to ask participants:

- Were you successful at following the captain's orders quickly? Were you able to offer support to other participants?
- Were you successful at forming your pairs and small groups with participants who were nearby; that is, not being selective?
- What might it look like in other areas of your life to be open to group with people who may not be your first choice to work with?

Discussion Prompt:

- "Including others can lead to personal growth as well as growth for the group as a whole."

***Ethical Literacy***

Example questions to ask participants:

- How did you feel when you worked together to follow the captain's orders?
- How important is it that you worked together and celebrated each other's uniqueness?

Discussion Prompt:

- "It takes individuals coming intentionally together to form a team."

***Physical Literacy***

Example questions to ask participants:

- What locomotor and non-locomotor movements did you demonstrate during this activity?
- Were certain movements more challenging than others? Why or why not?

Discussion Prompt:

- "Our body language is a good reflection of our mental and physical involvement."

## ASSESSMENT

### **True Sport Principle: Include Everyone and Ethical Literacy**

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal formative assessment: Observe participants as they form partnerships and small groups. Provide feedback as necessary to encourage them to take the initiative to join others and/or to invite others to join them.

### **Skill Combinations and Movement Concepts**

- Informal formative assessment: Observe participants and give feedback based on their execution of the various activities.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Include Everyone and Ethical Literacy**

- In the spirit of including everyone, participants are encouraged to form partners and small groups with different people every time the captain gives an order.

### **Physical Literacy**

- Additional movements and skills can be incorporated with the captain's orders. For example:
  - Skip to the stern, gallop to the bow, hop to starboard, jump to port.
  - Balance on one foot when saluting the captain.
  - Plank when hitting the deck.
  - Abdominal crunches in anchor position.
  - Hold a squat position while at the mess table.
  - Balance on one foot while "walking" the plank

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- Ensure playing area and tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Ask participants to suggest ways to incorporate additional physical challenges and exercises into the execution of the orders. See the *Special Considerations for Physical Education* section below for examples.

### **Classroom**

- Ships Ahoy may be connected to curricular content of History, Social Studies, and/or Geography.
- It may serve as a fun celebration after completing a unit in this content area.

### **Sport**

- Ships Ahoy can serve as a fun icebreaker and team-building activity.

### **Recreation**

- Do not provide all of the orders to the participants. Give them a few examples initially, but then allow them the freedom, challenge, and ownership of creating more.

# INCLUDE EVERYONE ACTIVITY 3: Passing Through

## ACTIVITY DESCRIPTION

A dribbling game in which participants share the ball with others after completing their task.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|  |   |
|--|---|
| <b><i>True Sport:<br/>Include Everyone</i></b> | Participants will: <ul style="list-style-type: none"><li>• Recognize and celebrate strength in diversity and work to welcome everyone into the experience.</li><li>• Evaluate their contribution to a team goal.</li><li>• Value the inclusion of all people in reaching a goal.</li></ul>  |
| <b><i>Ethical Literacy</i></b>                 | Participants will: <ul style="list-style-type: none"><li>• Act on their responsibility to include others.</li><li>• Identify consequences of failing to include everyone.</li></ul>   |
| <b><i>Physical Literacy</i></b>                | Participants will: <ul style="list-style-type: none"><li>• Move their bodies through space while maintaining control of a ball with their feet.</li><li>• Execute controlled passes.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Dribble with feet</li><li>• Agility</li></ul> Components of fitness explored: <ul style="list-style-type: none"><li>• Core endurance</li><li>• Upper body endurance</li></ul> |

## EQUIPMENT

→ Several soccer balls (or similar balls which can be dribbled with feet)

## PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor)

## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Introduce the activity as one in which the members of a team will all have the same job and they each need to do it as quickly as possible.</li><li>• Explain that every person has the responsibility of including all members of their opposing team.</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• All participants scatter throughout the playing space.</li><li>• Approximately one third of the participants have a soccer ball. This is the dribbling team.</li><li>• All other participants form standing tunnels with their feet shoulder-width apart and arms held straight out from their sides with palms up.</li><li>• On the starting signal, those with a soccer ball dribble the ball throughout the space and pass the ball through the tunnels to another player.</li><li>• The goal of the activity is for the dribblers to close the tunnels as quickly as possible.</li><li>• A tunnel is closed after five balls have passed through it.</li><li>• The tunnels indicate with their fingers or voices how many passes have gone through their tunnel.</li><li>• A dribbler may not pass through a tunnel more than once until they pass through a different one.</li><li>• Once all tunnels are closed, a new team of dribblers is formed.</li></ul> |

*Continued on the next page*



|                    |  |
|--------------------|--|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Include Everyone</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Evaluate your level of activity. Do you feel that you contributed to your team effectively?</li> <li>• Consider the tunnels' involvement in your team's accomplishment. Could your team have succeeded if they weren't involved?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• "Even when others are 'on the other side,' they are essential to the game!"</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• What would have happened in this game if you didn't include everyone?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• "In life, as in this game, let's focus on the good that happens when we include others!"</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Was the execution of your dribbling or passing affected by the speed at which you moved?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• "When you're trying to dribble at a fast speed, don't forget to demonstrate the skill cues."</li> </ul> |
|--------------------|--|

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - On a scale of one to five, how effective was your dribbling team at including everyone?
  - What could have been changed to make your team more efficient at closing the tunnels?

### ***Skill Combinations and Movement Concepts***

- Formal formative assessment: Using a checklist, assess participants' body control and ball control as they move through space and move the ball.
- Formal formative assessment: Using a checklist, take note of participants' endurance in holding their arms out straight.



## DIFFERENTIATED INSTRUCTION

### *True Sport Principle: Include Everyone and Ethical Literacy*

- After every dribbling team has had a turn at closing the tunnels, allow time for the teams to discuss strategies for completing the task more quickly on their next attempt.

### *Physical Literacy*

- A variety of exercises may be performed by the tunnels (e.g., holding straight-arm position, jumping jacks, or squats).
- The participants themselves, rather than soccer balls, can be the ones to physically pass through the tunnels. If this is the case, they can travel through the space with a variety of locomotor skills.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical Education

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Depending on the size of the group, the number of passes required through the tunnels can be adapted. More passes will increase the participants' amount of activity.

### Classroom

- Passing Through may be played in a small space, depending on the type of ball used. Yarn balls or even crumpled pieces of paper do not roll far.
- If the crumpled piece of paper includes a math problem, writing prompt, or another academically related item, the tunnel can be required to answer the question before "closing."

### Sport

- Sport-specific skills can easily be incorporated into Passing Through by being specific on soccer technique, hockey technique, etc.

### Recreation

- Be creative in how the tunnels are to be closed.
- If the activity is played indoors, balloons could be hit through the tunnels.
- The participants could even be the ones to crawl through the tunnels!

# INCLUDE EVERYONE ACTIVITY 4: 4 vs. 4, Everyone = More

## ACTIVITY DESCRIPTION

A keep-away game in which more points are awarded if everyone on the team has possession of the ball.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES:

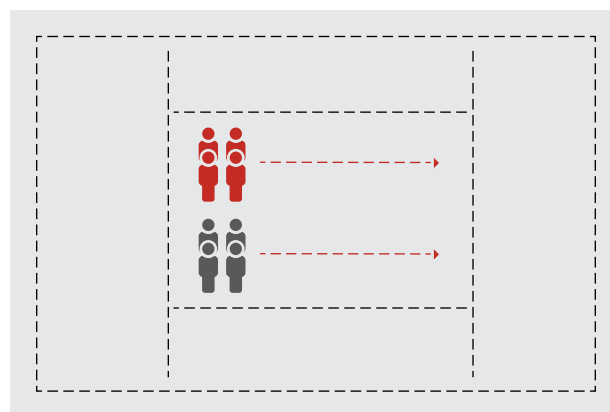
|   |   |
|---|---|
| <p><b>True Sport:</b><br/><b>Include Everyone</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Recognize and celebrate strength in diversity and work to welcome everyone into the experience.</li> <li>Analyze the visual and verbal cues of including oneself.</li> <li>Discover the many ways of including others.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>                        | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Identify potential outcomes of failing to include others.</li> <li>Evaluate how verbal language and body language are interpreted by others.</li> <li>Execute the visual and verbal skills of including themselves and others.</li> </ul>  |
| <p><b>Physical Literacy</b></p>                       | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Move in safe and agile ways to be in open spaces and to defend.</li> <li>Throw and catch with accuracy.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>Spatial and body awareness</li> <li>Throw</li> <li>Catch</li> <li>Offensive and defensive movements</li> </ul> |

## EQUIPMENT

- Boundary line markers such as cones or painted lines
- 1 medium-sized ball per 8 participants

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up. — — — — — →



## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Ask four people to come forward and form a small circle.</li><li>• Have everyone count aloud the number of catches that are made as this small group tosses a ball from person to person, in no particular order, “1, 2, 3, 4, 5, 6, 7, 8.”</li><li>• Say, “When we do a task together, good things add up.”</li><li>• Have the small group ensure every participant touches the ball once before anyone touches it a second time.</li><li>• After every four-touch completion, a bonus point is counted.</li><li>• Have everyone count this aloud, “1, 2, 3, 4, FIVE! 6, 7, 8, 9, TEN!”</li><li>• Say, “When we make sure EVERYONE is included in a task, great things can happen.”</li></ul>  |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Use boundary line markers to form the playing space and designate endzones.</li><li>• Depending on the number of participants, divide the space with additional sidelines to allow for eight players per small section.</li><li>• Form teams of four.</li><li>• Teams match up against each other to play a game of keep away.</li><li>• The goal is to pass the ball from teammate to teammate, moving the ball down the field.</li><li>• When a teammate catches the ball in the endzone, a point is scored.</li><li>• If every teammate had possession of the ball since the other team’s last possession, two points are scored.</li><li>• Keep score and tally the number of wins for the teams.</li><li>• Rotate the teams to play a different team every five minutes.</li><li>• The team with the most total wins is the ultimate winner.</li><li>• Rules:<ul style="list-style-type: none"><li>• A player may not take the ball from another player while they have possession.</li><li>• A ball on the ground is open to anyone.</li><li>• Possession goes to the other team when:<ul style="list-style-type: none"><li>• A pass is not made within five seconds of receiving the ball.</li><li>• The ball goes out of bounds.</li><li>• A player takes steps while holding the ball.</li><li>• A player does not stay on their feet.</li></ul></li></ul></li></ul> |

*Continued on the next page*

**Consolidate*****True Sport Principle: Include Everyone***

Example questions to ask participants:

- What movements and sounds did you make to show your teammates you were actively involved in the game?
- How did you use your body and your voice to include your teammates?

Discussion Prompt:

- “Our body language and our voices are powerful tools for ensuring everyone is included.”

***Ethical Literacy***

Example questions to ask participants:

- What was the result of not including everyone before a ball was received in the endzone?
- How were your words and actions interpreted by your teammates? Were they encouraging or discouraging?

Discussion Prompt:

- “When we kindly encourage everyone to be included in doing a task together, really great things can happen.”

***Physical Literacy***

Example questions to ask participants:

- What strategies did you use to make yourself available to receive passes?
- Which rules of the game allowed it to be safe and fast-paced?

Discussion Prompts:

- “The athletic position with feet apart, knees bent, back straight, and arms extended shows other players that we are ‘in the game.’”
- “The athletic position allows us to move safely with speed and agility in offensive and defensive movements.”

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal summative assessment:
  - During gameplay, observe participants who may not be showing visual cues of including themselves. Provide encouragement and strategies for them to do so.
  - During gameplay, evaluate verbal strategies to include everyone. Suggest alternatives, as needed, or ask participants to suggest alternatives.

### ***Skill Combinations and Movement Concepts***

- Formal formative assessment: Using a checklist, observe and assess execution of skills and skill combinations.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Include a timeout halfway through each game. Allow teams to analyze their offensive strategies to include everyone and make adjustments as necessary.

## ***Physical Literacy***

- Depending on the skill level of the participants, a smaller, larger, lighter, or denser ball may be used.
- If space allows, players could take three steps while in possession of the ball.
- Throw a Frisbee or have participants send and receive a ball with their feet instead of throwing.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- If the number of participants or available space allows, a second ball may be incorporated into the game.

### **Classroom**

- Academic content can be incorporated into 4 vs. 4, Everyone = More. For example, with every catch, teammates call out multiples of seven, the months of the year in a different language, spell vocabulary words, and so on.

### **Sport**

- Sport-specific skills can be incorporated into the game by changing the equipment used, sending and receiving with the feet rather than hands, etc.

### **Recreation**

- If participants do not know each other's names, players introduce themselves prior to playing. Prior to making a pass, players call out the receiver's name.

# INCLUDE EVERYONE ACTIVITY 5: Human Foosball

## ACTIVITY DESCRIPTION

A soccer-type game in which participants remain in designated positions on the field to move the ball offensively and defensively.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

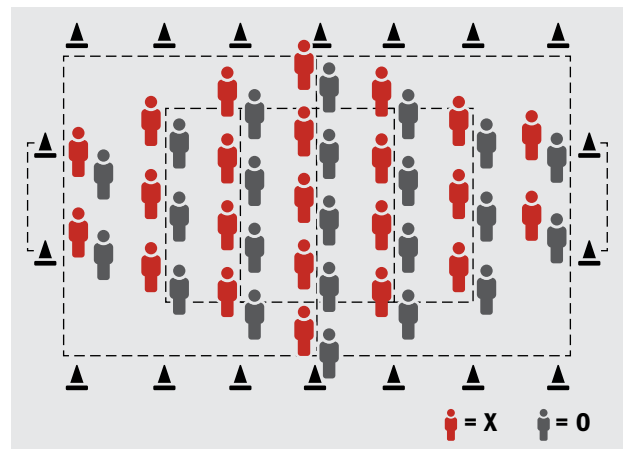
|   |  |
|---|--|
| <b>True Sport:<br/>Include Everyone</b> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Recognize and celebrate strength in diversity and work to welcome everyone into the experience.</li> <li>Analyze the positioning of players.</li> <li>Recognize the value of the player in each position.</li> </ul>  |
| <b>Ethical Literacy</b>                 | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Make decisions that reflect the values of the Include Everyone principle.</li> </ul>  |
| <b>Physical Literacy</b>                | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Demonstrate consideration of others by directing passes to them with intention.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>Send and receive</li> <li>Slide</li> <li>Karaoke step (crossovers)</li> </ul> |

## EQUIPMENT

- 18 line and goal markers (if playing space is not pre-lined)
- Pinnies or similar items to designate teams
- 1 ball

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), ideally with a lined floor. See diagram for set up. →



## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Invite two to four participants to come forward to play a game with cards or pieces (e.g., checkers, Battleship, Go Fish).</li><li>• While setting up the game, tell the players that some cards or pieces are missing so they'll need to play without them. This should significantly affect their play.</li><li>• Wait for responses, such as "That's not fair!" "How am I supposed to play or win?!" If they don't respond this way, ask them how they feel about playing with fewer game pieces to probe participants.</li><li>• Ask for comments or feedback regarding the importance of having all the pieces for a game.</li><li>• Connect this to the importance of every <i>player</i> in a game.</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• If the playing field is not pre-lined, set up line and goal markers with cones as shown by the diagram above.</li><li>• Divide the group into two teams and space the participants across the playing field on seven lines as seen on the diagram. Adjust the layout based on the number of participants.</li><li>• Participants are allowed to slide only along their designated line.</li><li>• X and O lines are directly adjacent to each other. They do not slide on the same lines.</li><li>• When the ball is tossed onto the playing field, participants work to move the ball from line to line, toward their goal using only their feet.</li><li>• After a goal is scored, all players shift one position to their right.</li><li>• At the end of every timed quarter, goal ends switch so teams are shooting at the opposite goal.</li><li>• Keep a cumulative score.</li></ul> |

*Continued on the next page*



|                           |   |
|---------------------------|---|
| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Include Everyone</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• What would you change to increase the physical involvement of each player?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “We can almost always be in a ‘position’ to include others in sport and in other areas of our lives.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• How did your decisions during gameplay reflect the Include Everyone principle?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Considering others beyond ourselves makes sport more fun for everyone.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• How did the way in which you passed the ball help to ensure others were included?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “I loved that none of you were ‘hogging’ the ball as that really hinders our ability to include everyone!”</li> </ul> |
|---------------------------|---|

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Ask participants what they did to ensure everyone felt a sense of belonging in the activity.
- Informal formative assessment: Observe participants during gameplay and provide encouragement to direct passes with intention to teammates, as needed.

### ***Skill Combinations and Movement Concepts***

- Formal formative assessment:
  - Using a checklist, observe and assess execution of sending and receiving skills.
  - Observe and provide feedback regarding proper execution of movements.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Include Everyone and Ethical Literacy**

- Before a goal can be scored, at least one participant in every line must touch the ball on its way down the field.

### **Physical Literacy**

- Specify the means of traveling along the lines. Limit it to sliding and/or karaoke only.
- Change the game so hands are used to roll the ball, rather than feet. Participants must remain in a standing, athletic position.
- After a point is scored, all participants must run and/or skip a lap around the perimeter of the field, quickly return to their position, and move one position to their right.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- To add more action to the game, add in a second ball.

### **Classroom**

- If you notice some students being excluded or identify a need to increase inclusion among the group, play this game to facilitate a discussion on the principle of Include Everyone.

### **Sport**

- Sport-specific skills can be incorporated and practiced in Human Foosball (e.g., footwork, stickwork, position responsibilities).

### **Recreation**

- If pool noodles are available, use them to turn the game into an even more realistic foosball game with each team player on the line being “connected” by holding on to the noodles.



# GIVE BACK ACTIVITIES

*Say thanks and show gratitude. Encourage your sport group to make a difference in the community.*





## ACTIVITY OVERVIEW

| ACTIVITY NAME                                       | GRADE LEVELS | EQUIPMENT   | PAGES   |
|---|--------------|---|---------|
| <b>ACTIVITY 1:<br/>Ginny Makes<br/>a Difference</b> | Grades 4–6   | <ul style="list-style-type: none"> <li>• Several bean bags, tennis balls, or similar items</li> <li>• 4–6 Hula Hoops or buckets</li> <li>• Boundary line markers such as cones or painted lines</li> <li>• 4–6 pinnies</li> </ul>             | 136–139 |
| <b>ACTIVITY 2:<br/>Game Inventors</b>               | Grades 4–6   | <ul style="list-style-type: none"> <li>• Assortment of equipment, depending on availability</li> </ul>  | 140–143 |
| <b>ACTIVITY 3:<br/>A Piece of<br/>Gratitude</b>     | Grades 4–6   | <ul style="list-style-type: none"> <li>• Items to guide project development, for example:               <ul style="list-style-type: none"> <li>• Sports equipment</li> <li>• Music/instruments</li> <li>• Art supplies</li> </ul> </li> </ul> | 144–147 |

# GIVE BACK ACTIVITY 1: Ginny Makes a Difference

## ACTIVITY DESCRIPTION

A tag game based on a story of making a difference.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

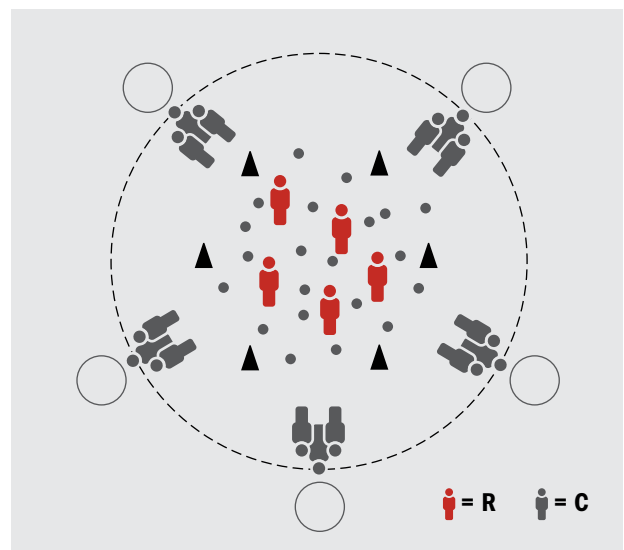
|   |   |
|---|---|
| <p><b>True Sport:<br/>Give Back</b></p> | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Say thanks and show their gratitude by making a difference in their community.</li> <li>• Develop their awareness of community involvement in making sport happen.</li> <li>• Acknowledge their role in making a difference for sport.</li> </ul>  |
| <p><b>Ethical Literacy</b></p>          | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Analyze the relationship between what they value about sport and how they work to live their values.</li> </ul>  |
| <p><b>Physical Literacy</b></p>         | <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Manage their bodies safely while moving quickly through space and in close proximity to others.</li> </ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"> <li>• Body and spatial awareness</li> <li>• Locomotor skills (e.g., run, walk, wheel)</li> <li>• Toss and catch</li> </ul> |

## EQUIPMENT

- Several bean bags, tennis balls, or similar items
- 4–6 Hula Hoops or buckets
- Boundary line markers such as cones or painted lines
- 4–6 pinnies

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).  
See diagram for set up: — — — — — →





## ACTIVITY INSTRUCTIONS

|                 |  |
|-----------------|--|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Tell the story about Ginny:<ul style="list-style-type: none"><li>• Ginny moved to a new town. The new town did not have any sporting opportunities for her. She wanted to do something about this because the last place she lived had MANY opportunities for kids and adults to play together and she knew this was good for everyone. So, Ginny decided to gather up as many resources as she could to grow a culture of True Sport — sport that is inclusive and accessible, sport that is fair, and sport that is safe! She faced resistance and challenges, but she gradually gathered enough equipment, spaces, and people to help her dream come true.</li></ul></li><li>• Ask participants to consider the following:<ul style="list-style-type: none"><li>• What are some of the specific resources Ginny would have needed to gather?</li><li>• What are some of the specific resistances and challenges she may have faced?</li></ul></li><li>• Say, “Let’s put this story into action with a game.”</li></ul>  |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Scatter several bean bags, tennis balls, etc., in a large, open space designated by line markers. These are the Resources.</li><li>• Outside of this area, evenly space four to six hula hoops or buckets. These are the home bases of the community’s new sporting efforts.</li><li>• Select four to six participants to wear pinnies inside the Resource area. They are the Resistance.</li><li>• All other participants make up the Community, as per the diagram above (C = Community and R = Resistance).</li><li>• On the starting signal, Community members move from their home bases into the Resource area, pick up one item at a time, and bring it back to their home base.</li><li>• If they are tagged by the Resistance, they drop their item, go back to their home base, take one deep belly breath, high five another Community member, then try to retrieve another Resource.</li><li>• <b>Note:</b> Acknowledge that there are challenges in tackling projects such as this. When we “get knocked down,” we take a breath, get support from others, and “get back in the game.”</li><li>• The game continues until all of the Resources have been gathered or until the game is paused to switch the Resistance members.</li></ul> |

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|                           |  |
|---------------------------|--|
| <p><b>Consolidate</b></p> | <p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• Who and what is involved in making your sport happen?</li> <li>• How do you make a difference in your community through sport?</li> </ul> <p>Discussion Prompts:</p> <ul style="list-style-type: none"> <li>• “A lot of people and resources are made available to you when you participate in sport.”</li> <li>• “You can be a gift to sport and to your community.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• What actions do you take to support sport in your community?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “The things that get our time and our money are often the things we value most.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• You had a goal while playing as a member of the Community or the Resistance. Did you act safely while working toward your goal?</li> <li>• What did this look like? What movements did you demonstrate?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “We are in charge of our bodies. It’s important that other people’s safety is not at risk because of choices we make for our bodies.”</li> </ul> |
|---------------------------|--|

**ASSESSMENT**

***True Sport Principle: Give Back and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - What sport opportunity can you see yourself building in your community someday? Why?

***Skill Combinations and Movement Concepts:***

- Informal formative assessment: Observe and provide feedback on participants’ spatial awareness and body control, as well as their locomotor execution and tossing and catching accuracy.



## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Give Back and Ethical Literacy**

- Designate Community members to work at specific home bases. Before the game begins, every group chooses a community sport opportunity for which they will work. The group that gathers the most Resources at the end of the game gets to share their plan.

### **Physical Literacy**

- Specific methods of locomotion can be incorporated into the game (e.g., all Community and/or Resistance members must run, walk, skip, gallop).
- While Community members are taking an item back to home base, they must attempt to toss it to themselves or off a wall and catch it.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical Education**

- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- This activity can be extended into an actual community service project.
- Use classroom time to write letters, request resources, etc.

### **Sport**

- Make direct connections between this game and your team's sport, its involvement in the community, and any potential expansion.

### **Recreation**

- This activity can easily be adapted to focus on community resources for recreation, parks, camps, etc.



# GIVE BACK ACTIVITY 2: Game Inventors

## ACTIVITY DESCRIPTION

An open-ended challenge to create a game with purpose and intention that can be taught to others.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|   |  |
|---|--|
| <b><i>True Sport:<br/>Give Back</i></b> | Participants will: <ul style="list-style-type: none"><li>• Say thanks and show their gratitude by making a difference in their community.</li><li>• Show appreciation for games and sport by giving back to their community.</li><li>• Consider others in their efforts to give the gift of sport.</li></ul> |
| <b><i>Ethical Literacy</i></b>          | Participants will: <ul style="list-style-type: none"><li>• Embody a feeling of gratitude by developing a game for others.</li></ul>  |
| <b><i>Physical Literacy</i></b>         | Participants will: <ul style="list-style-type: none"><li>• Apply movement skills and skill combinations in a self-invented game.</li></ul> Skill Combinations and Movement Concepts explored: <ul style="list-style-type: none"><li>• Varies based on invented game.</li></ul>                               |

## EQUIPMENT

- Assortment of equipment, depending on availability, for example:
- Hula Hoops
  - Balls
  - Cones
  - Jump ropes
  - Pins
  - Buckets
  - Tumbling mats
  - Boxes

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), with equipment on display.

## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Ask participants to think of their favourite sport or game.</li><li>• Ask if they know the history of that activity.</li><li>• Invite a few to share.</li><li>• Share the history of a particular sport or game that you know (e.g., the invention of basketball, hockey).</li><li>• Say, “Are you thankful for these sports and games and for the people who invented them? Now it’s your turn to better people’s lives by inventing a sport or game!”</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Have an assortment of available equipment on display.</li><li>• Participants form small groups.</li><li>• Assignment:<ul style="list-style-type: none"><li>• Identify the group of people for whom you will invent a game and lead in physical activity (e.g., a school class, summer camp group, neighbourhood children, daycare group, sport team, adults at a community centre).</li><li>• Identify the True Sport Principle(s) that will be the focus of the game.</li><li>• Brainstorm, test, and develop the game.</li><li>• Play the game with your group. Refine the rules as necessary, based on your experience playing it with group members.</li></ul></li><li>• Participants will then present their game to the full group and share what they learned and why they chose to give back to the group they identified.</li><li>• As time allows, offer groups the opportunity to play the games invented by other groups.</li></ul> |

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|                    |  |
|--------------------|--|
| <b>Consolidate</b> | <p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example question to ask participants:</p> <ul style="list-style-type: none"> <li>• Have you ever considered what sport can accomplish for others (beyond yourself and your own team or classmates)?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “True Sport is a gift for all!”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• How did you choose the intended group for your game?</li> <li>• How did your feelings of gratitude impact your process of invention?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Gratitude is a good feeling. When we act on gratitude, it’s good for us and for others around us.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participants:</p> <ul style="list-style-type: none"> <li>• What movement skills and skill combinations are required in your game?</li> <li>• How did you adapt your game to the skills and experiences of your target group?</li> </ul> <p>Discussion Prompt:</p> <ul style="list-style-type: none"> <li>• “Meeting participants at a place where they will experience a challenge but have success is an important consideration in games and sport.”</li> </ul> |
|--------------------|--|

## ASSESSMENT

### ***True Sport Principle: Give Back and Ethical Literacy***

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - For which sport or game are you most grateful?
  - Do you know its history? If so, what is it?
  - How could your game be played in your community? Could it be done with different age groups and in different environments?

### ***Skill Combinations and Movement Concepts***

- Informal formative assessment: Observe and note participants’ skill demonstration in the invented games.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Give Back and Ethical Literacy***

- If feasible, take the next step of Game Inventors and have the participants present to their identified groups, truly implementing the Give Back principle.
- Afterwards, process their experiences together.

### ***Physical Literacy***

- Have participants specify the motor skills and skill combinations to be used in their invented game.

- Depending on the age, maturity level, and/or experience level of the participants, the guidelines provided may be general or specific. It may be necessary to give more detailed requirements for the invented games such as:
  - Safety is a top priority.
  - Every person must be involved in the game.
  - Limit the amount of wait time.
  - Consider a variety of skill levels.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- Encourage participants to connect previous learning to their newly invented game.
- Combine two or more games to create something new.
- Ensure playing area, tasks, and equipment are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.

### **Classroom**

- This activity can be a service-learning project for students.
- Use classroom time to develop written and digital materials (i.e., instructions, invitations, advertisements) for their invented games.

### **Sport**

- Invite participants to create a sport-specific drill or game.
- The intended audience may be a competing team in their league, a younger team, or an adult team.

### **Recreation**

- If possible, allow participants to include additional equipment (i.e., items in nature, recycled materials) in their invented games.





# GIVE BACK ACTIVITY 3: A Piece of Gratitude

## ACTIVITY DESCRIPTION

Participants create an artifact or performance piece to show appreciation to those who help make sport happen.

**GRADE LEVELS:** 4–6

## LEARNING OBJECTIVES

|   |   |
|---|---|
| <b><i>True Sport:<br/>Give Back</i></b> | Participants will: <ul style="list-style-type: none"><li>• Say thanks and show their gratitude by making a difference in their community.</li><li>• Identify those for whom they are grateful.</li><li>• Create a piece to be displayed, given, or performed.</li></ul>   |
| <b><i>Ethical Literacy</i></b>          | Participants will: <ul style="list-style-type: none"><li>• Express a feeling of gratitude through the creation of an artifact or performance piece.</li></ul>   |
| <b><i>Physical Literacy</i></b>         | Participants will: <ul style="list-style-type: none"><li>• Apply their understanding of and appreciation for movement in their creation of an open-ended piece.</li></ul> <p>Skill Combinations and Movement Concepts explored:</p> <ul style="list-style-type: none"><li>• Will vary based on piece that is created.</li></ul> |

## EQUIPMENT

- Items to guide project development, for example:
- Sports equipment
  - Music and/or instruments
  - Art supplies

## PLAYING AREA REQUIREMENTS

- Will vary upon chosen ideas

## ACTIVITY INSTRUCTIONS

|                 |   |
|-----------------|---|
| <b>Minds On</b> | <ul style="list-style-type: none"><li>• Ask someone to tell you about a recent birthday party they attended.</li><li>• Ask leading questions about gifts that were given or received (e.g., “Did the recipient say ‘thank you’ to the gift-givers? Did you receive a thank-you note for the gift?”)</li><li>• Say, “It’s easy to say, ‘Thank you,’ when there is a physical object involved.”</li><li>• “What if it’s a service that someone does for you (e.g., holding the door open, packing your lunch, driving you somewhere)? Is it easy to remember to say, ‘Thank you,’ for those services?”</li><li>• Ask for examples of services that are “behind the scenes” at home, school, and in sports (e.g., preparing lessons, mowing the soccer pitch, managing equipment).</li><li>• “Aren’t you grateful for all of the things people do to help make good things happen? It’s important that we say, ‘Thank you,’ for ALL of the things people do for us.”</li><li>• “We’re going to get to work on that right now.”</li></ul>   |
| <b>Activate</b> | <ul style="list-style-type: none"><li>• Participants will create a Piece of Gratitude for a specific audience for whom they are thankful.</li><li>• The piece may be an artifact to be given, a visual piece on display, or a piece to be performed. Examples include:<ul style="list-style-type: none"><li>• Artwork (cards, posters, mural, sculpture).</li><li>• Music (original song, dance, re-written lyrics).</li><li>• Drama (poem, skit, play).</li></ul></li><li>• Small groups of participants work together to:<ul style="list-style-type: none"><li>• Determine which group they will thank (coaches, officials, parents, facilities crews, athletic directors, etc.).</li><li>• Designate the specific message they want to send.</li><li>• Use their collective interests to determine the style of piece they will create to send their message.</li><li>• Brainstorm, develop, practice, and refine their piece to a final product.</li></ul></li><li>• Groups present their ideas to the whole group.</li><li>• <b>Note:</b> Depending on time available, presenting ideas to the whole group prior to creating the pieces may be beneficial to the development.</li><li>• Coordinate the presentation of pieces to the target audiences.</li></ul> |

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## Consolidate

### ***True Sport Principle: Give Back***

Example question to ask participants:

- Have you ever considered giving back to those who make sport happen in your life? In our community?

Discussion Prompt:

- “Expressing gratitude better our lives as individuals and better the lives of those who receive it.”

### ***Ethical Literacy***

Example questions to ask participants:

- Why is it important to show or express gratitude towards others?
- How did creating this piece for them make you feel?

Discussion Prompt:

- “Feeling gratitude and not expressing it is like wrapping a present and not giving it.” (—William Arthur Ward, motivational writer.)

### ***Physical Literacy***

Example questions to ask participants:

- Did you incorporate movement in your Piece of Gratitude? If so, how?
- Can you show gratitude through locomotor and non-locomotor movements? If so, how?

Discussion Prompt:

- “Our bodies are powerful tools for expressing our thoughts and feelings.”



## ASSESSMENT

### **True Sport Principle: Give Back and Ethical Literacy**

- Informal formative assessment: Ask participants to reflect on their experiences showing gratitude. Recognize and celebrate the difference they are making.
- Formal formative assessment: Use an exit slip (see [Appendix F](#) for template) to ask the following questions:
  - To whom did you express your gratitude? Why?
  - Do you feel that your target audience felt appreciated as a result of your Piece of Gratitude?

### **Skill Combinations and Movement Concepts**

- Assessments and observations will vary depending on the chosen methods of presentation.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Give Back and Ethical Literacy**

- The option can be given to work individually, with a partner, or in a small group.
- If multiple pieces are created for one target audience, coordinate the presentation of each piece with the audience.
- If possible, allow for extended development and practice time to make the pieces truly a work of art and heart.

## **Physical Literacy**

- Consider how creative dance can be used as a form of expressing gratitude.
- Display messages of gratitude through non-verbal, non-locomotor communication. Consider the ways in which these could look.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical Education**

- Ensure tasks are adapted to enable participants with impairments and/or disabilities to participate safely and to their full abilities.
- Guided discovery may be an appropriate approach to this project. Rather than leaving the resulting piece open-ended, some guidelines may be beneficial, for example:
  - Every group member must be involved in the creation of the piece.
  - The group must agree on a specific target audience and specific message of gratitude.
  - Your sport must be evident in the piece.
  - The piece must include components of physical activity and sport-specific skills.

### **Classroom**

- Use classroom time to develop the pieces as well as any necessary written and digital materials.

### **Sport**

- This activity could be incorporated as a regular pre-season and post-season event to thank parents, coaches, or officials.

### **Recreation**

- This activity can easily be adapted to focus on members of the community who support recreation (e.g., the people who take care of the parks, community centres, natural resources).

# TRUE SPORT EXPERIENCE APPENDIX

## APPENDIX A: Physical Literacy

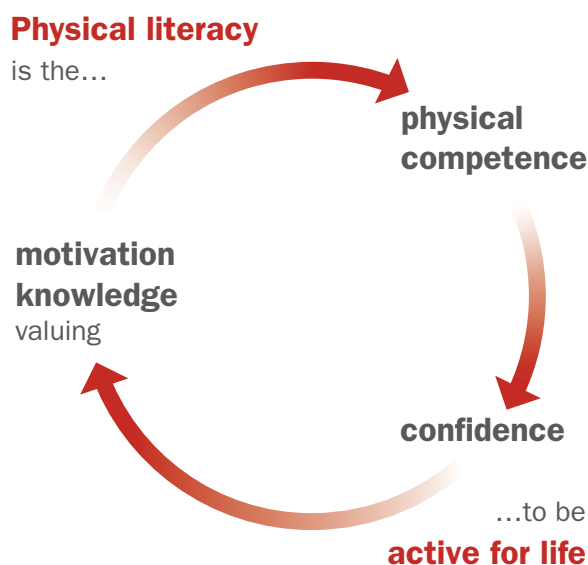
### QUALITY PHYSICAL ACTIVITY

Quality physical activities support, include, and motivate all participants while teaching the True Sport Principles and developing physical literacy. If participants feel welcomed, they are more likely to join in and give their best effort in physical education class, sport, or recreation experiences. True Sport enriches physical literacy programming because it is intentional and principle driven in its pursuit to teach the very concepts and practices that welcome, include all, and are enjoyable for everyone!

### PHYSICAL LITERACY

As the diagram below suggests, individuals who are more physically literate are more likely to feel confident about their abilities, move well and, in turn, desire to be more physically active.<sup>9</sup> Additionally, someone who is physically literate moves to benefit themselves, others, and the environment.<sup>10</sup>

FIGURE 1: Physical literacy<sup>9</sup>



9 Canadian Abilities Foundation. Physical literacy and inclusion. Adapted from [Physical literacy and inclusion — Abilities Canada — Abilities Magazine](#) on January 18, 2024.

10 PHE Canada. Physical Literacy. Adapted from <https://phecanada.ca/activate/physical-literacy> on May 22, 2017.

Physical literacy is a concept that involves a combination of knowledge, skills, understanding, and values related to individual physical activity behaviours, regardless of any challenges — physical or psychological.<sup>11</sup> Like other literacies, an individual's physical literacy journey is optimal when opportunities exist early in life and continue throughout.

Physical activity is necessary for individuals to develop, sustain, and improve their physical literacy. By now, we understand the wide-ranging benefits of physical activity in terms of physical, emotional, and social health. As a result, if we want citizens to be healthy and positive contributors to communities, we ought to support physical literacy development.

To be clear, now that you have an understanding of physical literacy, it's important to realize what physical literacy is not. Although the following terms play a key role in physical literacy development, they do not constitute physical literacy: physical activity, physical education, sport, recreation, elite athletes, and/or movement skills. A combination of formal and informal physical activity opportunities should be afforded to children and youth so they may develop skills and confidence in the physical domain. Physical education, recreation, and youth sport all provide different opportunities for children and youth to develop physical literacy while being physically active.

In some of these instances, skill development will be more intentional and formalized (e.g., organized sport) than others (e.g., after-school recreation programs). However, True Sport experiences can exist in all physical activity settings if purposeful connections are made during physical activities between the True Sport Principles and life outside of the program.

In addition to the information provided in your provincial/territorial curricula, the following are recommended movement cue resources. They demonstrate proper form, technique, and positioning:

- [PHE Canada Movement Skills Cues](#): This resource provides a description of various fundamental movement skills. Characteristics of and cue words for each skill are provided to support participants.
- [School Physical Activity and Physical Literacy Fundamental Movement Skill Posters](#): These posters offer visual depictions of a series of movement skills.
- [Pacific Institute for Sport Education Movement Skill Breakdown](#): A simple breakdown of fundamental movement skills with visual cues to elevate a participant's stage of learning and development.

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11 Dudley, D. A. (2015). A conceptual model of observed physical literacy. *The Physical Educator*, 72, 236-260.

# APPENDIX B: Long-Term Development in Sport and Physical Activity

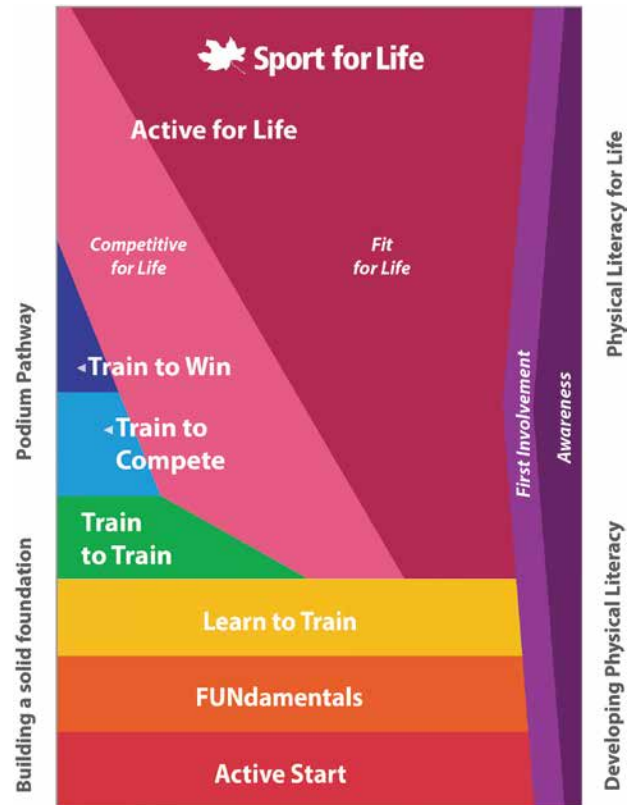
**Sport for Life** is an organization dedicated to improving the quality of sport and physical activity in Canada. Sport for Life links sport, education, recreation, and health through the alignment of community and provincial/territorial and national programming.

**Long-Term Development in Sport and Physical Activity** is a multi-stage training, competition, and recovery pathway, guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. It is a framework for the development of every child, youth, and adult to enable optimal participation in sport and physical activity. It takes into account growth, maturation and development, trainability, and sport-system alignment. It helps to ensure all Canadians enjoy and reach their potential in sport and physical activity.

The Long-Term Development framework consists of two pre-stages and seven stages. The pre-stages, Awareness and First Involvement, focus on getting and keeping people involved. The stages include Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete, Train to Win, and Active for Life. The first three stages combined build a solid physical literacy foundation. Train to Train, which often starts in early adolescence, is where the future of many athletes is determined. Train to Compete and Train to Win make up the Podium Pathway and are focused on winning at the highest levels of international competition. Active for Life is about lifelong engagement in physical activity (see Figure 2).

By advancing Long-Term Development in Sport and Physical Activity and physical literacy development, Sport for Life represents a paradigm shift in the way Canadians lead and deliver sport and physical activity in Canada.

**FIGURE 2: Long-Term Development in Sport and Physical Activity framework**



## LONG-TERM DEVELOPMENT FRAMEWORK AND THIS GUIDE

The activities in this guide were developed for children in stage 3 of Long-Term Development: Learn to Train. Children in this stage are eight or nine years old to the onset of adolescence (approximately grades 4–6). During this stage, children build on the wide range of fundamental movement skills they acquired in the FUNdamentals stage, and progress into the Learn to Train stage

where they begin to understand basic rules, tactics, and strategy in games and refine sport-specific skills. This is a period of accelerated development of coordination and fine motor control. It is also a time when children enjoy practicing skills they learn and seeing their own improvement. There is an opportunity to participate in multiple sports with a focus on skill development and retention. Games and activities should be inclusive, fun, and skill based.

*Sport for Life<sup>12</sup> identifies the following key concepts for individuals participating in Learn to Train stage:*

Children should continue to be active and engage in a minimum of 60 minutes of moderate to vigorous physical activity every day.

Activities should help children:

- develop foundational skills in a range of sports, physical activities, positions, and environments;
- develop strength endurance, and flexibility through games and fun activities;
- use physical literacy movement preparation as part of warm-ups to support overall development of physical literacy; and
- continue to encourage unstructured free play.

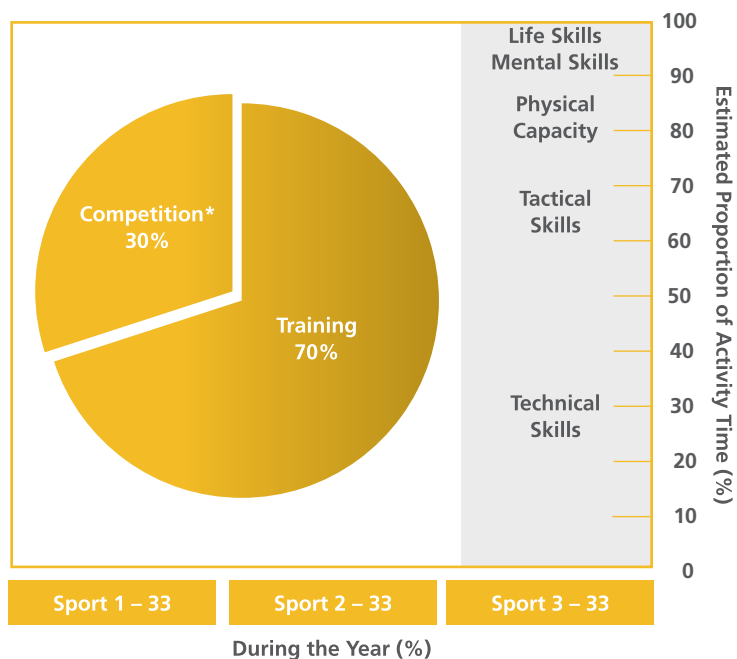
Provide opportunities for every child to learn and play. Children are less likely to be included in peer activities if they do not have the same skill level and will have fewer opportunities for practice in the future.

Balance training (70% of the time) with competition (30% of the time) and avoid specialization in late specialization sports (see Figure 3 below).

Continue to encourage unstructured free play and ensure sport and physical activity remains FUN.

12 Sport for Life (2019). Key Concepts: Learn to Train. Retrieved from <https://sportforlife.ca/stages/learn-to-train/> on July 21, 2023.

**FIGURE 3: Learn to Train activity summary<sup>13</sup>**



\*Includes both competition, and competition specific training

Credit: © Sport for Life — [sportforlife.ca](http://sportforlife.ca)

*The True Sport Experience: Volume 2* supports key concepts within the Learn to Train Stage of Long-Term Development for participants as it:

- provides sample activities that educators can use to help participants work toward the recommended 60 minutes of moderate to vigorous physical activity per day;
- provides activities where participants develop foundational skills;
- focuses on the development of movement skills through games and fun activities;
- introduces participants to a range of different sports and fosters a basic understanding of the principles of play and basic tactics and strategy;
- provides examples of activities that can be played in a variety of environments; and,
- provides some instruction in unstructured free play environments.

13 Sport for Life (2019). Long-Term Development in Sport and Physical Activity 3.0. Retrieved from <https://sportforlife.ca/wp-content/uploads/2019/06/Long-Term-Development-in-Sport-and-Physical-Activity-3.0.pdf> on July 21, 2023.



## APPENDIX C: True Sport and Long-Term Development Learn to Train Stage

The table below provides suggestions and instructions and makes connections between the seven True Sport Principles and the Learn to Train Stage of the Long-Term Development in Sport and Physical Activity framework.

| TRUE SPORT   | STAGE 3: LEARN TO TRAIN<br>CHILDREN AGED 8 OR 9 TO THE ONSET OF ADOLESCENCE  |
|--|--|
| <p><b>GO FOR IT</b><br/>Rise to the challenge – always strive for excellence. Be persistent and discover how good you can be.</p>  | <ul style="list-style-type: none"> <li>• Refine foundational skills and promote multi-sport training.</li> <li>• Encourage parents/caregivers to use the <a href="#">True Sport Activity Calendar</a> to motivate participants to try new sports and bring the True Sport Principles to life.</li> <li>• Model behaviours that help shape healthy attitudes towards winning and losing.</li> <li>• Introduce the concept of pursuing personal excellence as one potential pathway for participants to follow.</li> <li>• When practicing a specific skill, plan two or three drills that achieve the same objective and allow participants to choose which drill they complete.</li> <li>• Cultivate individual responsibility by having participants lead warm-ups and take care of personal equipment.</li> <li>• Complete the <a href="#">NCCP Fundamental Movement Skills</a> workshop.</li> </ul> |
| <p><b>PLAY FAIR</b><br/>Understand, respect, and follow the rules. Play with integrity – competition is only meaningful when it is fair.</p>                                       | <ul style="list-style-type: none"> <li>• Play by the rules.</li> <li>• Foster a culture where opportunities are earned through effort and commitment, not just natural ability.</li> <li>• Encourage discussion by introducing sport scenarios with ethical considerations (e.g., “What would you do if you saw one of your teammates deliberately cheating?”).</li> <li>• Encourage sportpersonship (a gender-neutral form of the term sportsmanship) by highlighting examples of fair play.</li> <li>• Use the <a href="#">True Sport Player Selection Process for Team Sports</a> to help navigate the process of assessment for team placement and to emphasize the importance of transparency and fairness.</li> </ul>  |
| <p><b>RESPECT OTHERS</b><br/>Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.</p> | <ul style="list-style-type: none"> <li>• Model behaviours that show respect for officials, players, coaches, and parents/caregivers.</li> <li>• Promote engagement in the <a href="#">No Ref No Game</a> resource to promote respect for officials.</li> <li>• Use <a href="#">True Sport Awards</a> to recognize all those who contribute to a True Sport experience.</li> <li>• Encourage sharing feelings and opinions in a respectful manner.</li> <li>• Encourage participants and parents/caregivers to see their opponents as competitors and not enemies.</li> <li>• Complete <a href="#">Respect in Sport for Activity Leaders</a>.</li> </ul>  |

*Continued on the next page*

| TRUE SPORT  | STAGE 3: LEARN TO TRAIN<br>CHILDREN AGED 8 OR 9 TO THE ONSET OF ADOLESCENCE  |
|---|--|
| <p><b>KEEP IT FUN</b><br/>Find the joy in sport and share it with others. Remember what you love about sport and why you play.</p>                  | <ul style="list-style-type: none"> <li>• Introduce competitive elements that also make training sessions fun. Consider group activities instead of individual ones.</li> <li>• Be creative so there is a high fun factor when children are learning new skills.</li> <li>• Foster social connections as a means of increasing engagement.</li> <li>• Monitor participants and adapt activities to suit individual preferences wherever possible. This helps recognize that “fun” can mean different things to different people.</li> <li>• Encourage parents/caregivers to embrace True Sport by introducing <a href="#">The Ride Home</a> and <a href="#">True Sport Tips for Parents</a>.</li> </ul>   |
| <p><b>STAY HEALTHY</b><br/>Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.</p> | <ul style="list-style-type: none"> <li>• Introduce the importance of nutrition, hydration, and sleep hygiene.</li> <li>• Help participants begin to learn how to self-regulate emotions by teaching deep breathing (breathe in for 4 seconds — hold for 4 seconds — breathe out for 4 seconds).</li> <li>• Introduce the concept of clean sport<sup>14</sup>.</li> <li>• Introduce the links between sport, personal development, and life skills.</li> <li>• Welcome feedback and open communication so that participants feel safe voicing their concerns or fears.</li> <li>• Ensure your approach to training recognizes the fact that people grow and mature differently.</li> <li>• Learn about <a href="#">BodySense</a> and the importance of body neutrality.</li> <li>• Ensure an appropriate practice-to-competition ratio based on your sport’s LTD guide.</li> <li>• Explain the <a href="#">Rule of Two</a>, why it’s important, and how you will be committing to this best practice.</li> <li>• Ask questions and encourage dialogue so participants feel empowered to speak up when something doesn’t feel safe.</li> <li>• Complete <a href="#">Safe Sport Training</a>.</li> <li>• Complete the <a href="#">NCCP Sport Nutrition</a> module.</li> <li>• Complete the <a href="#">NCCP Making Headway</a> module.</li> </ul> |

*Continued on the next page*

<sup>14</sup> The [Canadian Centre for Ethics in Sport](#) defines clean sport as sport in which participants actively practice the [True Sport](#) values of **fairness, excellence, inclusion, and fun** and is free of doping, both because participants choose not to dope and because they have the **knowledge, tools, and motivation** to protect themselves from unintentional doping.

| TRUE SPORT   | STAGE 3: LEARN TO TRAIN<br>CHILDREN AGED 8 OR 9 TO THE ONSET OF ADOLESCENCE   |
|--|---|
| <p><b>INCLUDE EVERYONE</b><br/>Recognize and celebrate strength in diversity. Invite and welcome others into sport.</p>      | <ul style="list-style-type: none"> <li>• Emphasize the importance of being friendly, respectful and welcoming with teammates, parents/caregivers, coaches, officials, and opponents (e.g., work with participants and parents to create a <a href="#">True Sport Agreement</a> for teams).</li> <li>• Using the <a href="#">True Sport Team characters</a>, discuss the importance of including everyone.</li> <li>• Structure activities so they can be more or less challenging, depending on participants' abilities.</li> <li>• If applicable, complete <a href="#">Keeping Girls in Sport</a> training.</li> <li>• Ensure everyone feels safe, welcome, and empowered to participate.</li> <li>• Learn everyone's name and how best to communicate with each person in your group.</li> <li>• Encourage positive social connections throughout the team and discourage cliques.</li> </ul> |
| <p><b>GIVE BACK</b><br/>Say thanks and show gratitude. Encourage your sport group to make a difference in the community.</p> | <ul style="list-style-type: none"> <li>• Engage parents/caregivers and participants around a cause(s) they wish to support.</li> <li>• Encourage participants to donate gently used equipment to those in need.</li> <li>• Encourage participants to learn about the <a href="#">True Sport Principles</a>. Invite them to choose an action that supports the Give Back principle.</li> <li>• Invite older participants to lead group activities and teach skills to younger participants.</li> <li>• Provide the older participants with real-time encouragement and mentorship.</li> <li>• Invite guest coaches (e.g., university athletes) to create opportunities for them to Give Back.</li> </ul>   |

## APPENDIX D: *The True Sport Experience in Practice*

### THE TRUE SPORT EXPERIENCE IN EDUCATION

#### Canadian Curriculum Outcome Connections to True Sport

An outcome-based curriculum is one that includes general and specific curriculum outcomes. When you teach within an outcomes-based education system, you plan your lessons, differentiated instructions, assessments, units, and integrated learning ideas around these general and specific curriculum outcomes.

Throughout Canada, curriculum outcomes provide guidance for teachers of different content areas. Curriculum differs across the country because curriculum is written at the provincial and territorial level; however, there are many common themes across provincial curricula. As a result, *The True Sport Experience* was written to support teachers across Canada, as it aligns with outcomes in the following content areas:

- Character education: The seven True Sport Principles align with character education. Different provinces and territories might refer to this topic by various names such as “living skills” or “life skills,” but the knowledge gained around the True Sport Principles will align with these outcomes.
- Physical education: All provinces and territories focus on skill development during the early elementary years. The skill combinations and movement concepts addressed in this resource align with curriculum expectations and outcomes in the physical education domain of grades 4–6.
- Integrated learning: Integrated learning is when more than one content area is addressed in a lesson. Integrated learning allows students to make meaningful connections across different domains. Activities presented in this guide highlight ways that classroom teachers can facilitate integrated student learning.

#### Informal education

Education exists beyond formal instruction time in our schools. Hopefully your community schools provide opportunities for children to move their bodies in

capacities outside of formal instruction time. This may occur through lunchtime intramurals or modified sport experiences. The activities in this guide can be used and/or modified to help teach the True Sport Principles to students during informal education opportunities during the school day. Remember, learning can happen at any time!

### THE TRUE SPORT EXPERIENCE IN SPORT

Experts overwhelmingly agree that youth sport participation during the Learn to Train Stage of Long-Term Development framework should be diverse. The activities in this resource include suggestions for modification to align with specific sports. Coaches are encouraged to consider the recommendations provided in *The True Sport Experience* activities if they wish to use them with their teams. Coaches should never feel limited by the recommendations; rather, they should build upon what is provided to create the best True Sport experience possible.

### THE TRUE SPORT EXPERIENCE IN RECREATION

Recreation programs vary greatly and can include anything from canoeing to badminton to snowshoeing, and everything in between! Any recreational activity can be an opportunity to teach the True Sport Principles. As such, considerations for recreation leaders are provided for every activity. In most cases, the activities can be used as they are presented; however, it is ideal to align the physical movements with the activities in the recreation program.

### CONSIDERATIONS FOR DELIVERING TRUE SPORT EXPERIENCES

The practice of delivering True Sport experiences to children in the Learn to Train Stage of Long-Term Development will vary. The information provided in each activity is a brief — albeit important — summary of some key concepts when delivering True Sport experiences to children in physically active settings.

## APPENDIX E: Assessment for *The True Sport Experience*

### WHAT IS ASSESSMENT?

Assessment is the means of gathering information to best guide future instruction. Assessment should be ongoing and occur every time you meet with participants in your program. Assessment of *The True Sport Experience* should, therefore, assess participants in their physical skills and in their understanding of the True Sport Principles and how they can be applied to other aspects of their lives. The following types of assessments can be used while delivering a True Sport experience:

- **Informal assessment:** Informal assessment is a quick check-in with participants to identify where they are in their learning, understanding or skill development. For example, informal assessment can be done through simple observation or guided questioning. You will likely not record observations or responses in this type of assessment. But the information you gather can help you make decisions about what participants can and cannot do, what they know and do not know, and how to modify the program to best suit their needs.
  - Example: What does True Sport look, sound, and feel like in the classroom?
- **Formal assessment:** Formal assessment can gather information on participants' skill level and their knowledge and understanding of the True Sport Principles. Formal assessment is typically recorded and shared in a formal manner (e.g., a physical education teacher may share a progress report with parents).
  - Example: Create a report card and include space to comment on True Sport knowledge and understanding.
- **Summative assessment:** Summative assessment occurs at the culmination of a unit or set of sessions. Summative assessment ought to assess several learning domains (i.e., physical, cognitive, affective), although they do not have to assess more than one domain at a time.
  - Example: Summative assessments of the Learn to Train Stage of *The True Sport Experience* may include assessment of movement skills and foundational skills (e.g. throwing, catching) and an understanding of True Sport Principles in an age- and stage-appropriate manner (e.g., recognizing that trying hard and playing by the rules are important both in the program and in other parts of life).
- **Authentic assessment:** Authentic assessment occurs when participants are assessed in a real-life or authentic environment. Authentic assessment is beneficial to learners at all ages because it is a more enjoyable and realistic experience.
  - Example: In a True Sport experience, this would include assessing physical skills and the application of the True Sport Principles during an actual game rather than in isolation.

## DIFFERENTIATED INSTRUCTION

Participants in *The True Sport Experience* come to the program with diverse backgrounds in terms of their values, principles, experience, knowledge, skill, and exposure to physical activity. It is important that you use information gained through quality assessments to make any necessary adjustments to meet the needs of all participants. This way, those who are proficient in a skill will not become bored with or dominate an activity, while those who have beginner level skills will not feel intimidated or overwhelmed. In an active setting, there are several ways you can differentiate instruction, such as:

- **Modify equipment:** For example, participants might need a larger and/or lighter ball in a game to experience success in sending and receiving (e.g., throwing, catching, kicking, or trapping).
- **Modify space:** If participants need more time to react in a game or activity situation, increase the playing space so they have more time to make decisions and perform the required action.
- **Modify task:** Add various rules to the activity to support differentiated instruction. For example, in a 3 vs. 3 possession activity, include the requirement that everyone on the team must touch the object once before anyone can touch it a second time. Task modifications such as this one encourages all participants to be involved and encourages a collaborative and inclusive program. Other task modifications may include inviting some participants to use their non-dominant hand or foot, or allowing some participants to touch an object several times before they send it to a peer.

- **Modify assessment:** The goal of assessment is to gather information to determine what participants know and understand. As a result, it is important that facilitators be creative in developing assessments so that they can modify instruction to increase understanding. Examples of how assessment can be modified include giving participants more time to write a response, allowing participants to communicate a response verbally in a one-on-one or small group setting and allowing participants to draw a representation of their response.

## FEEDBACK

Feedback plays an important role in skill development and participant motivation. The more participants understand what it is you want them to continue to do well and to improve upon, the more invested they are in their learning. Typically, educators use a combination of positive and corrective general and specific feedback, although we recommend using specific feedback whenever possible. While general feedback (e.g., saying, “Nice try!”) can be encouraging, it can often leave the participant with little to no information on what to do to master a skill.

Verbalize specific positive examples of correct form and/or instances of when you see a True Sport Principle coming to life during your sessions. Make it a goal to offer positive, specific feedback every few minutes. The following table summarizes general and specific feedback.

| TYPE                     | DEFINITION   | EXAMPLE  |
|--------------------------|--|--|
| <b>General feedback</b>  | Broad feedback given to a group. It may be positive or corrective.   | Physical domain <ul style="list-style-type: none"> <li>• Positive general feedback: “Good job!” or “Nice try!”</li> <li>• Corrective general feedback: “Not like that.”</li> </ul> Cognitive/affective domain <ul style="list-style-type: none"> <li>• Positive general feedback: “Yes, you got it!”</li> <li>• Corrective general feedback: “Not quite. Could you continue with your thinking?”</li> </ul>  |
| <b>Specific feedback</b> | Detailed feedback typically given to an individual or small group that specifically points out what is good or what could be improved. It may be positive or corrective. | Physical domain <ul style="list-style-type: none"> <li>• Positive specific feedback: “I love how <i>insert name here</i> bent their knees when they landed.” or “<i>Insert name here</i> just used the inside of their foot to send the ball to their partner, which is proper form!”</li> <li>• Corrective specific feedback: “Lift your knees higher when you skip. Remember we want to aim for 90 degrees.”</li> </ul> Cognitive/affective domain <ul style="list-style-type: none"> <li>• Positive specific feedback (preferred): “I just saw <i>insert name here</i> help <i>insert name here</i> up after they were knocked down. That’s a wonderful example of seeing our True Sport Principle, Respect Others, come to life!”</li> <li>• Corrective specific feedback: “When <i>insert name here</i> was knocked down, no one stopped to help them. What could we do next time this happens to demonstrate our True Sport Principle, Respect Others?”</li> </ul> |

## MONITORING AND EVALUATION

Monitoring and evaluation should be part of every youth program to make continual improvements, adjustments and determine if the program goals are met.

### Monitoring

→ The purpose of monitoring a program is to periodically check in on how things are going from your perspective, the perspective of your participants, their parents, and any other involved stakeholders. In a True Sport experience focused on supporting physical literacy during the Learn to Train Stage of development, you should consider monitoring the following:

- Participants’ understanding and application of the True Sport Principles.

- Participants’ foundational skills.
- Participants’ enjoyment of the program.

→ Various assessment practices can be used to monitor your program. You should use the information you gather to make informed decisions for the rest of the program. Monitoring is a great way to ensure you are providing the most effective program possible.



## Evaluation

- The purpose of evaluation is to determine if your program objectives are being met. In a Learn to Train Stage True Sport experience, you would evaluate the program to determine participants' foundational sport skill levels as well as their understanding of True Sport Principles and their ability to demonstrate these principles in various aspects of their lives. Evaluation typically occurs at the end of a program and should involve participants as well as their parent(s)/guardian(s).
- Evaluations should also seek input from you — the educator. Evaluations are not meant to make people feel bad, even if they are not positive or determine the program wasn't as effective as it set out to be. Rather, evaluations should be used to make decisions on how to improve programs the next time they are offered. No program is perfect, so approach the evaluation stage of a True Sport experience with the mindset that it will help improve the program and, in turn, help more kids develop their foundational skills and their understanding and application of the True Sport Principles.

## Motivational Climate

A motivational climate refers to the environment an educator establishes to foster a certain type of motivation. This work is based on the goal-orientation theory, which highlights the different ways society defines success.

In a task-involved motivational climate, success is defined as:

- doing your best
- mastering a skill
- improving

In an ego-involved motivational climate, success is defined as:

- winning
- beating others

With purposeful planning, educators can foster one motivational climate more than another. The activities in this guide adhere to a task-involved motivational climate approach, as it should be your goal to have participants develop their foundational skills and their understanding and application of the True Sport Principles while they compare themselves to their personal goals rather than to their peers. If you develop your own activities, in addition to the examples provided in this guide, consider the steps below to ensuring the True Sport experience you establish for participants is a task-involved motivational climate.

The following questions can help you plan for a task-involved motivational climate:

- **Is the goal of the physical activity (e.g., small-sided game) aligned with the skill(s) being developed?** For example, if you are teaching participants to send an object with their feet (e.g., passing a soccer ball with the instep), are they rewarded with points for making a pass with the proper form, or for scoring a goal? If scoring a goal is your answer, your objective does not align with the skill you are attempting to help participants develop.
- **Are winners and losers rewarded or punished?** For example, are you asking participants who lose the game to pick up equipment? If so, stop this practice and ask all participants to help with equipment once the activity is over to better align with the True Sport Principles.

## APPENDIX F: Exit Slip and Assessment Sheet Templates

The following exit slip and assessment sheet templates are intended to be modified to fit the appropriate set of questions or reflections outlined in the activity sections.

### EXIT SLIP TEMPLATE: WRITTEN OR DRAWN RESPONSES

Use this template for exit slips that have multiple questions. For example, use an exit slip to ask:

8. What feedback, information, or direction did you give to a teammate during this activity?
9. Did you feel that your verbal participation contributed to the group's performance?

Name: \_\_\_\_\_

Exit Slip: \_\_\_\_\_

1.

2.

## EXIT SLIP TEMPLATE: CIRCLED REFLECTION

Use this template when asking for reflection around a statement. Write words or draw images in the blank space and have choices selected by circling the applicable word or picture.

Name: \_\_\_\_\_

Exit Slip: \_\_\_\_\_

*Insert statement for reflection and options to circle.*



## APPENDIX G: Glossary of Terms

### EDUCATORS

For the purpose of this guide, educators include those who deliver a True Sport experience to children and youth in a physically active setting. Examples include physical education teachers, classroom teachers, youth sport coaches and recreation leaders.

### EQUALITY

When groups of people receive equal resources and opportunity, regardless of perceived or actual need.

### EQUITY

When groups of people receive different resources and opportunity in an attempt to make situations fair for those who might be oppressed, who have less and/or who have disabilities.

### ETHICS

Standards by which individuals within a group, culture or society determine what is good or bad, acceptable or unacceptable. Ethics are largely external and based on the consensus values of the society.

The True Sport values and principles form the basis for our understanding of what ethical sport is. If sport is to be good and ethical, it must be consistent with those values and principles.

### FAIRNESS

Treating children fairly does not always mean treating them the same. Fairness within True Sport experiences involves knowing the participants, identifying individual needs, then planning for and accommodating those needs. In the physical activity domain, these needs may be physical (e.g., a child may need more time to learn a skill, or to be challenged to perform a skill with a non-dominant hand if they have already mastered it) or cognitive (e.g., a child may need instructions written down or drawn due to an auditory processing difference).

### INCLUSION

Refers to being welcoming as well as accommodating to different people, regardless of varying demographics such as race, ethnicity and/or religious beliefs. Inclusive physical activity opportunities consider abilities and disabilities, unique ethnic or religious requirements, newcomers and potential language challenges and types of offerings or equipment. For children in the Learn to Train Stage of the Long-Term Development framework, it is important that programs offered consider inclusion, so that they can provide opportunities for all participants.

### MORALS

Standards by which individuals determine which behaviours are right, good, and acceptable. Morals are largely internal and are based on an individual's values and principles.

## **PARTICIPANTS**

For the purpose of this guide, participants refer to any child or youth who receives a True Sport experience in a physically active setting. Examples include students (physical education and classroom), youth athletes, and children and youth within a community who receive a recreation program.

## **PHYSICAL ACTIVITY**

Physical activity is when energy is applied to skeletal muscles to produce bodily movement.<sup>15</sup> Regular moderate to vigorous physical activity reduces the rate of many controllable diseases, such as cardiovascular disease, diabetes, depression, and cancer. Different types of physical activity are used as the vehicles in True Sport experiences to teach the True Sport Principles while developing physical literacy.

## **PRINCIPLES**

Principles are prescriptive expressions of values. They help guide the development of a moral code through the expressions of values in a more concrete fashion.

The True Sport Principles express an approach to sport that is consistent with the values Canadians have universally expressed and can be brought to life in any sport at any level. For sport to be truly good and have the opportunity to make the greatest difference, all seven principles need to be in play and balanced at all times. The seven True Sport Principles are: *Go For It, Play Fair, Respect Others, Keep It Fun, Stay Healthy, Include Everyone, and Give Back.*

## **SPORT**

Sport is physical activity with a competitive component. Sport can be formal or informal. Modified versions of sport are important pieces to quality physical education programs, but they are just one component. Sport for children in the Learn to Train Stage of the Long-Term Development in Sport and Physical Activity framework should be modified so that it fosters skill and child development.

## **VALUES**

Core guiding concepts held by individuals or groups. These are ideas that are held as important and that have value. From these values, we can extrapolate principles and morals. For example, in the sport context, Canadians have stated that they want sport based on the values of fairness, excellence, inclusion and fun.

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15 World Health Organization. Health Topics: Physical Activity. Retrieved from [http://www.who.int/topics/physical\\_activity/en/](http://www.who.int/topics/physical_activity/en/) on April 19, 2017.



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201-2723 Lancaster Rd.  
Ottawa, ON K1B 0B1

1-800-672-7775 (Canada-wide)  
or 613-521-3340

Fax: 613-521-3134  
[info@truesport.ca](mailto:info@truesport.ca)

[www.truesport.ca](http://www.truesport.ca)