

## SPEA Document – Physical Education Supports for teaching during Covid-19

This document is designed to provide ideas and supports for teaching physical education. Please ensure that you are following the guidelines set out by your respective school divisions. Providing a calm and supportive environment is important at a time when young people may be exposed to panic and uncertainty in the community. Quality daily physical education can provide physical activity, social connection and supports the overall mental wellbeing of our students. This upcoming school year will require creative ways to support student learning by incorporating alternate space and outdoor physical education planning. Learning and teaching outdoors promotes cross-curricular connections and a wide range of experiences.

### Class management tools and routines:

- Spend time co-constructing class expectations for transitions that include handwashing / sanitizing before and after each class. Establish expectations for outdoor PE classes.
- When teaching outdoors, thoughtful planning involves sequential progressions for both skills and transitions to ensure lesson effectiveness and student learning.
- Establish outdoor learning spaces.
- Designated seating spots for students with appropriate spacing during teaching moments.
- Designated spots for water bottles or personal belongings
- Designated doors for entering and exiting the gymnasium
- Establish routines for sanitizing equipment
- Incorporate number systems on the equipment – intended to reduce number of students touching / using the equipment

### Activities that require minimal equipment:

Dance activities	<ul style="list-style-type: none"><li>● Freeze dance <input type="checkbox"/> students must freeze when music stops</li><li>● Choreographed dance</li><li>● Creative dance</li><li>● Use visual resources <input type="checkbox"/> YouTube and Go noodle</li></ul>
Body Coordination	<ul style="list-style-type: none"><li>● Agility Ladders <a href="https://www.youtube.com/watch?v=ZLNYijRpYUY">https://www.youtube.com/watch?v=ZLNYijRpYUY</a></li><li>● Hula hoop challenges<ul style="list-style-type: none"><li>○ Jump over, jump around, one foot, two feet, jump in, jump out, balance inside, balance outside</li></ul></li><li>● Hopscotch / student-created footwork course</li><li>● Animal walks</li></ul>

	<ul style="list-style-type: none"> <li>● Making our own juggling balls <a href="https://drive.google.com/file/d/1WPGqDPKR6W7gBRBjv4pF7FN61BnOBdFR/view?usp=sharing">https://drive.google.com/file/d/1WPGqDPKR6W7gBRBjv4pF7FN61BnOBdFR/view?usp=sharing</a></li> <li>● Skipping ropes</li> <li>● Yoga for younger students <a href="https://www.aloyoga.com/pages/alo-gives">https://www.aloyoga.com/pages/alo-gives</a> <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> <li>● Yoga for teens <a href="https://www.youtube.com/watch?v=7kgZnJqzNaU">https://www.youtube.com/watch?v=7kgZnJqzNaU</a></li> <li>● Gymnastics skills / movements / balances</li> </ul>
Fitness activities	<ul style="list-style-type: none"> <li>● Personal goal setting lessons (FITT principles)</li> <li>● Spending time teaching / learning about the importance of physical activity. “Why is it important that we live active lifestyles?”</li> <li>● Spending time learning about the interests of the students – incorporating student voice into the planning process</li> <li>● Plyometrics / mini hurdles</li> <li>● This or That workouts <a href="https://www.youtube.com/watch?v=QcPDquffzMM">https://www.youtube.com/watch?v=QcPDquffzMM</a></li> <li>● Physically distanced fitness circuits (body weight)</li> </ul>
Outdoor activities	<ul style="list-style-type: none"> <li>● Orienteering (maps, GPS, personal devices)</li> <li>● Community hikes / walks (plant or tree identification)</li> <li>● Fire making / water boiling</li> <li>● Berry picking</li> <li>● Building outdoor structures &amp; shelters</li> <li>● Harvest &amp; personalize double ball sticks</li> <li>● Gardening</li> <li>● Snowshoeing</li> <li>● XC skiing</li> <li>● In Motion Adventure Calendar <a href="http://www.saskatchewaninmotion.ca/post/adventure-calendar">http://www.saskatchewaninmotion.ca/post/adventure-calendar</a></li> <li>● Bocce / Ladder Golf / Cornhole</li> </ul>
Individual equipment ideas	<ul style="list-style-type: none"> <li>● Circus arts</li> <li>● Disc Golf</li> <li>● Archery (stick &amp; hoop)</li> <li>● Racquet Sports (badminton, pickle ball, speedminton, tennis) <ul style="list-style-type: none"> <li>○ Incorporates both skill development &amp; strategies</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Speed stacking</li> <li>● Individual skill development</li> </ul>
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### 'Ready to use' activities:

<p><i>~*@r@' k  ZyyGZxyml ° {x{ {n XZI {b} {aZ k ty{Zx{ nUZV'</i></p> <p>Set up:</p> <ul style="list-style-type: none"> <li>- Two-metre by two-metre play area, all participants must remain in their own squares</li> <li>- Create a standard grid around your play area with lanes between the squares</li> <li>- Participants do active tasks depending upon the participant's answers</li> <li>- Create one square at the front for the leader to stand in.</li> </ul> <p>Instructions:</p> <ul style="list-style-type: none"> <li>- One person (the leader) will identify a physical object that is visible nearby and everyone else will have to guess the object, using a series of questions.</li> <li>- Students can ask questions, trying to discover the object through questioning.</li> <li>- If the answer to a question is "no" or their guess is incorrect, the entire class must perform a predetermined exercise. The number of repetitions of the exercise increases with each incorrect guess or "no" answer.</li> </ul> <p>Variations:</p> <ul style="list-style-type: none"> <li>- While the class is asking questions, the leader must be jogging on the spot.</li> <li>- Play in smaller groups, limit the number of questions.</li> <li>-</li> </ul>	<p><i>ž nl { 'nni M 2 Z° {xtb` {nUZ {aZ}M{nl Zyb {aZ VbyZ'</i></p> <ul style="list-style-type: none"> <li>- Students stand in a socially distanced circle(s), I typically put 8 kids to a circle.</li> <li>- Students look down to the ground and, to themselves, choose a person they are going to look at. *You cannot choose a person that is directly beside you*</li> <li>- A designated person will count to three out loud.</li> <li>- On three, each person looks up at the person they chose.</li> <li>- If you have made eye contact with another person, you both leave the circle and join the next circle.</li> <li>- You can add fitness or skills in between each round, different skills for each circle, etc.</li> </ul>
<p><i>@nZ ?MIZ° xZjM' xNIZ'</i></p> <ul style="list-style-type: none"> <li>- All students untie and remove their shoes. Place their shoes at a specified distance away (in non-social distancing I would mix everyone's shoes together.)</li> </ul>	<p><i>@ MNa ;UUZMI UMysUutjnl uZx{, nY  XZI {yA</i></p> <ul style="list-style-type: none"> <li>- Pylon is placed between two students, both students are 1 metre (adaptable to make it more difficult) away from the pylon.</li> </ul>

<ul style="list-style-type: none"> <li>- For the first leg of the race students are to WALK (because they have no shoes on) to their shoes and put one shoe on. On the way back, they are to hop on one foot (the foot that has the shoe on)</li> <li>- Second leg, they hop on one foot and put on their other shoe. Once they have both shoes on, they can run back.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher can call five different actions; Head, Shoulders, Knees, Toes or Snatch. If saying one of the first four commands, students are to place their hands there. If the teacher says Snatch!, students would both grab for the pylon. Social distancing - students can have a bean bag and try to knock over the pylon before their partner does.</li> </ul>
<p>?ZM(b)l E Nj i aNjZi ` Z UxZM(b)l UNjµy/ XZI {A</p> <ul style="list-style-type: none"> <li>- Challenge your students to drop the reaction ball from head height and do the following variations:</li> </ul> <ol style="list-style-type: none"> <li>Catch with two hands after one bounce</li> <li>Catch with two hands after two bounces</li> <li>Catch with dominant hand after one bounce</li> <li>Catch with non-dominant hand after one bounce</li> <li>Catch with dominant hand after two bounces</li> <li>Catch with non-dominant hand after two bounces</li> </ol>	<p>AaZ z BZ ( Nk Z`pi Z utZV n_uMizxMIX` uZI Vjµy/ XZI {MIX`nl Z jM Z`nM XIZ uZxP`B` y/ XZI {yA</p> <ul style="list-style-type: none"> <li>- Somewhere visible to all students have a list of the numbers 1-6 as follows (choose your own exercises): <ul style="list-style-type: none"> <li>1 – GO!</li> <li>2 – 2 burpees</li> <li>3 – 2 push-ups</li> <li>4 – 3 crunches</li> <li>5 – 3 jumping jacks</li> <li>6 – GO!</li> </ul> </li> <li>- Place students into socially distanced groups of 5-6.</li> <li>- The objective of the game is to be the first person to write all the numbers from 1-100 on their piece of paper. (You can choose any number, does not have to be 100)</li> <li>- Designate a starting player (they are the first to roll the dice)</li> <li>- Get creative with how students can roll the dice if you want to minimize contact (roll a ball at it, etc.)</li> <li>- Players take turns rolling the dice. If a student rolls any number 2-5, they get up and do the corresponding exercise. If students roll a 1 or 6, they immediately start writing the numbers 1-100 on their paper. All other students continue to take turns rolling, when the next person rolls a 1 or a 6 they start to write and the previous person stops.</li> </ul>

## **Non-contact Outdoor Activities for K-12**

Orienteering
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Use compass, GPS, or maps with bearings and directions to learn basic orienteering skills. Once students have an understanding of direction and/or how to use the equipment given, a variety of activities can occur. After given coordinates or bearing and direction students can:

- take a picture of or write down what they found at the intended location. Landmarks such as odd shaped trees, bird nests or a cluster of flowers or plants make great markers and opportunity for cross-curricular learning. Multiple locations would need to be set up so students could practice social distancing.
- Students can create their own caches by determining their direction and bearing or coordinates. They then post it so the rest of the class can attempt to find them.

## Nature Jacks



Each student finds five rocks around the size of a nickel. Five of the smaller rocks are laid out on the ground in front of the student. The student tosses the largest rock in the air while trying to pick up one of the smaller rocks and catching the tossed rock before it hits the ground. If successful, the small rock is kept in the student's fist while they toss the large rock again and attempting to pick up another small one. If the large rock is dropped at any time the player starts over.

## Black-top Obstacle Games



Using sidewalk chalk, students create their own patterns and designs to further develop their basic movement patterns. Students must perfect their own before attempting another student's course.

### Flipped Double Ball



Students can make their own double ball sticks. This experience should be guided by an elder or traditional knowledge keeper. Students could also make their own double ball. Once the stick and ball are created, the classroom could be flipped and students could practice sending and receiving with a family member.

### Themed Hikes





- Mindfulness walks
- Rock talks
- Cloud journaling
- Trail BINGO
- Close-up Hunt – take close-up pictures of plants or items along the route and have students attempt to find them.
- ABC Hike – Find something that starts with every letter of the alphabet.

## Yoga



Socially distance students in an area of the school yard and attempt a guided yoga session.

## Eye spy



Students are assigned to different spots of the playground. If you have binoculars it can add a level of complexity. The students take turns trying to guess their partners object. Guessers could complete a series of jumping jacks, sit-ups, squats etc. after incorrect or correct guesses.

