# Chapter 17: Activities

## **Curricular Integration**

### **Carol Scaini and Carolyn Evans**

# 1. Put Your Best Foot Forward

***Equipment***

* Chart paper
* List of questions about health and active living

# *Setup*

Students stand in a line across the width of the gym or other playing area.

***How to Play***

1. Ask a question about health or active living.
2. If the student answers yes, the student moves forward.
3. Students move forward by means of actions such as taking a giant step, hopping, jumping, leaping, and taking a side step.
4. If the student answers no, he or she remains in the same spot.

***Sample Questions***

* Did you brush your teeth before coming to school?
* Did you floss your teeth last night before going to bed?
* Do you wash your hands before you eat?
* Do you drink at least one glass of milk and/or water per day?
* Did you exercise yesterday?
* Did you eat at least one serving of fruit yesterday?
* Did you eat at least two servings of vegetables today?
* Did you hug your mom or dad (or guardian or pet) this morning?
* Did you *not* eat junk food yesterday? (Yes, it is okay to have junk food once in a while!)
* Did you get a good night’s sleep last night?
* Have you helped someone today?
* Have you combed your hair today?
* Did you eat a healthy breakfast this morning?
* Did you walk or bike to school this morning?

***Variation***

Students create their own questions about healthy, active living.

***Look-For***

Awareness of personal health habits

Adapted by permission from C. Scaini and C. Evans, *50 Games for Going Green* (Champaign, IL: Human Kinetics 2012), 57.

**2. Spellbound Tag**

***Equipment***

* 8 to 12 word cards relating to a particular subject area or theme
* 2 or 3 beanbags

***Setup***

* Select two or three taggers (spellbinders).
* Select one or two rescuers (word widgets).

***How to Play***

1. Spellbinders chase other students in the playing area and try to tag them.
2. Tagged students “freeze” by standing straight and holding up one hand.
3. A frozen student can be rescued only by a word widget, who runs over to the frozen student and says aloud the word on their card. Kids who are selected as word widgets have a handful of cards to use.
4. The frozen student must then attempt to spell the word.
5. If the spelling is correct, the frozen student reenters the game.
6. If the spelling is incorrect, the frozen student must perform a physical action (e.g., three jumping jacks) written on the back of the card before trying again.
7. If a student continues to have difficulty, he or she may ask to receive another word or to see the word card to learn the proper spelling.

***Notes***

* Play two or three rounds of the game.
* Rotate who serves as spellbinders and widgets for each round.

***Variations***

* Use word cards related to math.
* Use math cards to have students solve math equations (e.g., adding, subtracting, multiplying, dividing); choose appropriate equations based on students’ grade level.

***Look-Fors***

* Sharing space and moving safely
* Sounding out a word in order to spell it
* Participating actively

**3. Healthy Charades**

***Equipment***

Charade cards with instructions for each station written on them (see below)

***Setup***

Divide the class into four to six groups and position the groups around the gym.

**Station 1**

1. Skip the length of the gym.
2. Once at the other end, stand in a circle and sing the first verse of “Mary Had a Little Lamb.”

**Station 2**

1. Power-jump five times on the spot.
2. Bear-crawl to the closest wall and perform a wall sit.

**Station 3**

1. Choose a line and move along it like a tightrope walker.
2. Hop like a frog to a door.
3. Stand in a circle, hold hands, and have each member of your team balance on one leg.

**Station 4**

1. Move around the playing area like a monkey.
2. Run over to a tree (or basketball hoop), pretend to grab a banana, peel it, and eat it.
3. Sidestep diagonally across the gym or playing area and place the peel in the compost bin.

**Station 5**

1. Duck-walk toward the middle of the playing area.
2. Tuck your body into a ball and rock and roll forward and backward.
3. Lunge-walk to your group’s starting point and perform five star jumps.

**Station 6**

1. Fly like an eagle to a corner of the playing area and balance on one foot in a stork stance.
2. Elephant-walk to the opposite end of the playing area.
3. Hold a V-sit pose for 10 seconds.

***How to Play***

1. Invite one student from each group to come up and read a charade card that you hold in the middle of the gym.
2. After reading the card, the student runs back to his or her group and shares the activity.
3. Each group performs the actions in the order stated on the activity card.
4. Continue playing until all students have had a chance to come up and read an activity card.

***Variations***

* Students try the activity without speaking.
* Students create their own charade cards and try them out.

***Look-Fors***

* Following instructions and completing tasks using nonverbal communication
* Interacting positively with group members

Adapted by permission from C. Scaini and C. Evans, *50 Games for Going Green* (Champaign, IL: Human Kinetics 2012), 54-55.

**4. Nature ABCs**

***Equipment***

* Paper
* Pencils
* Clipboards
* Cameras or iPads (optional)

***Setup***

* Assign students into pairs or small groups.
* Go outside and enjoy a nature walk on school grounds or in the neighbourhood.

***How to Play***

1. Students try to match the letters of the alphabet with objects found in nature (e.g., A for apple, B for bark, C for cloud, D for daisies).
2. Students record their findings by writing, drawing, or taking photographs.
3. Upon returning, students share their discoveries with the class.

***Note***

Remember not to damage our environment.

***Variations***

* Invite students to write a poem or journal entry about their nature walk (e.g., what they saw, heard, or felt).
* Have students collect pieces of the natural environment found on the ground (e.g., leaves, pine cones, sticks, twigs) to create nature art.
* Enjoy a walk in each season.

***Look-For***

Working together to solve a problem

**5. ABC Crosswords**

***Equipment***

Three or four sets of alphabet beanbags or letters of the alphabet written on paper

***Setup***

* To introduce this game, work with the class to brainstorm a list of words with a focus on healthy food (e.g., apple, carrot, rice, yogurt).
* Model an example of a crossword puzzle using the beanbags.
* Divide students into groups of four and give each group member a number from one to four.
* Scatter the groups around the perimeter of the playing area.
* Place the letter beanbags in the middle of the playing area.

***How to Play***

1. Each group chooses a word from the healthy-food list to spell.
2. The first student moves by walking, hopping, or side-stepping to the middle of the playing area and retrieves one beanbag.
3. Upon returning to the group, the student drops off the beanbag and high-fives the next student, who then moves in a different way to retrieve another letter.
4. This process continues until the first word is spelled out correctly.
5. Once the first word is completed, students begin to retrieve letters for the next word on the list.
6. Challenge each group to build a puzzle with three to five words.

***Note***

Check for accurate spelling.

***Variation***

* Choose a theme related to physical education (e.g., fair play, movement skills, winter sports) and generate a new list of words.
* Challenge students to play the game without brainstorming a list.

***Look-Fors***

* Working together to solve a problem
* Participating actively

Adapted by permission from C. Scaini and C. Evans, *50 Games for Going Green* (Champaign, IL: Human Kinetics 2012), 52.

**6. Alphabet Punch-Outs**

***Equipment***

* Variety of alphabet punch-out boards, wooden alphabet puzzles, or homemade alphabet letters
* Music

***Setup***

* Divide the class into equal-sized teams.
* Each team stands in single-file formation behind a starting line while facing the alphabet board on the other side of the gym.
* The supply of lettersare placed beside each team.

***How to Play***

1. The first player for each team picks up one letter, runs to the alphabet board, places the letter on the board, runs back to the group, and tags the next player in line.
2. The second player does likewise.
3. This process continues until all of the group’salphabet letters have been placed on the alphabet board.
4. Teams must then work in reverse to take the letters off the board and return them to the starting location.

***Note***

Before play begins, indicate how teams can win—for instance, by finishing first or by best encouraging each other.

***Variation***

Use numbers to form a number line.

***Look-Fors***

* Working together and encouraging each other
* Participating actively

**7. Keep Moving**

***Equipment***

* Chart paper
* Music
* List of actions related to sport and active living

***Setup***

Students scatter around the playing area.

***How to Play***

1. Call out simulated actions to be performed on the spot.
2. Change actions every 5 to 10 seconds.

***Examples***

* Dribble a basketball.
* Take a basketball shot.
* Row a boat.
* Swing a baseball bat.
* Perform a swim stroke (e.g., front crawl, backstroke).
* Bowl a strike.
* Toss a flying disc.
* Serve a tennis ball.
* Curl a stone and sweep it into the circle.
* Paddle a canoe.
* Run a 100-meter sprint.
* Skip with a rope.
* Kick a soccer ball.
* Serve a volleyball (or bump, set, or smash it).
* Throw a football.
* Go inline-skating.
* Glide on a snowboard.
* Hit a cricket ball.
* Hit a badminton serve (or overhand clear or smash).
* Shoot a hockey puck.

***Variations***

* Choose a student leader to call out the actions.
* Challenge students by increasing the intensity, speed, or number of repetitions.
* With the class, brainstorm a new list of actions related to a different theme, then try them out.

***Look-Fors***

* Moving continuously for the duration of the task
* Exploring ways to move in order to illustrate a sporting activity

Adapted by permission from C. Scaini, *Fun Classroom Fitness Routines: Ages 10-14* (Champaign, IL: Human Kinetics, 2008).

**8. Alpha Pass**

***Equipment***

* Soft balls, tennis balls, or cards bearing letters of the alphabet (one letter per object)
* Music

***Setup***

* Work with students to brainstorm and chart actions for each letter of the alphabet (e.g., alligator walk, biceps curls, crunches, dance moves, elephant walk, figure skating).
* Post the actions on chart paper displayed on the walls of the playing area.
* Provide each student with one ball (or card) to start the game.

***How to Play***

1. Play music and have students move around the playing area while exchanging balls or cards with each other.
2. When the music stops, students perform the action identified by the letter on their ball or card for 5 to 10 seconds.
3. Students continue exchanging balls or cards and performing the indicated actions until time is called.

***Variation***

Students move in a different way each time the music starts (e.g., crawl, hop, skip).

***Look-For***

Active participation

Adapted by permission from C. Scaini and C. Evans, *50 Games for Going Green* (Champaign, IL: Human Kinetics 2012), 72-73.

# 9. Sentences

***Equipment***

* Word cards
* Dice (one regular die, one fitness-themed die)

***Setup***

* Create word cards that include a part of speech (nouns, verbs, adverbs, adjectives) on each card.
* Select a topic or theme to serve as the subject of sentences that students will create (e.g., healthy eating, recycling, nature).
* Create a die with a different fitness activity on each side of the die (e.g., jumping jacks, running on a spot, lying on one’s back and pedaling, hopping on a spot, performing squats, performing star jumps).
* Divide the class into four to six teams.
* Each team stands in single-file formation behind a starting line while facing the pile of word cards on the other side of the gym.

***How to Play***

1. Each team collects word cards to create a sentence.
2. To begin the game, roll the dice—that is, the fitness die and the regular die.
3. Teams perform the indicated fitness activity for the number of repetitions shown on the regular die.
4. Once the activity has been completed, the first player on each team runs to the word pile, picks up one word card, and runs back to place it next to the team.
5. You then roll the dice again, and the game continues in this manner until time is called or until a group signals, by raising hands, that it has formed a complete sentence.
6. When teams finish or time is called, invite each team to read its sentence aloud to the entire class.

***Variations***

* Challenge the teams to create a paragraph.
* Each group creates its own fitness die.

***Look-Fors***

* Participating actively
* Working together to complete the challenge

# 10. One Word at a Time

***Equipment***

Chart paper and marker for each team

***Setup***

* Divide the class into 4 to 6 teams.
* Place one piece of chart paper in front of each team at one end of the playing area.

***How to Play***

1. Provide students with a theme or topic for the story (e.g., nature hike, park visit, outdoor skating); each team will write a story together.
2. Brainstorm a starter line with the class (e.g., “I went to the park with my family and . . .” or “I went on a hike and saw . . .”).
3. When play begins, the first player on each team runs to the other side of the playing area, continues the story by writing one wordon the team’s chart paper and runs back to tag the next player.
4. The second player does likewise, and play continues in this manner until time is called.
5. Invite each team to read its story aloud to the entire class.

***Look-For***

Working collaboratively to create a story

# 11. Active Dance

***Equipment***

* Movement cards
* Upbeat music with an eight-count

***Movement Card Examples***

* Directions: forward, backward, sideways, diagonal
* Pathways: zigzag, curved, straight, winding, spiral
* Patterns: circle, triangle, square, rectangle, letter, number
* Levels: high, medium, low
* Animals: ant, bear, bee, cat, chicken, dog, elephant, frog, goat, horse, iguana, snake
* People: traffic cop, firefighter, ballet dancer
* Play objects: ball, spinning top, robot, swing
* Machines: plane, train, car, lawn mower, blender
* Circus: clown, tightrope walker, juggler
* Nature: rain, wind, cloud, leaves

***Setup***

* Divide the class into groups of four to six.
* Provide each group with one movement card for each member.

***How to Play***

1. Groups place their movement cards in any order.
2. Students perform the actions indicated on each card together to a count of eight.
3. Encourage students to present their dance routine to the class.

***Variations***

* Provide each group with additional movement cards.
* Have students create their own movement cards and try them out.

***Look-Fors***

* Working collaboratively to create a dance routine
* Engaging in positive interactions with group members
* Participating actively
* Moving in time to the music

# 12. Dancing Theatre

***Equipment***

* Music (e.g., Tchaikovsky’s *Swan Lake* ballet)
* Movement sequence cards

***Movement Sequence Card Examples***

* Ice cube melting
* Seed turning into a flower (plant growing)
* Snow falling to the ground
* Butterfly going through its life cycle
* Rain transforming into a storm
* Wind developing into a tornado
* Sporting event (e.g., hockey game) expressed through dance

***Setup***

* Put students into groups of four or five.
* Provide each group with a movement sequence card.

***How to Play***

1. Groups use their movement sequence card to create a dance routine.
2. Encourage the groups to present their dance routines to the class.
3. While watching each group’s routine, students may guess its movement sequence.

***Variation***

Students create additional movement sequence cards and try them out.

***Look-Fors***

* Participating actively and creatively
* Working collaboratively and contributing ideas
* Exploring ways to move one’s body in order to create a movement sequence

# 13. How Many Words?

***Equipment***

* Soft balls, tennis balls, or cards bearing letters of the alphabet (one letter per object)
* A few blank balls or cards
* Chart paper and marker for each team
* Music

***Setup***

* Divide the class into four teams and assign each team a corner of the playing area.
* Provide each student with one ball or card.

***How to Play***

1. To begin, teams stand in the middle of the playing area.
2. Play music and have students move around the playing area while exchanging balls or cards with each other.
3. When the music stops, students return to their group’s corner.
4. Students chart as many words as they can come up with using their ball or card letters.
5. When the music starts again, students move back to the middle of the playing area and once again begin exchanging balls or cards.

***Note***

A blank tennis ball is a free letter.

***Variation***

Incorporate simple math skills by adding a number on the back of each object to represent that letter. Students are to play the same game as noted above, but this time, players must come up with a word with the largest sum of all of the letters used.

***Look-Fors***

* Interacting positively with group members
* Respecting others’ ideas
* Participating actively

# 14. Paper Ball Fitness

***Equipment***

* Music (optional)
* Sheets of recycled paper, each with a fitness activity written on it (one sheet per student)

***Fitness Activity Examples***

* Crunch
* Push-up
* Wall sit
* Lunge
* Jumping jack
* V-sit
* Plank
* Burpee
* Running on the spot
* Star jump

***Setup***

* Provide each student with a piece of recycled paper with a fitness activity written on it.
* Students crumple up their paper and toss it anywhere in the playing area.

***How to Play***

1. Students run (or skip, gallop, or hop) around the playing area.
2. On your signal (“Fitness!”), students pick up a crumpled ball of paper, open it, and perform the indicated fitness activity for 10 to 20 seconds.
3. Once the activity has been completed, students recrumple the paper and toss it anywhere in the gym.
4. The activity continues in this manner until time is called.

***Variation***

Add a math equation to each paper and have students perform the number of reps indicated by the equation’s answer. For instance, hop 5 + 2 (i.e., hop 7 times).

***Look-Fors***

* Participating actively
* Using various movement and travel skills
* Performing the required fitness activity

Adapted by permission from C. Scaini and C. Evans, *50 Games for Going Green* (Champaign, IL: Human Kinetics 2012), 67.

# 15. Dominoes

***Equipment***

Four to six sets of dominoes (one set per team)

***Setup***

* Divide the class into four to six teams.
* Each team stands in single-file formation behind a starting line while facing the pile of dominoes on the other side of the gym.
* Each team will use the dominoes to create a colour pattern or number pattern.

***How to Play***

1. The first player for each team runs to the domino pile, picks up one domino piece, runs back, places it on the ground by the team, and tags next player in line.
2. The second player does likewise, choosing a domino piece that matches the first player’s piece in colour or number, then runs back to place it next to the first domino piece and tags the next player in line.
3. If a player picks up a domino that does not match any of the team’s pieces, then the player must bring it back to the domino pile.
4. Play continues in this manner until all domino pieces have been picked up and matched.

***Variation***

On one side of each domino piece, indicate a physical activity for the group to perform. When a student returns with a domino piece, the group performs the indicated physical activity for a certain number of reps (determined by a roll of a die or by your instruction).

***Look-For***

Active participation

# 16. Tennis Ball Addition

***Equipment***

50 to 100 tennis balls with numbers from 0 to 9 written on them

***Setup***

* Divide the class into groups of four and give each member a number from one to four.
* Place the numbered tennis balls in the middle of the playing area.
* Scatter the groups around the perimeter of the playing area.

***How to Play***

1. Call out a number.
2. The first student in each group runs to the middle of the playing area and retrieves a ball.
3. The student runs back to the group, drops off the tennis ball, and high-fives the next student, who then runs to retrieve another ball.
4. Play continues in this manner until time is called or until a group signals (by raising hands) that it has retrieved balls that have numbers that add up to the number called out in step 1.
5. Call out another number to start a new game.

***Variations***

* Challenge each group to come up with more than one equation for the answer.
* Put letters on the balls and have students collect balls to make words.

***Look-Fors***

* Working collaboratively to complete the challenge
* Participating actively

# 17. Card Shark

***Equipment***

* Deck of cards
* Chart paper listing fitness activities and associated playing cards
* Lively music

***Setup***

* Make a list on chart paper of fitness activities associated with certain playing cards (e.g., hearts = jumping jacks, diamonds = karate kicks, spades = tuck jumps, clubs = knee lifts).
* Post the chart paper for all students to see.
* Cards with no numerical value can be assigned the following numbers:
* Jack = 11
* Queen = 12
* King = 13
* Ace = free choice

***How to Play***

1. Play music and have students use various movement skills (e.g., gallop, skip, hop) to move around the playing area while exchanging cards with one another.
2. When the music stops (after 10 to 20 seconds), students gather into groups based on their card numbers (e.g., all students with a 4 gather in a group).
3. Each group gathers in a safe spot and performs the fitness activity identified by the suit of the card.
4. Groups perform the fitness activity for the number of reps indicated on their cards (e.g., three times if their cards are 3s).
5. When the music starts, students once again begin moving around the space and exchanging playing cards with one another.

***Look-Fors***

* Applying various movement skills
* Participating actively

# 18. Solve the Equation

***Equipment***

* 20 beanbags
* 2 bins

***Setup***

* Divide the class into two groups.
* Establish a safety zone on each end of the playing area for each group; ensure that the line marking the safety zone is about three giant steps away from the end wall.
* Place a bin in aback corner of the safety zone for each group.

***How to Play***

1. Students line up along the safe zone line facing each other.
2. Number the students in each line from one to six (repeat numbers if necessary).
3. For each round, place two or three beanbags on the centre line in the middle of the gym.
4. Call out an equation (e.g., 2 + 3 = ?); students must figure out the answer to the equation.
5. The player or playerswho have the answer (e.g., in the equation above, the student with a 5 would runrace to the middle, grab one beanbag, and try to take it back to their side without being tagged by an opponent assigned the same number.
6. The chasing team tries to tag the opponents on the back or shoulders.
7. If a runner makes it back safely (i.e., without being tagged), his or her beanbag is placed in the group’s bin.
8. If a runner is tagged, the beanbag goes to the tagger, who places it in his or her group’s bin.
9. At the end of the game, each team counts up its stored beanbags.

***Look-Fors***

* Participating actively
* Following safety rules

# 19. Rock-Paper-Scissor Fitness

***Equipment***

Fitness and math cards (with one side indicating a fitness activity and the other side showing a math equation appropriate for your students, along with its answer)

***Setup***

* Divide the class into two groups.
* Establish a middle line in the playing area.
* Designate a fitness activity area on each end of the playing area.
* Provide each student with 10 cards.

|  |  |
| --- | --- |
| **Fitness Activity** | **Math Equation** |
| 1 = burpee | 2 + 1 |
| 2 = tuck jump | 3 + 2 |
| 3 = star jumps | 4 + 3 |
| 4 = push-ups | 5 + 4 |
| 5 = sit ups | 6 + 5 |
| 6 = karate kicks | 7 + 6 |
| 7 = knee lifts | 8 + 7 |
| 8 = run on the spot | 9 + 8 |
| 9 = lunges | 10 + 9 |
| 10 = jumping jacks | 1 + 10 |

***How to Play***

1. Students line up along the middle line while facing each other.
2. Students then play a game of rock-paper-scissors with their opponent(fist = rock, flat hand = paper, two fingers = scissors). To play, students say “rock, paper, scissors” while each hitting a fist on an open hand and then making one of the three signs. Paper covers rock, rock breaks scissors, and scissors cut paper.
3. The winner of the game reads out a math equation for the opponent to solve.
4. If the student answers it correctly, the players play another round of rock-paper-scissors.
5. If the student does not answer correctly, that student runs to the designated fitness area and performs the fitness activity indicated on the back of the card.
6. When the student finishes the fitness activity, he or she returns to the middle line to face a different opponent.
7. Play continues in this fashion until time is called.

***Look-For***

Active participation

# 20. Let’s Get to 100

***Equipment***

Two decks of cards

***Setup***

* Divide the class into groups of four to six.
* Place the cards facedown in the middle of the playing area.
* Scatter the groups around the perimeter of the playing area.

***How to Play***

1. The first student in each group runs to the middle of the playing area and retrieves a card.
2. The student runs back to the group, drops off the card, and high-fives another student, who then runs to retrieve another card.
3. Play continues in this manner until the team’s cards reach a sum of exactly 100.
4. The group then raises hands to signal that it has reached 100.

***Note***

* It may be necessary to return a card and choose a new one in order to reach exactly 100.
* For primary students, use cards numbered 1, 2, 5, and 10 to reach a sum of 50 .
* For junior students, include a whole deck (ace = 1, jack = 11, queen = 12, and king = 13).

***Look-Fors***

* Working collaboratively to reach the goal
* Participating actively

Adapted by permission from C. Scaini and C. Evans, *Character Attributes in Action: An Educator’s Guide to Promoting Student Wellness With Physical Activity, Focused on Character Development* (Mississauga, ON: Peel District School Board), 74. www.peelschools.org/aboutus/safeschools/Documents/Character%20Attributes%20in%20Action%20-%20Activity%20Guide.pdf

# 21. Dice Tag

***Equipment***

Two dice

***Setup***

* Divide the group into two equal-sized teams, one labeled “odds”and the other labeled “evens.”
* The teams face each other while standing about 2 meters apart.

***How to Play***

1. The teacher rolls one die. If the number comes up odd, then the “odd” players chase the “even” ones. If the number comes up even, then the “even” players chase the “odd” ones.
2. When players are tagged, they join the other team.

***Variations***

* Toss two dice and have players add, subtract, or multiple the numbers shown.
* For a basketball drill, have players run and tag while maintaining a dribble.

***Notes***

* Opposite faces of a die always add up to seven.
* As with all tag games, be sure to create a safe areafor runners so that there is no contact with the wall.

***Look-Fors***

* Working collaboratively to reach the goal
* Participating actively

Adapted by permission from CIRA Ontario, *Counting on Fun - Multiple Games for Sum Fun* (Ontario, Canada: CIRS Ontario), 2.

# 22. Skipping Across Canada

***Equipment***

Skipping Across Canada Map poster (page 2 of Skipping Across Canada document)

***Setup***

Place the Skipping Across Canada Map poster on the wall.

***How to Play***

1. Inform students that they will be attempting to skip across Canada, then discuss the idea of traveling and how far it is to different places in their community.
2. Talk about various modes of transportation. The mode for this activity is skipping, and every completed skip of the rope represents one kilometer (e.g., 10 skips = 10 kilometers).
3. Have students determine which cities in Canada they would like to skip to and from, then have them determine the distance between the cities using the Distance Reference Sheet.
4. Have students record their plans on the student worksheet.
5. Provide each student with a Jump Character Outline to use as their progress marker on the Skipping Across Canada Map poster.
6. Students will skip rope for 5 to 10 minutes every day and use their worksheets to keep track of how many skips they complete. You may have students work up to 20 minutes and skip during their daily physical activity time.
7. At the end of the week, have students add up their completed skips and calculate the number of hypothetical kilometers they have traveled.
8. Each week, allow students to move their Jump Rope Character an appropriate distance on the map to show their progress.

***Variations***

* Set up a course on your school property or school in the local community and measure its distance (e.g., one lap = one kilometer). Have students walk, jog, or run around the course and track the number of kilometers they have traveled (e.g., five laps = five kilometers).
* Challenge your students to figure out the distance between two places in Canada. Have them work toward walking, jogging, or running to their destination over a set period of time.
* Challenge your school! See how many kilometers each class can travel. Start this activity in September and have participants keep track to see how far they travel every month or throughout the whole year.

***Look-Fors***

* Working collaboratively to reach the goal
* Participating actively

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# 23. Basketball 21

***Equipment***

Basketball

***Setup***

Put students into pairs (or groups of four).

***How to Play***

1. Partners are positioned on the free-throw line.
2. Student A begins by taking a shot. If it goes in, the student receives one point and gets to take another shot from the free-throw line. This continues until student A misses.
3. If student A misses the shot, then student B runs to catch the ball, stops at that spot, and takes a shot. If the ball goes in, the student receives one point and the student takes another shot, this time from the free-throw line. This continues until student B misses, at which time student A runs to catch the ball, stops at that spot, and takes a shot.
4. Play continues in this manner until one player reaches 21 points**.**

***Variations***

Change the scoring for the game. If a shot goes in from the free-throw line, it counts for two points; if a shot goes in from any other location, it counts for one point.

***Look-Fors***

* Working collaboratively to reach the goal
* Participating actively