

# MOVE PLAY LEARN

Activities to integrate physical activity in classroom-based lessons



## Introduction

Did you know that only 35% of 5 to 17 year olds accumulate at least 60 minutes of heart pumping physical activity per day as recommended within the Canadian 24-hour Movement Guidelines for Children and Youth?

Durham Region Health Department has developed this set of classroom-based lesson support activities to help get your students up and moving throughout the day. Daily Physical Activity (DPA) helps children focus and improves memory and learning and promotes good mental health.

Regular use of these activities will help reduce sedentary time which is a large contributor to the consequences of physical inactivity. Also, these activities will help your students get the required 20 minutes of DPA while building physical literacy skills and accomplishing curriculum goals!

These activities are intended to support the important role your school plays in promoting physical activity. Activities are targeted to primary grades but can be adapted into a variety of lesson plans for grades 1-6.



<b>Name of Activity:</b>	<b>O' Canada</b>
<b>Formation:</b>	<b>Standing at desks</b>
<b>Equipment:</b>	<b>None</b>
<b>Subject:</b>	<b>Geography</b>

***Directions:***

1. Teacher leads the class on a virtual tour of Canada

Students move according to the actions listed below:

- stomp the grapes in Niagara's vineyards
- ski on Mount Tremblant
- hit a homerun at Rogers Centre
- shoot a foul shot at the Air Canada Centre
- ride a horse at the Calgary Stampede
- pretend you're a whale swimming around Nova Scotia
- march like a member of the Canadian National Guard in Ottawa
- dig for potatoes in PEI
- climb the Canadian Rocky Mountains in Alberta
- surf in the Pacific Ocean
- pretend you play hockey for Team Canada and score a goal

***Suggestion:***

1. Teacher can use a wall map to point out specific landmarks or areas.



<b>Name of Activity:</b>	<b>Frozen Vocabulary</b>
<b>Formation:</b>	<b>Standing at desks</b>
<b>Equipment:</b>	<b>None</b>
<b>Subject:</b>	<b>English/Grammar</b>

***Directions:***

1. Begin by having students do an activity standing at their desks:
  - jumping
  - twisting
  - jogging
  - jumping jacks
  - hopping
  - knee lifts
  - playing air guitar
2. Students continue activity until teacher calls out a vocabulary word from curriculum, at which point the students freeze.
3. Teacher calls on volunteer to use the vocabulary word properly in a sentence.
4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

***Variations:***

1. Students can define vocabulary word.
2. Students can spell the word.
3. Students can name a synonym or antonym.



<b>Name of Activity:</b>	<b>Heart Smart</b>
<b>Formation:</b>	<b>Standing at desks</b>
<b>Equipment:</b>	<b>None</b>
<b>Subject:</b>	<b>Health</b>

***Directions:***

- Teacher will discuss the heart:  
Where is it located? The left side of the chest.  
What size is it? It's the size of a fist.  
What does it do? It delivers blood to the body.  
What makes the heart strong? Exercise (students can name different exercises).  
What weakens the heart? Inactivity, smoking, alcohol, unhealthy foods.
- Teacher calls out an activity that strengthens or weakens the heart.
- If the habit strengthens the heart, students will respond by jumping (or an activity of teacher's choice).
- If the habit weakens the heart, students will respond by squatting (or an activity of teacher's choice).
  - ride a bike—jump
  - eat 4 pepperoni pizzas—squat
  - walking your dog—jump
  - smoking cigarettes—squat
  - never going outside to play, and watching tv all the time—squat
  - dancing with your friends—jump
  - skating—jump
  - never eating vegetables or fruit—squat
  - shooting baskets—jump
  - playing video games for a long time—squat
  - eating lots of junk foods—squat
  - raking the leaves—jump
  - taking the stairs—jump



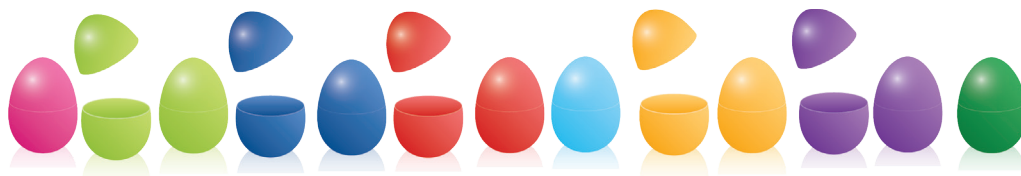
**Name of Activity:** Spring Egg Hunt  
**Formation:** Outdoors with teams  
**Equipment:** -Plastic eggs (approx. 50)  
-Ten math equations needed for review  
(Grade 3 example provided)  
-Clipboard and pencils  
**Subject:** Math

***Advance Preparation:***

1. Divide eggs into colours (about 10 eggs per colour); Every set of coloured eggs will have the same set of mathematical equations.
2. Place 1 equation in each egg. The same 10 math problems that are in the pink eggs are also in the blue eggs, green eggs, etc.
3. Hide eggs in a large area for students to find.
4. Divide class into teams by colour.

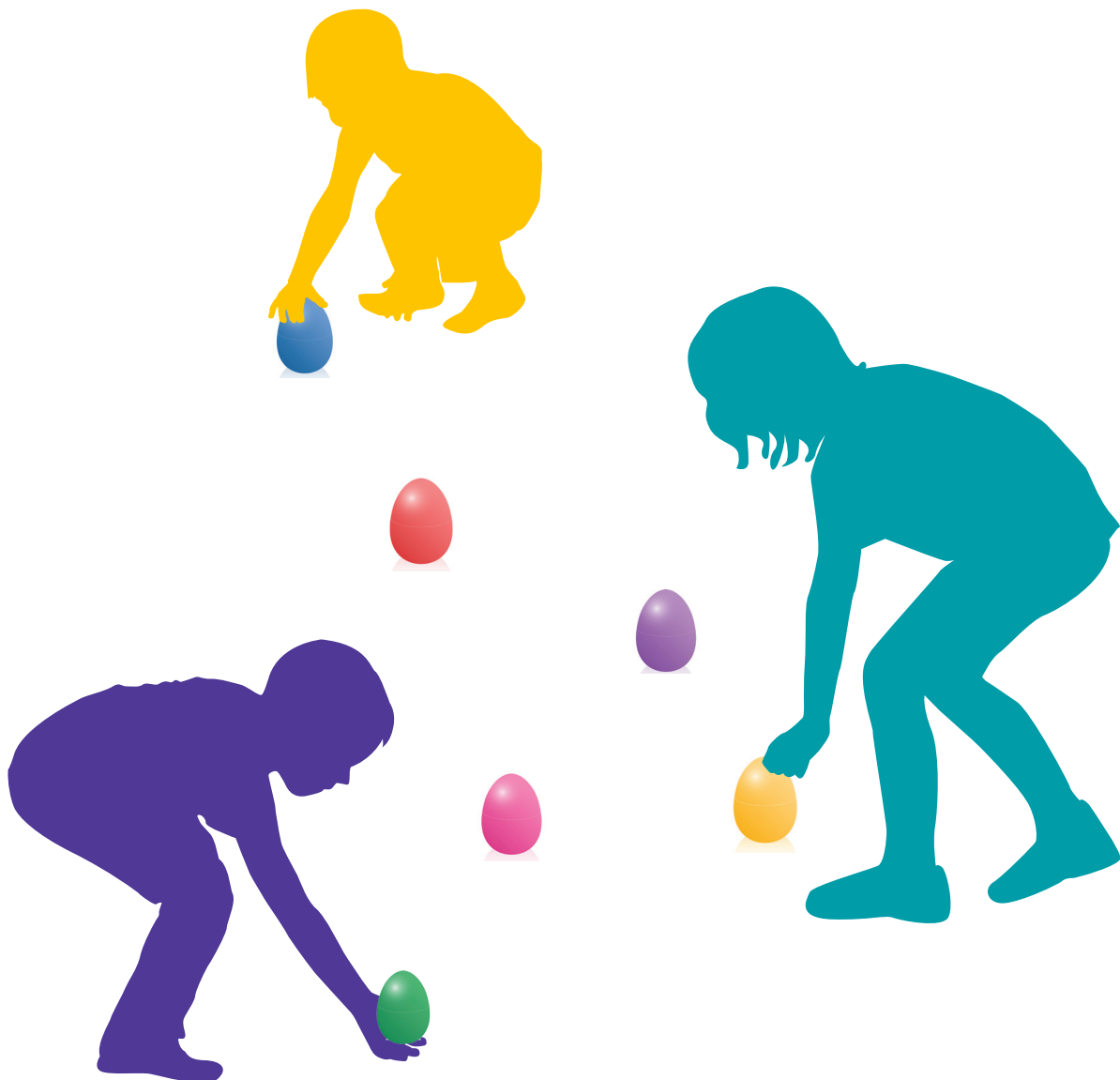
***Directions:***

1. Explain to students they will be completing review problems.
2. On the "GO!" signal, instruct teams to find and collect the eggs that are their assigned colour.
3. Once all eggs have been collected, have students sit and write down each equation from their eggs and return all eggs to the teacher.
4. Have students return to class and complete the math problems. Each student will have their own paper.
5. Review the answers. There should be 10 problems and everyone should have the same 10 problems.



***Suggestions/Variations:***

1. Be sure to number the equations 1-10 prior to placing them in the eggs.
2. Remind students to write the equation number with the problem. If they open their first egg and its number 8, remind them to label it number 8 and not number 1. This will assure that when going over the answers that all students have the same equation for each number.
3. Do the same activity but use different objects for different seasons (e.g. apples for fall, or plastic ornaments for winter). Adjust the number of equations to suit your class time.



## Spring Egg Hunt: Elementary Math Problems

1. What is 45,652 rounded to the nearest hundred?
2. Your mother gave you \$4.27 to go to the store.  
You spent \$3.95. How much change will you bring her back?
3. It is 4:45 p.m. and your dad will pick you up in 17 minutes.  
What time is your dad picking you up?
4.  $702 - 66 = ?$
5. There are 925 people working in a factory.  
Next week 175 will be on vacation. How many people  
will NOT be on vacation?
6. \_\_\_\_\_  $\times 6 = 42$
7. I have 81 soccer players. I want to put them on nine different teams.  
How many players will be on each team?
8. Write  $<$  or  $>$ . Draw a picture to help you decide.  
 $\frac{1}{2}$     $\frac{1}{3}$                        $\frac{2}{10}$     $\frac{4}{10}$                        $\frac{1}{4}$     $\frac{1}{2}$
9. Kate coloured half of her paper. Dave coloured two-fourths of his paper.  
Did they colour equivalent fractions of their paper?
10.  $\frac{3}{10} + \frac{4}{10} = ?$                        $\frac{5}{8} + \frac{2}{8} = ?$                        $\frac{1}{4} + \frac{3}{4} = ?$



## Spring Egg Hunt: Elementary Math Answers

1. 45,700
2. \$0.32
3. 5:02 p.m.
4. 636
5. 750 people
6. 7
7. 9
8.  $>$ ,  $<$ ,  $<$
9. Yes
10.  $\frac{7}{10}$ ,  $\frac{7}{8}$ ,  $\frac{4}{4}$



**Name of Activity:** Stop and Scribble  
**Formation:** Standing at desks with partners  
**Equipment:** Piece of paper and pencil for every 2 students  
**Subject:** Spelling

***Directions:***

1. The teacher calls out a physical activity:
  - jumping
  - trunk twists
  - marching in place
  - jumping jacks
  - knee lifts
  - lunges
  - side steps
2. Students begin activity and continue until the teacher calls out a spelling word.
3. Students freeze and partners work together to try to spell the word correctly on a piece of paper.
4. After 10 to 15 seconds, the teacher calls out a new activity.
5. Continue until all spelling words are used.
6. As students cool down, the teacher will write the correct spelling on the board and students will check their work.

***Suggestion/Variations:***

1. Use this activity to review math problems.
2. The same activity can be done using sidewalk chalk outside instead of paper and pencil.



**Name of Activity:** Review Toss  
**Formation:** Standing in a circle or around perimeter of room  
**Equipment:** Ball (large, soft)  
**Subject:** Any (teacher's choice)

***Directions:***

1. Use a ball to review a lesson or concept of teacher's choice.
2. Have the children stand in a circle or around the perimeter of the classroom.
3. Ask a question and then toss the ball to a chosen child.
4. If the child does not answer correctly, he/she returns the ball to the teacher and sits down.
5. The teacher repeats the question and throws the ball to another child.
6. After it is answered, ask a new question to a different child and the game continues.

***Variation:***

1. Divide the children into two competing teams on each side of the room.





*MOVE* yourself to  
*BETTER HEALTH*



HEALTH  
DEPARTMENT

**Durham Health Connection Line**  
**1-800-841-2729**  
**[durham.ca/physicalactivity](https://durham.ca/physicalactivity)**

If you require this information in an accessible format, contact 1-800-841-2729.



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