

# ACTIVITIES

*for everyone, everywhere*



AN INTERCULTURAL PHYSICAL ACTIVITY GUIDE



renfrew-collingwood  
**INTERActive**

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# About this Guide

## Who Can Use It?

*Activities for Everyone, Everywhere: An Intercultural Physical Activity Guide* is a launching pad for any group to explore interculturalism through physical activity. It's geared towards individuals in leadership capacities, but the activities – though originally planned for school aged children, can be enjoyed by anyone regardless of age.

- ✓ Recreation Practitioners
- ✓ Student Leaders
- ✓ Teachers
- ✓ Youth Workers
- ✓ Parents
- ✓ Everyone, Everywhere

## Aims of this Guide

- ◆ To explore what Interculturalism means and how it is different from multiculturalism.
- ◆ To increase intercultural understanding using physical activity as a tool.
- ◆ To share how common physical activities can be modified to enable broader participation.
- ◆ To empower groups to co-create new physical activities together.
- ◆ To provide 35 different physical activities from around the world and their connections to intercultural learning.
- ◆ To make a significant contribution to a wider community to further prevent social isolation and promote health.
- ◆ To align with BC Ministry of Health's Physical Activity Strategy (November 2015) which aims to foster active people and active places with a focus on individuals and families who face constraints to participating in physical activity.
- ◆ To support the BC Ministry of Education's Physical and Health Education (August 2015) curriculum developing a holistic understanding of health and well-being by promoting and developing all aspects of student health and wellness including physical, social, and mental well-being (see Curriculum Connections on p. 68).

.....

This is a concrete tool for a variety of groups to use and we hope it will get people more active, aware of diversity, and willing to 'create something new with someone not like you.'

PAULA CARR,  
INTERactive  
FACILITATOR

.....

## What's in this Guide?

The guide is organized into the following sections:


### INTERCULTURALISM THROUGH PHYSICAL ACTIVITY

This section provides the background information for the readers or facilitators to learn about how they can promote interculturalism through physical activity in their areas of work or play.

### PHYSICAL ACTIVITY OUTLINES

This section includes eight categories of activities ranging from handball to skipping and jumping, and within each category are oftentimes cultural variations of activities. In Target & Accuracy Games, for instance, there are games from Sierra Leone, First Nations groups (Sahtu and Chipewyan), Greece, and Ethiopia. There is also information teaching leaders how they or their participants can create their own activities. Each category has a series of intercultural discussion questions, activity co-creating suggestions, building physical literacy connections, and resources and references. The activity outlines include the following icons or information:

 Fundamental Movement Skills (FMS) are gross movement abilities that allow people to move in different ways, balance and stabilize their bodies, and use objects in their environment. This guide identifies up to three fundamental movement skills utilized in the specific activity (for more information, see [www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)).

 Daily Physical Activity (DPA) refers to the activities students should do on a daily basis. DPA includes activities that help to develop flexibility, endurance, or strength (see Curriculum Connections on p. 68).

**Indoor/Outdoor/Large/Small Spaces** – encourages leaders to modify and co-create new activities including adapting the playing space.

**Tip** – offers practical ideas for facilitators.

**Fact** – offers interesting intercultural information.

**Did You Know?** – includes the history and nature of the activity and educating participants more deeply about an activity allows for greater cross cultural understanding.

**Let's Discuss** – provides questions to promote discussion and intercultural learning.

**Co-creating New Activities** – develops inclusive engagement and is key to putting interculturalism into action.

### RESOURCES, REFERENCES, CURRICULUM CONNECTIONS

This section lists relevant Resources to support those wanting to know more about a specific physical activity. The list of References credits all sources used in this guide and provides hotlinks. The Curriculum Connections provides a list of the curriculum Big Ideas and Curricular Competencies relevant to each of the physical activities.

.....

The students worked in teams within the classroom and practised their skills. For many of them, learning leadership and organizing skills was new. The staff gained fresh ideas on physical literacy.

SCHOOL TEACHER,  
BRUCE ELEMENTARY

.....

## How was this Guide Created?

A team of synergistic and collaborative professionals from Collingwood Neighbourhood House (CNH), Renfrew Park Community Centre, Windermere Family of Schools, University of British Columbia (UBC), and JW Sporta Limited developed *Activities for Everyone, Everywhere: An Intercultural Physical Activity Guide*. The activities were pilot-tested by community organizations in Renfrew-Collingwood. This guide is one of several projects launched through Renfrew-Collingwood INTERactive, a community-based initiative that encourages Renfrew-Collingwood residents to connect with neighbours through physical activities.

.....  
... working in a School Age Care Centre, children need all kinds of different activities ... the guide helped me to make new physical activity games with the children using creativity and working as a team...

KARLA AVELAR,  
INTERCULTURAL  
CONNECTOR AND  
CHILDCARE LEADER

.....



# Interculturalism Through Physical Activity

## What is Interculturalism?

### UNDERSTANDING AND RESPECTING CULTURAL DIVERSITY

- ◆ Cultural diversity includes not only aspects of ethnic heritage, but also age, language, communication (verbal and non-verbal), education, work, gender, abilities, sexual orientation, as well as social, political and religious beliefs.

### CONNECTING DIVERSITY AND FINDING COMMONALITIES

- ◆ Although people differ in many ways, we also often have common hopes and dreams, such as the desire to feel a sense of social inclusion, safety, and community belonging. By getting to know one another on a personal level, we can better learn about not only our differences, but also our shared goals and aspirations.

### CO-CREATING NEW ACTIVITIES

- ◆ At its heart, interculturalism is about working together encouraging us to break down silos or barriers in our communities, get to know one another, and importantly, build relationships with people across all different aspects of culture.

## Why Physical Activity?

- ◆ Physical activity can be an experience we have in common.
- ◆ Physical activity is one way to connect community members, including:
  - Helping youth feel more connected to their neighbourhoods
  - Fostering intergenerational connections within the community
  - Welcoming newcomers
  - Meeting someone new, not like you
- ◆ Play-based physical activities help to create understandings, connections, and bring people with different backgrounds together.
- ◆ Having social support can increase skill development and physical activity.
- ◆ Increased social interaction can increase cross-cultural understanding while also promoting physical, mental, social and community health.

### INTERCULTURALISM IS DIFFERENT FROM MULTICULTURALISM

Multiculturalism means that we have the right to preserve our own ethnic heritage and encourages us to respect the different practices and beliefs of others. Interculturalism is the next step because it encourages us to break down silos or barriers in our communities, get to know one another, and importantly, build relationships with people across all different aspects of culture.



## What Makes an Intercultural Physical Activity?

The physical activities in this guide were chosen based on the following set of criteria:

- ◆ The ability to enable participants to be absorbed and engaged with the activity, and not focused so much on competition
- ◆ A level of playfulness and fun which helps create a sense of community and relationship building among participants, as well as with leaders, providing a chance to learn about differences and to develop common values and goals
- ◆ Multiple ways to be modified for new, creative play
- ◆ History or nature which can promote intercultural understanding
- ◆ Contribution to physical literacy by building competence and confidence in fundamental movement skills
- ◆ Ability to develop respectful behaviour when participating with others
- ◆ Capacity to be led by any person of any age, and require minimal equipment or cost
- ◆ Adaptability for both indoor and outdoor, and large or small spaces

An intercultural physical activity incorporates three key elements: learning about the history or nature of the activity, building cooperation and co-creating new variations.

### LEARNING ABOUT THE ACTIVITY

- ◆ Learn the history of how the physical activity has been played around the world among different groups of people
- ◆ Learn about the evolution and variations of the physical activity
- ◆ Learn about personal experiences of parents and caregivers, relatives, children and neighbours with physical activities

### BUILDING COOPERATION

- ◆ Encourage team building, working together and social inclusion
- ◆ Build connections and relationships with others
- ◆ Avoid elimination or losing
- ◆ Provide an inviting environment that encourages creatively working across differences
- ◆ Establish a social agreement based on group values (such as respect, responsibility, safety, helping each other, fairness)

### CO-CREATING NEW ACTIVITIES

- ◆ Encourage participants to share their ideas about game variations
- ◆ Encourage participants to create a new game all together
- ◆ Encourage creative ideas and solutions among participants

.....  
Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

INTERNATIONAL  
PHYSICAL LITERACY  
ASSOCIATION,  
MAY 2014  
.....

## Embracing Interculturalism

Each physical activity highlighted in the guide includes ideas on how to learn through discussion, build relationships and develop inclusive engagement through co-creating new games. Here are some examples that could be used for any physical activity:

### LET'S DISCUSS: LEARNING THROUGH DISCUSSION

- ◆ Who has played this game before? How did you play it?
- ◆ Do you know if your parents or caregivers played this game? What rules or skills did they use?
- ◆ Have you heard of a similar game that is played in another part of the world?
- ◆ Would anyone be able to teach us how to say " \_\_\_\_\_ " in another language?
- ◆ What group values did we use in this game? What does " \_\_\_\_\_ " mean to you? (e.g. respect, responsibility, safety, helping each other, fairness)
- ◆ How did it make you feel when your group members helped you during this game?
- ◆ If you could change one thing about the game to make it more inclusive, interesting or fun, what would you change?

### ICE BREAKERS: ENCOURAGING RELATIONSHIP BUILDING

- ◆ Make use of icebreakers or other introductory games to help participants feel more comfortable with each other (e.g. instead of TV tag, participants can say their favourite celebration to 'unfreeze').

### CO-CREATING NEW ACTIVITIES: DEVELOPING INCLUSIVE ENGAGEMENT

- ◆ Ask participants to invent solutions to various physical activity challenges.
- ◆ Engage the group to come up with an idea for modifying an existing game or activity.
- ◆ Ask participants to come up with a new game by modifying the equipment, size of play space, number of participants, skills and rules (see Modifying Activities Chart on p. 12). Invite them to demonstrate their individual or group activities to the rest of the group.

.....

I was really tired when I came to the workshop but after playing these games and having fun with other adults, I left feeling invigorated.

ROSANNE LAMBERT,  
ADULT PARTICIPANT  
IN A COMMUNITY  
WORKSHOP

.....

## **Inclusive Learning Environment**

In order to encourage intercultural learning through physical activity, participants need to feel safe and comfortable sharing about themselves and trying a new physical activity in front of others. At no point should a participant be made to feel singled out, or placed in a socially vulnerable situation.

Create a safe, fun and inclusive environment when introducing new physical activities to your participants by focusing on “creating democracy, ethics, leadership and values for children and youth through recreation and sport”.

There are four key principles that are important to consider when designing learning environments to increase the probability of the participants achieving “positive benefits and values that sport and recreation have to offer” (JONES ET AL., 2000). These include:

### **DEVELOPMENT OF CHARACTER AND VALUES**

It is important to create recreation and sports opportunities that develop and encourage values of respect, cooperation, responsibility and fairness.

### **PLAY, FLOW AND CREATIVITY**

Children naturally love to play and the level of interest greatly increases when physical activities enable them to be creative and make choices. Children will become more attracted to activities when they are involved in the creation of the activity.

### **DEMOCRACY**

Incorporating democracy into any learning environment contributes to creating healthy and respectful relationships among all members of a group. Co-creating a social agreement or a group contract at the start of the lesson or play time is a great way to introduce and practice democracy with the group. Two important questions to ask are:

- 1) “how do we want to be treated in this group?”
- 2) “how do we want to treat others?”

Participants are strongly encouraged to provide their own values and inputs into the agreement so there is also a sense of ownership and responsibility to follow it.

### **COMMUNITY**

It is important to create opportunities for participants to feel connected with their peers and for participants to learn that their voices and actions can make an impact on their community.

In order to encourage intercultural learning among a group, participants must feel safe and comfortable sharing about themselves. Spend time developing a supportive environment by:

- ◆ Developing common group values,
- ◆ Co-creating a social agreement,
- ◆ Using icebreakers to learn more about each other, and
- ◆ Understanding the power dynamics in the group to ensure participants never feel singled out or socially vulnerable.

## Modifying Activities

Many of the physical activities in this guide provide information on their geographic origins. This not only demonstrates how people from different ethnocultural groups played similar games, but also illustrates how games can have many variations, such as using different equipment, skills, rules and spaces. Introducing these games and highlighting their variations can help participants to think about modifications and how to co-create new games together. Suggestions for modifying games include:

- ◆ Number of Participants
  - Games and physical activities can be played individually, with partners, and with larger groups.
  - Partner and group activities increase opportunities for players to work together, communicate, and learn from each other.
  - If you always play individual activities, try a partner or group game.
  - Partners and groups will often invent exciting, challenging and playful variations.
- ◆ Playing Space
  - Games and physical activities can be played indoors, outdoors, in backyards, playgrounds, or other public spaces.
  - The size of the playing space or area that players can move within can also be adjusted, from large open areas to smaller spaces.
  - Adaptable play areas can help teach children or others how to move skillfully and safely in a space with others (spatial awareness).
- ◆ Equipment
  - The equipment used in a game can be substituted, added, or sometimes even removed.

.....

Interculturalism  
is a step beyond  
multiculturalism;  
bridging diversity  
through  
commonalities,  
getting at  
people's gifts...

LAURA RHEAD,  
VICE-PRINCIPAL,  
NOOTKA ELEMENTARY  
SCHOOL

.....

### MODIFYING ACTIVITIES CHART

NUMBER OF PARTICIPANTS	PLAYING SPACE	EQUIPMENT	SKILLS AND RULES
<i>from</i> Individual	<i>from</i> Small Spaces	<i>from</i> One Type of Simple Equipment	<i>from</i> One or Two Simple Rules
<i>to</i> Partner	<i>to</i> Larger Spaces	<i>to</i>	<i>to</i> More Complex Rules
<i>to</i> Group	— <i>from</i> Indoor Gymnasium	<i>to</i> Multiple Types and Varied Equipment	— <i>from</i> One Type of Skill
	<i>to</i> Outside, Open Field <i>or</i> Playground Structure		<i>to</i> Different or Multiple Skills

(ADAPTED FROM KIRCHNER, 2000)

◆ Skills and Rules

- Game rules can be creatively modified to increase inclusion, participation, or difficulty. For example, a game where players are eliminated can be adjusted so that players have a chance to rejoin the game, or move to another group that is playing the same game.
- Better yet, attempt to adjust rules or create games and activities that involve everyone being active and not eliminated.
- The skills used can also be changed to encourage participants to learn how to move skillfully in many ways. For example, running may be substituted with hopping, skipping, crab walk, etc.

**TRANSFORMING LEADERSHIP**

Although many physical activities will start out being adult-led, the goal is to give participants the skills to lead their own games and physical activities. Giving participants a greater sense of control over their activities can help them develop a stake in the group and encourage them to take more responsibility.

- ◆ At the beginning, adults need to demonstrate leadership by setting expectations and modeling positive behaviours and communication styles: cooperation, empathy, and resolving conflicts respectfully.
- ◆ As the group learns to work together, participants can take on more responsibility, suggest physical activities and modifications, ensure they start on time, and help with set up and clean up.
- ◆ At the same time, adults will need to practise sharing control and power to allow participants to take on some of the leadership functions. However, this does not mean they give up responsibility – adult leaders are responsible for ensuring safety, guiding behaviour, and modeling positive communication skills. However, the role can shift from leader to mentor (JONES ET AL., 2000).

The physical activities in this resource show the many variations of the common games from around the world. Instead of focusing on which activity is better, these can be used as inspiration for different ways of modifying games.

# Interculturalism in Action

## Co-creating New Activities

This section teaches leaders or facilitators how they or their participants can create their own activities.

Encouraging participants to create their own games is a key way to put interculturalism into action by getting the participants to share their different ideas and work together to create something new. Remind them to think about ways to modify games:

- ◆ Number of Participants
- ◆ Playing Space
- ◆ Equipment
- ◆ Skills and Rules

See Modifying Activities Chart on p. 12.

Participants can also be encouraged to brainstorm ideas on how games or physical activities can be adapted or modified for people with diverse abilities.

Creating a new activity can be leader-facilitated or participant-led – both options offer different learning opportunities.

### LEADER-FACILITATED

The leader-facilitated option can be an opportunity to ease participants into creating their own games and physical activities. Challenges can also be designed to raise awareness and sensitivity of others, for example, people with diverse abilities. Try the following ideas:

- ◆ Develop a series of challenges for participants that include all four aspects of a game (see Modifying Activities Chart on p. 12), and that will lead them towards developing their own activities.
- ◆ Start with a simple challenge, then move to more complex challenges. Skill learning and development should be progressive in nature.
- ◆ In a large group setting, begin with activities that include skills that participants can practise on their own. When the participants feel comfortable with the skills and equipment (if needed) then more complex activities can be added, such as those that involve a partner or additional/different equipment.
- ◆ Adapt the challenges depending on the needs and interests of participants.
- ◆ Involve more participants so there are more people working together to invent a game. This will help to develop their intercultural capacity.
- ◆ Remember: “Free Play” with some structure is key. People are intrinsically motivated to learn new skills and develop existing ones. Free play allows them to discover new methods and develop skills on their own, and it also leads to opportunities to foster creativity and co-creation of new or modified physical activities.

Try the following challenges:

- ◆ Challenge #1  
See if you can stay in your own space and make up a game, using a ball, that you can play by yourself. Your game must have a throw and a catch.
- ◆ Challenge #2  
Can you and a partner invent a new game using a ball and a hoop that involves skipping?
- ◆ Challenge #3  
Invent a game with your group using one ball, two traffic cones, and crab walking. Player A suggests the first rule. Player B suggests the next rule, and so on until the game is jointly planned by everyone in the group.
- ◆ Challenge #4  
See if your group of four can make up a game using two bean bags and two traffic cones in your own space. The bean bags must be moving at all times and everyone must have a chance to pass a bean bag. Again, each person in the group will contribute one rule to the game.

If needed, provide support to participants on how to share their ideas with their group, and to ensure all members of their group are heard. Once they have had a chance to practise their game, ask them to teach their game to the larger group.

(ADAPTED FROM KIRCHNER, 2000)

### **PARTICIPANT-LED**

The self-directed aspect of this activity develops participants' sense of creativity, independence, and democracy as they are given the chance to focus on physical activities that interest them. The participant-led aspect of this activity helps to develop their communication and cooperation skills as they develop games collaboratively and explain their game to the group.

- ◆ Post the Modifying Activities Chart (see p. 12) in the gym or provide a copy to participants, and explain that every game or physical activity includes variations of these elements.
- ◆ Have a brief discussion to ensure participants understand the different elements of a game. Ask the group to name a familiar game or sport, and then ask them to volunteer information about elements of that game. For example, soccer involves:
  - Number of Participants: 11 (official version) or the number of players generally used
  - Playing Space: black lines on gymnasium floor or soccer field
  - Location: indoor or outdoor
  - Equipment: 1 ball, 2 goals
  - Skills: kicking, passing, throw-ins
  - Rules: ball can be kicked, cannot be touched with hands (goalies can use their hands), must stay within the field, a goal = 1 point

.....  
It may prompt dialogue and hopefully, [prompt] people to develop new ways of thinking and being within an intercultural context.

GAVIN CLARK,  
COMMUNITY SCHOOLS  
COORDINATOR,  
WINDERMERE FAMILY  
OF SCHOOLS

.....



- ◆ Once participants have an understanding of the elements, divide the group into smaller groups of 4 to 5 participants. Ask each group to work together to create a new activity by creatively choosing the different elements.
  - You may have to define some of the elements depending on space or equipment available, but try to leave the options as open as possible.
  - You may include stipulations such as “Each person in the group must contribute at least one element of the game.”
  - You could ask groups to design a game that encourages the learning and development of various skills, such as dribbling, ball control or passing.
- ◆ Give groups a fair amount of time to develop their game and practise playing it a few times.
  - Again, provide support to participants on how to share their ideas with their group, and to ensure all group members are heard.
- ◆ Ask for a group to volunteer to teach the larger group how to play their game. Dedicate about 10-15 minutes at the end of the session to play one or two participant-led games.
  - Encourage participants to demonstrate the instructions.
  - Prompt them with questions to help them clarify instructions.
  - Write down the instructions so that participants can play the game on the school yard, at local parks, at home, or during their next physical education class.

.....

Co-created physical activities enable participants to completely engage because they are invested right from the start.

VIVE WONG,  
COLLINGWOOD  
NEIGHBOURHOOD  
HOUSE

.....

### **Intercultural Learning Through Discussion**

Challenges can also encourage players to develop games that can be played together with people with diverse abilities. A leader could add stipulations such as:

- ◆ Half of your group cannot talk, but each person must still suggest a rule. Work together to make sure everybody’s rules are understood by the group.
- ◆ Invent a group game where everyone is moving at all times, but each participant’s legs must remain still.
- ◆ Invent a target and accuracy game with your partner that involves bean bags and cones, but the thrower is blindfolded.

Participants could also participate in a discussion to come up with other challenges that encourage values of respect, cooperation, responsibility, and fairness.

As an activity leader, try to find examples of these values in the game. Highlight them when explaining or debriefing the activity.

## Co-creating New Activities: Getting Started

Although this entire intercultural physical activity guide provides ideas for how games and activities can be co-created, some participants may need to practise changing existing games before they feel comfortable creating a whole new game. Take time to engage participants in deciding how one or two elements of any game can be changed.

- ◆ For inspiration, review the physical activities in this resource guide and the variations found in different countries (see p. 19).
- ◆ The Die Template for Modifying Activities (see p. 65) has each game element written on a different side of the die. Participants can make the die beforehand, and then roll the die to determine what element of a game might be changed.

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We participated in a workshop for implementing Interculturalism through physical activity. We brought back information to our Community Centre, and used it in training our day camp leaders. This information was shared successfully with over 10 staff and 30 volunteers. The implementation of these activity modifications were well received and integrated into activities and games that reached over 750 children. We were glad to be able to share some of the activities and to have such a positive response from our staff and children. We look forward to implementing it in future activities with all age groups.

NICK FONG AND  
MAGGIE LI,  
RENFREW PARK  
COMMUNITY CENTRE

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# Ice Breakers

Name Ball □ Mirror, Mirror □ Mingle Walk □ Move Your Shoes  
Evolution □ Popcorn □ Human Appliances

## Did You Know?

Ice breaker activities are a great way for participants in new groups to get familiar with one another. These activities are designed to get participants interacting with other participants in the group. The instructor can select the icebreaker activity based on the participants comfort level with one another. If a group is newly formed and participants do not know each other well, start with activities where there is no (or very limited) physical contact. Once participants are more familiar with others in the group, activities that include physical contact can be played.

### LET'S DISCUSS

- ◆ Prior to starting an activity inform participants what type of physical contact may be involved. Discuss with the participants in general terms what they are comfortable doing. If they are not comfortable playing activities with physical contact modify the activity, as needed, for it to work.

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

### ICE BREAKER RESOURCES AND REFERENCES

View YouTube videos on Ice Breakers  
Why Paper and Scissors Rock, CIRA Ontario,  
[www.ciraontario.com](http://www.ciraontario.com)

▷ For more Resources and References, see pp. 66-67

# Name Ball

This activity is great for a new group as it gives participants an opportunity to learn each other's names. Also referred to as the memory game.

## How to Play

- ◆ Have everyone form a circle.
- ◆ Have 1 participant start with the ball. This participant will call out the name of a participant who is located across the circle and then pass the ball. Everyone will have a chance to receive the ball.
- ◆ The trick is to have participants pay close attention to who they received the ball from and who the ball is passed to. Once the last person catches the ball, participants will then throw the ball back to the person they received the ball from. Everyone will do the same thing until the ball returns back to the first participant who started the circle.

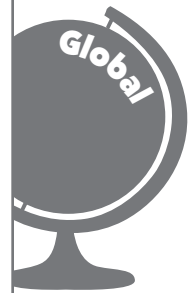
### TIP

Try different types of passing skills (e.g. underhand, overhand, bounce pass, or rolling the ball).

## Progression

- ◆ As the ball goes backwards in the circle, the group can add a second ball to increase the challenge. For example, when the last person begins to pass the ball backwards, a second ball can be introduced into the circle. There will now be 2 balls being passed around the circle.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20



### AGES

9+

### EQUIPMENT

2-3 balls

### SPACE

indoors  
outdoors  
small space  
large space

FMS catching • rolling • throwing

# Mirror, Mirror

This activity is great for building trust among participants and incorporating body movement.

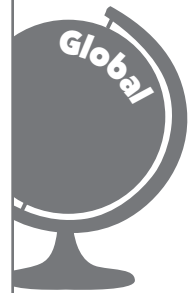
## How to Play

- ◆ Divide participants into pairs.
- ◆ Ask or assign 1 of the partners in each pair to start off doing a movement using their own body. Instruct each pair's partner to follow the movements as if they are mirroring their partner.
- ◆ Then have partners switch roles and have the other person lead.

### TIP

There are several ways to mirror movements. One way is to directly mirror the movement without touching the partner. Another way is to have the partners who are leading pretend there is a string attached to their partners. The partner becomes a puppet and moves accordingly. Lastly, with permission from each partner, the person who is leading can touch and move the body of their partners and, once done, the person becomes a statue.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20



### AGES

6+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
small space  
large space

FMS balancing • twisting • stretching



# Mingle Walk

This activity helps participants get familiar with each other and the space they are using.

## How to Play

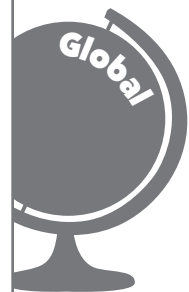
- ◆ Have participants spread out in the room.
- ◆ Ask the participants to walk around the space in silence without smiling but making eye contact as they walk by each other.
- ◆ Then call out *freeze* and have participants stop where they are standing. Have participants pair up with the nearest person and have them ask the following question to each other: "What's your birth name and what name do you prefer to use?"
- ◆ Next, ask participants to walk quickly around the space and smile as they walk by each other. Then call out *freeze* and again have participants stop where they are standing. Have participants pair up with the nearest person and have them ask the following question to each other: "What did you have for breakfast/lunch today?"
- ◆ Finally, ask the group to walk around like they are trying to balance on a tight rope. Then call out *freeze* and have everyone stop. Have them pair up with the nearest person and ask the following question: "What is your favourite physical activity and why?"

## LET'S DISCUSS

- ◆ Can the participants suggest other questions for the group to ask one another (e.g. What is your dream vacation? or What pronoun do you choose to use?)
- ◆ What would be good questions to ask people that they are getting to know?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20

FMS balancing • stopping • walking



### AGES

6+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
small space  
large space

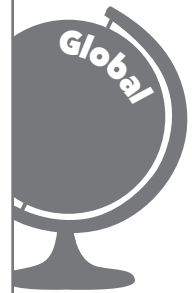
# Move Your Shoes

This activity encourages participants to find commonalities and differences within the group.

## How to Play

- ◆ Ask the participants to sit in a small circle.
- ◆ Ask 1 participant to sit in the middle. Have this participant say "Move your shoes if you \_\_\_\_\_" (fill in the blank). Whatever statement participants in the middle makes, must be a statement that applies to them as well, e.g., "Move your shoes if you are wearing white." The participant in the middle must be wearing white.
- ◆ Whoever fits the criteria needs to move and find another spot across from them.
- ◆ At the same time the participant in the middle quickly tries to find an empty spot.
- ◆ There will be a participant left in the middle and that person will continue the game by saying another statement.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20



### AGES

6+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
small space  
large space

FMS stopping • walking • squatting

# Evolution

This activity gets participants moving and energized.

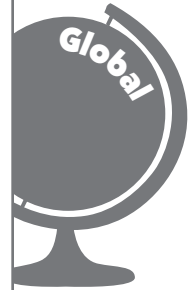
## How to Play

- ◆ Explain to participants that at the start of the activity everyone starts as an egg. Then, as they evolve, they become a chicken, then a dinosaur and ultimately a superhero.
- ◆ To start, ask everyone to pretend to be an egg. Instruct participants to find another egg and play *rock, paper, scissors* with them.
- ◆ The winners of each *rock, paper, scissors* match evolve into *chickens*. Whoever loses their matches remains an egg.
- ◆ This time chickens must find other chickens to play *rock, paper, scissors* against. The eggs must play with other eggs. Have participants change how they move by walking, hopping, galloping or skipping.
- ◆ Whoever wins these matches evolves. Whoever loses devolves, e.g. the loser between 2 chickens will become an egg again. The winner between 2 chickens will evolve into a dinosaur and pretend to be a dinosaur. Winners between 2 dinosaurs evolve to a superhero. If participants can remain a superhero 3 times in a row without losing, then they complete the game.

### TIP

For the 'classic' version and endless variations of the game – *rock, paper, scissors* see Ice Breaker Resources on p. 20.

- ▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20



### AGES

9+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
small space  
large space

FMS walking • hopping • galloping

DPA flexibility

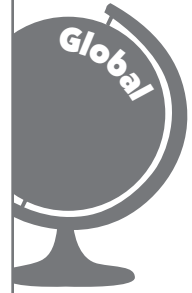
# Popcorn

This activity gets participants moving and energized.

## How to Play

- ◆ Ask participants to spread out in the space and walk around.
- ◆ Assign 1 participant to be a caller.
- ◆ The caller will call out a number and an item of healthy food (e.g. popcorn, milkshake, apple, spaghetti with meatballs). The number refers to the number of participants who will work together to act out the item of food. Have participants start with 1 and go up consecutively, thereby increasing the number of participants that need to work together each time.
- ◆ To start, the caller will yell out an item of food and the number 1 (e.g. “popcorn”). Participants will have 5 seconds to act out, on their own, what popcorn would look like.
- ◆ After 5 seconds, the caller can instruct the participants to continue walking until the next food and number combination is called.
- ◆ This time the caller will yell out a food item and the number 2. Participants pair up and work together to act out the specified food item. Repeat using larger numbers and different foods.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20



### AGES

9+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
large space

**FMS** jumping • hopping • shaking

**DPA** flexibility

# Human Appliances

This activity helps develop teamwork, creativity and co-creating skills.

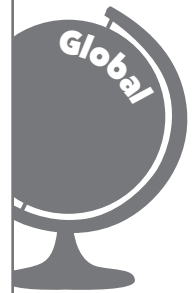
## How to Play

- ◆ Divide participants into groups of 4-5.
- ◆ Give each group a card with the name of an appliance written on it. Ask each group to work together to come up with an idea for how to act out their appliance.
- ◆ Once groups are ready to present, ask them to act out their appliance in front of everyone. The other participants try to guess what appliance it is.

### TIP

To make the activity more challenging give groups no more than 5 minutes to prepare.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 20



### AGES

9+

### EQUIPMENT

set of cards with the name of 1 appliance written on each one

### SPACE

indoors  
outdoors  
small space  
large space

**FMS** wiggling • shivering • stamping

**DPA** flexibility

# Tag

Stuck in the Mud □ Smile and You're It □ Tree Hawk  
Rabbit in the Hole □ Mat Catching Tag

## Did You Know?

Running, tag and chasing games have been played around the world for centuries. There is evidence of this in historical documents from all over the world including Iran, India, Japan, Greece and England. Many of these games originate from early Egyptian, Chinese, and pre-Christian times – over 2000 years ago! While each country or culture may call it by a different name most tag games are played with similar rules.

### LET'S DISCUSS

- ◆ Once games have been played a few times ask participants for suggestions on how to modify them according to the Modifying Activities Chart (see p. 12).
- ◆ Can they suggest ways to make each game more inclusive?

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

### TAG RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Playground and Tag Games

Action Schools! BC Outdoor Student Leadership Bag

Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

Children's Games from Around the World (2nd Ed.), Kirchner, G.

Tag, Tag & Even More Tag, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

View Tree Hawk tag video at <http://www.youtube.com/watch?v=wNa0Kfm0uJg>

Why Paper and Scissors Rock, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

▷ For more Resources and References, see pp. 66-67

# Stuck in the Mud

In North America this game is known as Frozen Tag and in Germany it is called Bridge Tag.

## How to Play

- ◆ Assign 2-3 participants to be *It*. The *Its* try to tag the other participants.
- ◆ Establish boundaries. Participants need to stay within the boundaries.
- ◆ Participants who are tagged stand in place with their arms held out to their sides, like a bridge. Untagged participants can run beneath the tagged participant's arms to free them. Once freed they can rejoin the game.
- ◆ If participants are tagged a third time, they become *It*, and the *It* who tagged them becomes a player.
- ◆ Taggers can also change every few minutes or so if the same participants are *It* for too long.

## Co-creating New Activities

- ◆ Once the game has been played a few times ask participants for suggestions on how to modify the game according to the Modifying Activities Chart (see p. 12).
- ◆ Can they suggest ways to make the game more inclusive or more active?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 28



### AGES

5+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
large space

**FMS** running • dodging • stopping

**DPA** flexibility • endurance



# Smile and You're It

This activity is also known as Statue Tag.

## How to Play

- ◆ This activity is very similar to *Stuck in the Mud* (see p. 29), but in this activity, right before participants are tagged, they can stop and become frozen statues.
- ◆ The *It* has a chance to try to make the statues smile, laugh or move without touching them.
- ◆ If the statues smile or move they become *Its*, and the *Its* becomes players. The game continues.

## LET'S DISCUSS

- ◆ What were some successful strategies that participants used to make someone smile?
- ◆ Why is it that participants sometimes didn't know how to make someone else smile?
- ◆ Ask participants to talk about what makes them laugh?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 28



### AGES

5+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
large space

FMS running • dodging • stopping

DPA endurance

# Tree Hawk

In Sweden this is called Tradhok and is played outside. Instead of using hula hoops, participants run around and touch a structure on the playground or in the school yard, which represents their *tree*.

## Practice

- ◆ Prior to playing Tree Hawk, have participants practise silently communicating with others in the group.
- ◆ Lay 1 hula hoop on the floor around the playing area for each participant.
- ◆ Instruct each participant to sit inside a hula hoop. Have participants practise signaling to another participant that they want to switch places. They can communicate by winking, blinking, nodding, waving, giving a *thumbs up*, etc. to each other, but not talking.
- ◆ Once they have communicated with each other, they switch places by running to the other person's hula hoop as fast as possible. Have participants practise communicating and switching places with different participants each time.
- ◆ After participants have an opportunity to practise communicating and switching places (about 5 minutes), the game can start.

## How to Play

- ◆ In this game participants are *tree hawks* looking for a tree (hula hoop).
- ◆ To start the game remove 2 hula hoops from the floor. The 2 participants without hula hoops become tree hawks without a tree. Give each of these participants a scarf or baton to hold to identify themselves.
- ◆ Have participants sit inside their hula hoops and silently communicate to another participant by signaling that they want to trade places. Participants can only trade places with the same person once in the game, and can only run to the hula hoop of the person they communicated with.
- ◆ Once participants leave their hula hoops to switch places, the extra tree hawks try to run to an empty tree. If 1 of the extra hawks makes it to a tree before the other hawk, then the scarf or baton will be given to the new *hawk*, who will then say "I am the new hawk!" loudly. The game continues.
- ◆ For more information on how to play watch the following YouTube video, <http://www.youtube.com/watch?v=wNa0Kfm0uJg>



### AGES

5+

### EQUIPMENT

hula hoops,  
scarves or  
batons

### SPACE

indoors  
outdoors  
large space

## TIP

This activity encourages participants to interact and communicate using physical cues. This is particularly beneficial with people with diverse abilities, particularly with those who are shy, who cannot speak, or who are just learning English.

## LET'S DISCUSS

- ◆ Have a discussion about the different ways participants communicated with each other.
- ◆ How did it feel when they communicated with someone new?
- ◆ How can they improve communication with people they don't know very well?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 28

FMS running • stopping

DPA endurance

# Rabbit in the Hole

In Australia, Canada, the United States of America and England it is called Squirrel in the Tree.

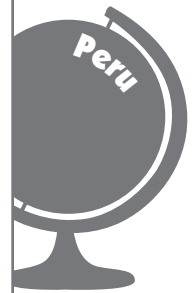
## How to Play

- ◆ Have participants stand in groups of 3 anywhere in the playing area. Instruct 2 of the participants in each group to join hands (forming a hole) and have the third participant (the rabbit) stand in the middle.
- ◆ Designate extra participants or 1 of the groups to all be extra rabbits. Have them separate and find a place in the playing area.
- ◆ Call out "Rabbit to it's hole!". This is the cue for the participants who are forming the holes to let go of each other's hands and let the rabbits out. All the rabbits, including the extra ones, run to an open hole. There can only be 1 rabbit in each hole.
- ◆ The rabbit then switches places with one of the participants who was forming a hole, so a new rabbit is now in the hole.
- ◆ The extra rabbits (those without a hole) wait until the next turn to find a hole.

## LET'S DISCUSS

- ◆ When playing Rabbit in the Hole, what were some of the different ways participants tried to help rabbits find a hole?
- ◆ How did participants feel when other participants helped them find a hole?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 28



### AGES

5+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
large space

**FMS** running • dodging • stopping

**DPA** endurance

# Mat Catching Tag

The name *Mat Catching Tag* is derived from the version of the game played in Denmark where the playing area consists of 2 side-by-side mats.

## How to Play

- ◆ Identify the boundaries for two side-by-side play areas (e.g. using lines on the gymnasium floor, laying out 2 large mats or using cones).
- ◆ Divide participants into 2 groups. Each group is assigned to 1 of the side-by-side play areas. Participants must stay on their side of the play area.
- ◆ Assign 1 participant to be *It*. The *It* can run anywhere and tag participants in both play areas.
- ◆ When participants are tagged or step out of the play area boundaries, they run to any spot along the middle line between the two play areas and sit down.
- ◆ Tagged participants can rejoin the game once 1 player from each team joins hands above them to create a bridge. The participants who form the bridge are safe and cannot be tagged while they are saving another player. Once the tagged participant is freed, the bridge participants can release hands and rejoin the game.
- ◆ Encourage participants to help as many different tagged players as possible, with as many different participants on the other team as possible.
- ◆ When participants are tagged a third time, they switch roles and become *It*, while the *It* becomes a player.



### AGES

5+

### EQUIPMENT

cones  
2 large mats

### SPACE

indoors  
outdoors  
large space

## LET'S DISCUSS

- ◆ When participants saw a tagged player sitting on the middle line, how did they respond?
- ◆ How did participants communicate with players on the other team to get them to help?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 28

**FMS** running • dodging • stopping

**DPA** endurance

# Handball

Furoshiki Mawaski □ Peteca □ Battledore & Shuttlecock □ Moose Skin Ball

## Did You Know?

Cultures around the world have historically played games using their hands to keep an object aloft in the air. Moose Skin Ball is an example of such a game and is played by a number of Dene Aboriginal groups that live in North America. In Brazil, there is a game called Peteca and in Japan people play a game called Furoshiki Mawaski. All of these games are variations on using the hand to keep an object aloft in the air and are great activities to help develop hand-eye coordination.

### LET'S DISCUSS

View YouTube videos of Paralympic sports. After watching some videos, have a discussion with participants about adapted sports and the athletes who play them.

- ◆ What did they learn about these sports and the athletes? What surprised them?
- ◆ Can they think of ways to change traditional sports so they become a new sport? For example:
  - Volleyball can be changed to wall volleyball (allowing rebounds off the back walls) or to wallyball (played in a squash court allowing rebounds off all walls).
  - Tennis can be changed to pickleball (played in a gym with wooden racquets and a whiffle ball).
  - Badminton can be changed to speedminton (does not need a net or a court).
- ◆ Can participants identify some advantages of changing how some physical activities are played?
- ◆ Would more participants feel included or comfortable playing if everyone is trying a new physical activity for the first time? Why?
- ◆ Have participants heard of Sitting Volleyball?

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

## HANDBALL RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Throwing, Catching and Coordination (K to 3) and Juggling (Grades 4 to 7 and Middle School)

Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

Dene Games: A Culture and Resource Manual, Heine, M.B: Sport North Federation

International play time: Classroom Games and Dances From Around the World, Nelson & Glass

Multicultural Games: 75 Games from 43 Cultures, Barbarash, L.

View some YouTube videos of Paralympic sports that you might be able to try, including the partner activity of Blind Running, a modified version of soccer called Goal Ball and Sitting Volleyball

[www.speedminton.ca](http://www.speedminton.ca)

[www.volleyball.ca/content/sitting-prog-info](http://www.volleyball.ca/content/sitting-prog-info)

▷ For more Resources and References, see pp. 66-67

# Furoshiki Mawaski

In Japan, *Furoshiki Mawaski* means scarf passing game. This game helps to develop basic tossing and catching skills. A furoshiki is a special piece of cloth that is used to wrap gifts and can be re-used to carry items like books or small objects.

## How to Play

- ◆ Have participants sit in a circle.
- ◆ Give each participant a lightweight scarf. Scarves used for learning how to juggle work well.
- ◆ When the music begins, have participants wrap the scarf around their wrist 3 times, nod 3 times, and then unwrap it.
- ◆ Next, have participants toss their scarf in the air towards the person on their right (or left, as indicated by the instructor). Participants try to catch the scarf, wrap it around their wrists, nod 3 times, unwrap it, and continue passing it in the same direction, again with a tossing motion up in the air.
- ◆ The goal is for each person to have only 1 scarf when the music stops.

## Co-creating New Activities

Traditionally *Furoshiki Mawaski* was played by participants tying scarves around their necks. For this activity the game is adapted with the scarf being wrapped around participants' wrists to enable more people to play, particularly those who have difficulty with fine motor skills. Can participants suggest other ways they could adapt this activity?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 35



### AGES

5+

### EQUIPMENT

scarves  
music player  
music

### SPACE

indoors  
outdoors  
small space  
large space

FMS throwing • catching

# Peteca

In Brazil, a peteca is made out of leather sewn into a cone shape, about the size of a tennis ball, and filled with sand and topped with feathers at the wide end.

## How to Play

- ◆ Divide participants into small groups (4-5 people) and give each group a bean bag (or badminton birdies).
- ◆ Instruct each group to stand in a circle and pass the bean bag around the circle. Have participants try to keep the bean bag in the air by hitting it with the palm of their hand to pass it to the person beside them in the circle.
- ◆ The bean bag should be passed with an upward motion so the next person in line has a chance to hit it. When it falls to the ground, play starts again with the last participant who hit the bean bag.

### TIP

Participants can say the alphabet or count as each person hits the bean bag. This activity can also be played in a random fashion instead of in a circle.

## Co-creating New Activities

This is a good opportunity to get participants to start thinking about how they can modify games. Ask participants to make their own bean bag, shuttlecock or peteca. The variety in equipment can make the game more unpredictable (and fun!) because the weight and how the shuttlecock falls will vary. The following are a few suggestions:

- ◆ Wrap a coin in tissue paper, which is then placed at the centre of a square piece of wrapping paper. Gather and tie the wrapping paper around the tissue paper like a little sack. Shred the loose ends of the sack and fan them out.
- ◆ Tie feathers (or twig) to one end of a small bean bag with twine or leather strip.
- ◆ Sew a piece of cloth into a cone shape, fill it with sand, lentils or seeds, and then tie the open end closed. A few feathers can be inserted to the tied end.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 35



### AGES

10+

### EQUIPMENT

bean bags  
or badminton  
birdies

### SPACE

indoors  
outdoors  
small space  
large space

FMS throwing • catching • shuffling

DPA endurance



# Battledore & Shuttlecock

*Battledore & Shuttlecock* is a game played by Aboriginal groups across North America and it is very similar to *Peteca* (see p. 37).

## How to Play

- ◆ Have participants stand in a large circle and bat a bean bag or badminton shuttlecock (birdie) to the participant beside them using a small racquet. Have participants continue passing the item around the circle.

## Variation

Divide participants into smaller groups of 4-5. Have each group form a circle. When a participant misses a pass, they move to the next circle to play with a new group. Smaller groups provide more opportunities for participants to be actively involved.

- ▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 35



### AGES

10+

### EQUIPMENT

bean bag and pickle ball/ping pong paddle or badminton racquet and shuttlecock or birdie

### SPACE

indoors  
outdoors  
large space

FMS running • dodging • stopping

DPA endurance

# Moose Skin Ball

*Moose Skin Ball* or *Keep Away Ball* is played by a number of Dene groups who live in the boreal forest regions of the Yukon, the Northwest Territories and Alaska. Everyone (women, men, boys and girls) plays together and games can go on for hours as no one keeps score.

## How to Play

- ◆ Divide participants into 2 teams.
- ◆ The goal of the game is for participants to keep the moose skin ball (or playground ball) away from the other team by passing the ball to a teammate using the palm of their hand. Both teams try to keep the ball in the air at all times, no matter who is in possession of the ball.

## Variation

Instruct 1 team to keep the ball in the air while the other team tries to intercept and bat the ball to the ground. The teams can switch roles as determined by the group, for example, every 3 times the ball is batted to the ground, the team that was intercepting now becomes the team that keeps the ball in the air.

## LET'S DISCUSS

The word Dene is a general name for the different Aboriginal groups from sub-arctic forest regions ranging from southern Nunavut to Alaska, and from Manitoba to Northern BC. Groups from the Northwest Territories often identify with the name Dene, but Alaskan groups may refer to themselves as Athapaskan, and groups from the Yukon often use their own traditional names. Have participants research different Aboriginal groups and their territories in their province.

- ◆ What did they learn?
- ◆ Can they find an online map of traditional territories?

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 35



### AGES

10+

### EQUIPMENT

moose skin  
or playground  
ball

### SPACE

indoors  
outdoors  
large space

FMS running • dodging • stopping

DPA endurance

# Disc Sports

Group Free Throw □ Disc Target Throw □ Disc Curling □ Disc Mini Golf

## Did You Know?

According to the Professional Disc Sport Association (2014), the Frisbee™ was named after William Russell Frisbee who owned a bakery in the 1870s. Participants from Yale University played a game of throw and catch with the pie tins from Frisbee's pies. After WWII, Walter Frederick Morrison started to produce flying saucers from pie tins and paint can lids. By 1951, Morrison had already made many alterations before creating what is known today as the Frisbee.™

Disc golf was influenced by people throwing a disc or the Frisbee™ around, and the first competitive disc golf game was held in 1970 by a small group of people from New York at the City of Rochester Disc Golf Championship.

## LET'S DISCUSS

- ◆ Ask participants if they can think of any sports that do not require referees? Recreational ultimate is one of the few sports that does not require a referee during the game. Other examples are golf and curling.
- ◆ What are some key concepts needed to play a sport safely without any referees?
- ◆ What do participants learn from playing a game with no referee?
- ◆ What does *fair play* mean to them?

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

## DISC SPORTS RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Throwing & Catching Discs  
 Disc Golf Courses in BC, [discbc.com/clubs/](http://discbc.com/clubs/)  
 Premier's Sport Awards Program – Teaching the Basics: Disc Sports Manual  
 View YouTube videos on ultimate

▷ For more Resources and References, see pp. 66-67

# Group Free Throw

## How to Play

- ◆ Demonstrate the ready position, the backhand throw and the forward flick.
- ◆ Give each participant a disc and have them practise the backhand throw and then the forward flick against a wall on their own.
- ◆ Once they feel comfortable with the backhand throw, divide the participants into groups of 3 and give each group a disc. Have the group throw the disc backhand to each other in a clockwise direction. The participants should be in a ready position to catch the disc at all times.
- ◆ Once participants have mastered the backhand throw, have them practise throwing the forward flick in groups.

### TIP

Before participants play disc golf they should learn how to throw and catch a disc.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 40



### AGES

10+

### EQUIPMENT

discs

### SPACE

indoors  
outdoors  
large space

FMS throwing • catching • twisting

DPA endurance

# Disc Target Throw

## How to Play

- ◆ Set up 1 target for each group near a wall.
- ◆ Divide participants into groups of 4 and have groups spread out around the periphery of the gym facing their targets.
- ◆ Establish a line or area where participants can throw from towards their targets against the wall. Participants in each group should take turns throwing their disc towards the target.
- ◆ After all the participants have thrown their discs at their target, have all the groups run and collect their discs. Participants cannot begin throwing again until the target area is clear of people, and everyone in their group has crossed the throwing line.

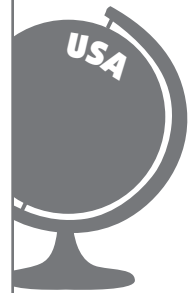
### TIP

This is good activity to try after doing the *Group Free Throw* activity (see p. 41).

### TIP

Have participants start with the target close to them so they only need to throw a short distance. As they become more confident increase the distance between participants and the target.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 40



### AGES

10+

### EQUIPMENT

discs, targets  
(e.g. chairs,  
cones, hoops)

### SPACE

indoors  
outdoors  
large space

FMS throwing • running

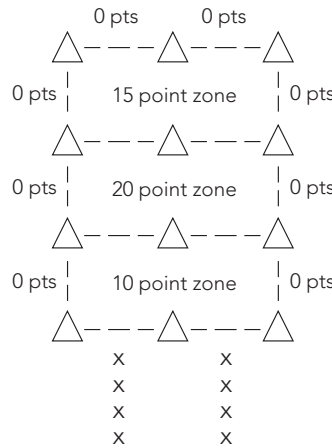
DPA endurance

# Disc Curling

This game is inspired by the game of curling that involves sliding objects on ice towards a target. Instead of sliding objects across an ice surface, this game involves throwing objects towards a target using control.

## How to Play

- ◆ Set up a target area with markers or cones for each group. Each target area should have multiple zones, 3 is ideal (see diagram). Assign points for each target zone.
- ◆ Divide participants into groups of 3-4 and assign each to a target area. Give each group 2 discs.
- ◆ Participants on each team get 2 throws each round. Instruct groups to keep track of their total points.
- ◆ Discs landing out do not count, but rolling into a zone to a stop counts.
- ◆ Assign a point goal which teams aim to reach (e.g. exactly 170 points).



▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 40



**AGES**  
10+

**EQUIPMENT**  
discs  
cones

**SPACE**  
indoors  
outdoors  
large space

FMS throwing • walking

DPA endurance

# Disc Mini Golf

Many city parks have disc golf courses with places to tee off and permanent baskets as targets, but this game can be played in any open space with a disc or Frisbee™ and any suitable structures or items can be used as targets.

## How to Play

- ◆ This activity requires a large open space. The actual size of the space required depends on the number of targets and the distance between each tee off area and the target.
- ◆ Assign each participant to set up 1 or more disc golf holes (tee off area and target). They can use chairs, cones, hula hoops or any other available props as targets. The targets need to be well spread out across the given space.
- ◆ The objective of the game is to hit the target with the disc in the fewest number of throws. It is important that the participant begins at the designated start or tee off area, and only throw if the space leading up to the target is clear of people.
- ◆ Divide participants into groups of 4.
- ◆ Have groups move from hole to hole. After each throw instruct them to wait until everyone else has thrown and then run to their disc and prepare to throw again.

## LET'S DISCUSS

Before beginning the activity, discuss with the group how the scoring should be structured, for example:

- ◆ Does the disc have to touch/land on/land in the target?
- ◆ Does the disc have to be within a certain distance from the target?
- ◆ Are points assigned only to the closest disc? Or are points assigned from 4 to 1 based on the closest to farthest disc?
- ◆ Allow participants to be creative in how they would like to score the game, and encourage them to think of ways to make the game fun for everyone.
- ◆ Scoring may change each time the game is played, but it is important that the group agrees on the rules ahead of time.



### AGES

10+

### EQUIPMENT

discs  
targets  
(e.g. chairs,  
cones, hula  
hoops)


### SPACE

indoors  
outdoors  
large space

**Co-creating New Activities**

Ask participants for suggestions on how to modify disc mini golf to make it more fun or challenging – then put their ideas into action! For example, younger ages could start by playing a variation of disc golf, which is more of a target/accuracy game. They could use hula hoops for targets. These could be set out on the ground around the school yard or park and the goal would be to have the disc land in the hula hoop. It may be useful to have soft discs for younger ages.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 40

 FMS throwing • running • bending

 DPA endurance



# Target & Accuracy

Sticks □ Triangle □ Haba Gaba □ Hoop & Pole □ Bocce Ball

## Did You Know?

Historically, target games were often created as a way to train for hunting and survival. These games developed speed, endurance and accuracy. For example, the game called Hoop & Pole, is derived from a traditional game the Dene people played shooting arrows through rolling willow branch hoops. A modified version of this game can be played today using hula hoops and bean bags.

### LET'S DISCUSS

There are many different target and accuracy games played around the world. Many of these games can be played by all ages, which makes them great inter-generational games. Bocce Ball is one such game (see p. 51).

- ◆ Have participants played bocce?
- ◆ Have they played it with different age groups?
- ◆ Did they know that bocce is played in the Special Olympics?
- ◆ Can participants name some other sports that are played in the Special Olympics?
- ◆ How are the Special Olympics different from the Paralympics?

## Co-creating New Activities

All of the following target and accuracy games can be played, both indoors and outdoors, in a variety of ways with basic equipment and can easily be modified by changing the equipment, the way the equipment is used, or the distance of the

targets. Have participants try to create a new target and accuracy game using different equipment or adding another element such as running or jumping.

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and / or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

## TARGET & ACCURACY RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Sticks, Hoop-and-Pole

Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

Dene Games: A Culture and Resource Manual, Heine, M.B: Sport North Federation

Multicultural Games: 75 Games From 43 Cultures, Barbarash, L.

▷ For more Resources and References, see pp. 66-67

# Sticks

## How to Play

- ◆ The game of *Sticks* was traditionally played by the Sahtu (NWT) and Chipewyan peoples (NWT, AB, SK, MB). The game was played by setting a stick vertically in the ground and having participants attempt to throw another stick (approximately 30cm in length) from various distances to hit the target stick, or land as close to it as possible.
- ◆ This traditional game can be easily modified and played today by replacing the throwing sticks with bean bags or balls and the target sticks with cones or hula hoops.
- ◆ Divide participants into groups of 3-4. Give each participant a bean bag or ball and each group a target (unless using fixed targets, such as playground structures).
- ◆ Instruct 1 participant in each group to throw the target (if needed) and have all the participants take turns throwing their bean bags towards their group's target.

## Variation

- ◆ A variation of *Sticks* played by people from the Slavey (NWT, BC, AB) and Dogrib (NWT) areas involved participants using 1 to 3 playing sticks each (same number by both participants) and 1 target stick. The target stick was thrown into the playing area. The participants then took turns throwing their sticks at the target stick. This game can be modified using bean bags and hula hoops and played today.
- ◆ To determine a winner, participants can decide ahead of time whether the participant with the best throw wins, or the participant with the best average throws wins.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 46



### AGES

5+

### EQUIPMENT

bean bags or playground balls, targets (e.g. cones, hula hoops, playground structures)

### SPACE

indoors  
outdoors  
large space

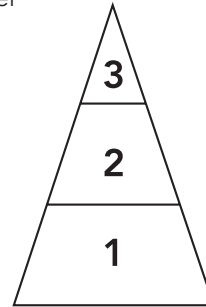
FMS throwing • walking

DPA endurance

# Triangle

## How to Play

- ◆ Divide participants into groups of 4.
- ◆ Give each group a piece of chalk and bean bags or other small throwing objects.
- ◆ Have each group draw a triangle on the ground and divide it into 3 sections (see diagram).
- ◆ Instruct participants to take turns standing at the base of the triangle and throwing their object into the triangle.
- ◆ Participants/groups can be assigned a point goal which they aim to achieve individually or as a group.



▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 46



### AGES

5+

### EQUIPMENT

bean bags  
(small  
throwing  
objects),  
chalk

### SPACE

indoors  
outdoors  
small space  
large space

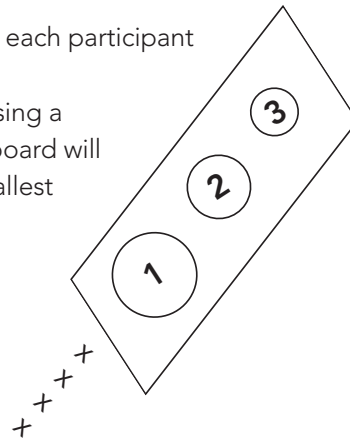
FMS throwing • walking

DPA endurance

# Haba Gaba

## How to Play

- ◆ Divide participants into groups of 3-4. Give each participant a bean bag.
- ◆ Ask each group to create a target board, using a sturdy material like cardboard. The target board will need 3 holes of different sizes, with the smallest hole placed at the top and the largest hole placed at the bottom (see diagram). The target board should be laid at a 45 degree angle, and participants should begin 10 big steps away.
- ◆ Have participants take turns throwing their bean bags through the holes. The object of the game is to accumulate the most points, or alternatively, groups can work together to accumulate a certain number of points.



**AGES**  
5+

**EQUIPMENT**  
bean bags,  
chalk or  
target  
made from  
cardboard  
with holes

**SPACE**  
indoors  
outdoors  
small space  
large space

**TIP** Assign more points to the smaller targets or in this case the smaller holes.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 46

**FMS** throwing • walking

**DPA** endurance

# Hoop & Pole

In Ethiopia, this game is called *Spearing the Disc*. In Canada, this game was played by Aboriginal peoples using spears and a hoop made from a willow branch.

## How to Play

- ◆ Give each participant a bean bag and have them line up beside one another along a line in the gym.
- ◆ Have 1 participant roll a hula hoop along the floor parallel to the line where the participants are standing.
- ◆ Have participants try to throw their bean bag through the hoop as it rolls by them.
- ◆ Have the participants move further back (to the next line) as they get better at throwing their bean bags through the hoop.
- ◆ Alternate who throws the hoop.

## Variation

One at a time, participants try to throw objects through the hoop as they run alongside the hoop.

- ▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 46



### AGES

10+

### EQUIPMENT

hula hoops,  
bean bags  
(small balls)

### SPACE

indoors  
outdoors  
large space

FMS throwing • running • turning

DPA endurance

# Bocce Ball

## How to Play

- ◆ Divide participants into teams of 3-4. Assign teams to play against.
- ◆ Give each pair of teams 2 sets of different coloured balls (e.g. green and red) and 1 smaller target (jack) ball. Opposing teams should have balls that are different colours.
- ◆ To start the game, the jack is tossed by the green team (team using green balls).
- ◆ The green team then rolls 1 of their balls, aiming to be as close to the jack as possible. The red team goes next, aiming to get their ball closer to the jack than the green team.
- ◆ From this point on, the teams alternate rolling their balls starting with whoever's ball is furthest from the jack.
- ◆ After all the balls have been played, the winner and score is determined by how many balls of 1 colour are closer to the target ball than the other. For example, if there are 2 green balls closer to the jack than the first red ball, the green team scores 2 points.

**TIP** A bean bag can be used instead of a smaller playground ball for the jack.

## FACT

In bocce the smaller target ball is called a jack or boccino.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 46



## AGES

5+

## EQUIPMENT

playground balls (2 different colours), smaller white ball (jack)

## SPACE

indoors  
outdoors  
large space

FMS rolling a ball

DPA endurance

# Skipping & Jumping

Hopscotch □ Jump Rope □ Elastics

## Did You Know?

*Jump Rope* and *Hopscotch* are played around the world. *Hopscotch* is one of the world's oldest games. Soldiers of the Roman Empire taught the game to children all over Europe and the Middle East. In Canada, rope skipping was practised by Dene groups using a ten-foot rope made out of green grass. It was played year-round and sometimes used to test agility and balance.

*Hopscotch*, *Jump Rope* and *Elastics* all develop jumping and landing skills. They are also highly flexible and allow for players to be creative and work together in groups and teams to promote intercultural understanding.

## LET'S DISCUSS

- ◆ Ask participants to go home and ask their parents, grandparents or neighbours if they have played a version of a skipping or jumping game when they were young.
- ◆ What was the game called when they played it?
- ◆ Did they play with different rules?
- ◆ See if they can remember any chants or songs that went along with the movements.
- ◆ What was the purpose of these chants or songs?
- ◆ What was their favourite move?

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

## SKIPPING & JUMPING RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Hopscotch, Skipping Rope, Chinese Jump Rope

Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

Children's Games from Around the World (2nd Ed.), Kirchner, G.

Jump2bFit: Rope Skipping Fitness and Activity Program, Kalbfleisch, S. E.

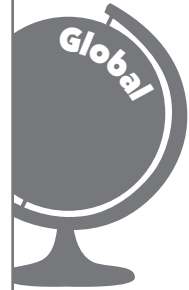
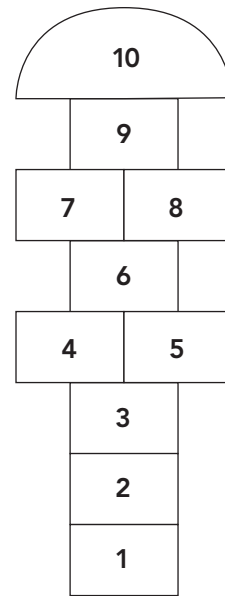
▷ For more Resources and References, see pp. 66-67

# Hopscotch

There are many variations of *Hopscotch* (different jumping patterns and rules) played in different parts of the world, such as France, Italy, the Netherlands, Peru and Zimbabwe.

## How to Play

- ◆ Draw hopscotch patterns on the ground using chalk or painter's tape.
- ◆ Have participants take turns drawing the location and size of each new square, co-creating their new play space.
- ◆ Participants can also use equipment, such as hula hoops and skip ropes to create patterns and lines.
- ◆ As a group determine what playing rules to use.
- ◆ Divide the participants into groups of 3-4 and give each participant a place marker.
- ◆ Have participants take turns throwing their marker and hopping, on the same foot, over all the spaces with markers.
- ◆ Encourage participants to add actions to the hopping sequence, such as, doing 3 jumping jacks or jumping while spinning around full circle, before picking up their marker.



### AGES

5+

### EQUIPMENT

chalk, painter's tape, small objects or sticks (place markers), hula hoops, skip ropes

### SPACE

indoors  
outdoors  
small space  
large space

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 52

**FMS** throwing • hopping • jumping

**DPA** endurance • flexibility



# Jump Rope

## How to Play

- ◆ Jump rope is generally learned through a series of skill progressions.
- ◆ Start by having participants practise jumping over a line on the ground.
- ◆ Have participants try jumping different ways, e.g., 2 feet, 1 foot, etc.
- ◆ Give each participant a skip rope and have them practise holding it and stepping over it.
- ◆ Have participants progress to skipping over it and then turning and skipping with the skip rope.
- ◆ As participants are learning to skip, encourage them to increase the number of skips they can do consecutively. Have them try changing directions and doing different jumps.

## Co-creating New Activities

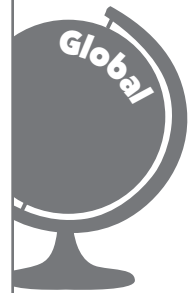
Some partner and group jumping skills are quite complex and make fun group challenges that require participants to problem solve and communicate in order to accomplish them. Once players have developed their basic skipping skills, have them try more partner and group skipping, like 'twins', 'wheels' and 'double dutch'. Jump rope can easily be changed from an individual activity to a co-operative partner or group activity.

- ◆ Partner jumping – Using a short skip rope 2 players can jump together, either with 1 person turning the rope while the other jumps at the same time, or both players can turn the rope with 1 hand while jumping together.
- ◆ Group jumping – Using a long skip rope, 2 players start turning the skip rope. One by one players can enter and jump together until 10-12 players are jumping together.



When group jumping, in Canada, a ball is sometimes added to the group and passed overhead from one player to another. In Barbados, when the group is ready to stop jumping they recite the months of the year and run out when their birth month is called.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 52



### AGES

5+

### EQUIPMENT

long or short skip ropes

### SPACE

indoors  
outdoors  
small space  
large space

**FMS** hopping • jumping • centring

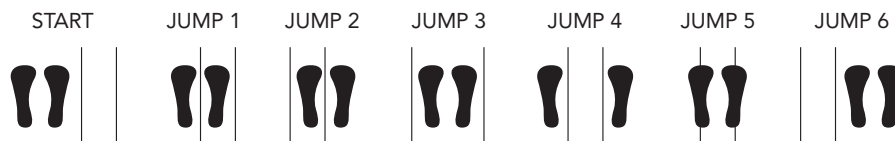
**DPA** endurance • flexibility

# Elastics

In Canada and USA, it is called Chinese jump rope, gummi twist (Germany), elastic band (Argentina), elastic twist (Netherlands), Laliga (Peru), and Goommy (South Africa). In Cantonese speaking regions of China, it is known as 'jeuhng-gan-sing' which literally translates to 'elastic band string'. It is played with the same rules all over the world.

## How to Play

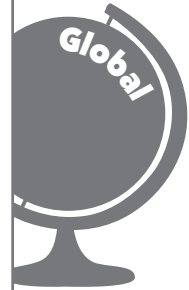
- ◆ Divide participants into groups of 3-4 and give each group an elastic.
- ◆ Have 2 participants in each group stand facing each other with their feet apart and the elastic around their ankles. The elastic should be stretched out and raised off the ground.
- ◆ Have 1 of the remaining participants (the jumper) in each group stand beside the elastic, facing one of the elastic holders.
- ◆ Have the jumper try the jumping pattern illustrated in the diagram.
- ◆ Rotate positions and repeat so each of the participants in each of the groups gets a turn.
- ◆ Once participants have mastered the basic jumps they can try incorporating new moves to increase the difficulty, such as jumping jacks, touching the ground, or performing all moves on one leg.



## Co-creating New Activities

Have participants teach each other new moves, therefore co-creating a game together.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 52



AGES

5+

EQUIPMENT

elastics or sewing elastic (16' (5m) lengths tied into a loop)

SPACE

indoors  
outdoors  
small space  
large space

FMS hopping • jumping • turning

DPA endurance • flexibility

# Movement

Strike a Pose □ Movement Circle □ Sleeping Pose □ Twist & Blow

## Did You Know?

In ancient times rhythm and movement were used in performances of ritual services and for storytelling purposes. Today, rhythm and movement are still usually present when retelling a specific historical event that happened in the past. Movement activities increase participants' spatial awareness and allow them to express creativity through their bodies and movement. In addition, many dances have interesting histories that help us learn about different cultures, customs, dress and religions.

Similar to dance, yoga also dates back many centuries. Yoga is believed to have originated many centuries ago in Asia. Today yoga is normally done indoors in a quiet space, but may also be done anywhere in an open space. Yoga helps with increasing flexibility, strength and mindfulness.

## LET'S DISCUSS

Some participants may appear reluctant to dance or try yoga. This does not mean they are not enjoying the activity. There may be some differences in the way dance or yoga are viewed by people of different cultures and religions. Engage participants in a discussion to gauge what their comfort level is, and whether dance (or yoga) is an appropriate activity for the group.

- ◆ What does dance mean to them?
- ◆ What kind of dances do they do?
- ◆ What types of dances have they seen or are familiar with? When and why does the dance happen?

- ◆ Can they demonstrate the dance to the group?
- ◆ Can this dance be done by everyone or would it need some modifications to be inclusive? How could they modify it?
- ◆ What does mindfulness mean to them?
- ◆ Has anyone taken a yoga class?

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

## MOVEMENT RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action

Resource: Grades K to 7 and Middle School, see Dance, Yoga

History of dance [webpage]. Gascoigne, B.

<http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab82#ixzz2xkOKOy69>

MindUp™, Hawn Foundation, [www.thehawnfoundation.org](http://www.thehawnfoundation.org)

Partners for Youth Empowerment Global Group  
Rhythm activity <http://www.pyeglobal.org/workshop-activities-experience/>

Yoga Pretzel Cards – 50 Fun Yoga Activities for Kids & Grownups, [www.mybarefootchild.com](http://www.mybarefootchild.com)

▷ For more Resources and References, see pp. 66-67

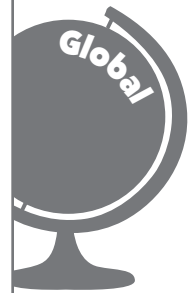
# Strike a Pose

This is a great activity to get a group, especially a new one, to come together and create something new.

## How to Play

- ◆ Have participants form a circle, then group participants into pairs.
- ◆ Ask the group the following question: "If I ask you to do a pose on how you are feeling right now, what would it look like? Show your partner." Ask which pair would like to go first?
- ◆ Once the pair has presented their poses, go around the circle and have the remaining pairs demonstrate their poses.
- ◆ Then say a word out loud to the group. Tell participants to create whatever pose or movement comes to mind when they hear the word, and hold it for ten seconds. Everyone will pose together and have a chance to look around the circle.
- ◆ Try words such as happy, surprised, scared, family, hurt or fun.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 56



### AGES

5+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
small space  
large space

FMS balancing • stretching • curling

DPA flexibility

# Movement Circle

This activity focuses on building a sense of unity among the group and helps them to feel more comfortable working together to create a rhythm. Music, rhythm and movement are great tools to engage people in a creative way!

## How to Play

- ◆ Have participants form a circle.
- ◆ Tell the group that the music is going to start.
- ◆ Ask if a participant can help start off the circle with a dance move. The participant will dance or move with the music while going into the centre of the circle and back out. Then everyone will repeat the dance move while going towards the centre of the circle and back out. All the participants will have an opportunity to perform a dance move, which the group will repeat.
- ◆ Remind the group that even the simplest of moves is good.
- ◆ Ask participants to share a move from a specific dance they know. It can be a move from any form of dance from hip hop to ballet to traditional dance.

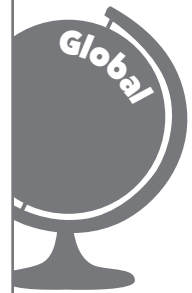
## Co-creating New Activities

- ◆ Ask participants to have a conversation with their family, neighbours or friends about traditional dances and songs that they might know. Similarly, have participants research traditional songs and/or learn specific dance movements. Ask if they are willing to share (and demonstrate) their findings with the group. The participants can work in groups, teach each other and perform the movements or songs together.

### TIP

If the group is reluctant to present dance moves, try giving them the option to portray animals, objects, feelings, the weather, etc. through movement, rather than emphasizing 'dance'.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 56



### AGES

5+

### EQUIPMENT

music  
music player

### SPACE

indoors  
outdoors  
small space  
large space

FMS body rolling • twisting • spinning

DPA endurance • flexibility

# Sleeping Pose

## How to Play

- ◆ Give each participant a bean bag.
- ◆ Ask the group to pick a spot on the floor (or outside) and lay on their backs.
- ◆ Slowly and gently, give the following instructions: Place the bean bag on your belly button. Now breathe slowly and gently. Concentrate on how the air is moving in and out of your body. You will feel the bean bag fall as you breathe in, and rise as you breathe out.
- ◆ Try this activity for 5-10 minutes, depending on the age.
- ◆ During the last half of this activity, ask the participants to close their eyes and imagine a place where they would want to go on a holiday with friends or family. After the activity, gather the participants together and have a group discussion. Ask participants where they imagined going on a holiday, what activities they did, etc.

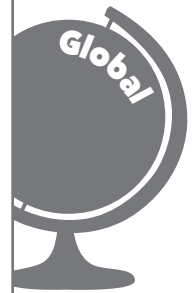
### TIP

Playing some calming music may help participants feel more comfortable with the activity.

## Progression

- ◆ If participants show an interest in yoga, there are a number of resources such as books or picture cards with simple yoga poses that they can try. The group could practise holding each posture for different lengths of time to increase or decrease the level of difficulty. Another level of this activity is to ask the participants to go into pairs and have each them come up with a series of 3-5 poses together and then ask them to demonstrate, explain and lead the group through the series of poses.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 56



### AGES

5+

### EQUIPMENT

bean bags

### SPACE

indoors  
outdoors  
small space  
large space

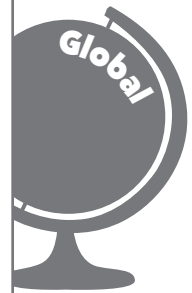


# Twist & Blow

## How to Play

- ◆ Have participants lie down on their backs with their arms spread wide.
- ◆ Ask participants to take as deep a breath as they can and then blow out all of the air. Make it fun by asking them to blow out loudly.
- ◆ Next, ask participants to bend their knees, then twist their legs to the right side and upward so the knees are at their armpit as they are breathing out. Then have them turn their heads to the left side. Make sure participants are breathing in slowly and blowing the air out loudly.
- ◆ The next time they breathe in, ask participants to move their knees back to the centre, in front of their chests.
- ◆ Then as they are breathing out, move their knees towards their left side and turn their heads to face the right side.
- ◆ Have participants do about 5 consecutive turns, then take a break for 1 minute and then continue.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 56



### AGES

5+

### EQUIPMENT

none

### SPACE

indoors  
outdoors  
small space  
large space

FMS stretching • centring

DPA flexibility

# Foot Juggling

Bean Bag Juggling □ Sepak Takraw □ Foot & Head Tennis

## Did You Know?

A foot juggling game called Sepak Raga, similar to Hacky Sack and using a rattan ball, was played in one of Malaysia's ancient cities called Malacca (Melaka) in the 15th century. *Sepak* means *kick* and *raga* means *rattan ball* in the Malay language. It was traditionally played by people standing in a circle trying to keep a woven ball in the air as long as possible without using their hands.

*Sepak Takraw* became a game during the early 1930s when the rules of Sepak Raga and badminton were combined, and played on a badminton court. Today, *Sepak Takraw* is a fusion of different sports including volleyball, badminton, soccer and gymnastics, and is Malaysia's national sport. Players form two teams and try to score points by landing an object on the opposing team's side of the court without using their hands.

## LET'S DISCUSS

Encourage participants to talk and share something about their knowledge or interests with each other as they are passing the bean bag. For example, ask participants to share what types of food they enjoy eating. Other topic suggestions include:

- ◆ Ask them to name the different languages they can speak? Then encourage participants to teach each other how to count their passes in another language.
- ◆ Ask them to try list the names of different countries around the world?

- ◆ Since *Foot Juggling* activities do not require the use of hands or arms they provide opportunities for participants to develop sensitivity for people who have limited use of their arms. What other ways could activities throughout this book or games that participant's play every day be adapted to better include people with limited use of their arms?

## Building Physical Literacy

- ✓ Develop and demonstrate fundamental movement skills in a variety of environments
- ✓ Develop and demonstrate safety, fairplay and leadership
- ✓ Participate daily in physical activity at moderate to vigorous intensity levels and/or to enhance and maintain health components of fitness
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others

▷ For more Curriculum Connections, see p. 68

## FOOT JUGGLING RESOURCES AND REFERENCES

Action Schools! BC Physical Activity Action  
Resource: Grades K to 7 and Middle School,  
see Juggling – Hand & Foot

Chinese Hacky Sack, Jianzi TV, <http://jianzi.tv>

Sepak Takraw Association of Canada,  
<http://takrawcanada.com>

▷ For more Resources and References,  
see pp. 66-67



# Bean Bag Juggling

In other countries, bean bag juggling is known as Sepak Raga (Malaysia), Takraw (Thailand), Sepa Sepa (Philippines), Rago (Indonesia), Kator (Laos), and Hacky Sack (North America).

## How to Play

- ◆ Give each participant a bean bag.
- ◆ Have participants throw the bean bag up just above their heads and catch the bag on top of their dominant foot.
- ◆ Once participants are comfortable with this activity and can successfully perform this skill, ask participants to switch and catch the bean bag with their other foot.
- ◆ When participants can successfully catch a bean bag on each foot, ask them to partner with another participant. Have participants toss the bean bag underhand to their partners. The partners will return the pass using one of their feet.
- ◆ Once pairs feel comfortable passing the bean bag with their feet, have pairs try to keep their bean bag off the ground by using only their feet. Pairs can count together to see how many passes they can make before the bag falls onto the ground.

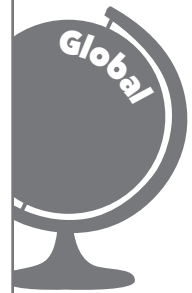
## Progression

- ◆ If there are participants who want to challenge themselves, have them try using a badminton birdie or jianzi (Chinese hacky sack, see p. 63) instead of a bean bag.

### TIP

This activity is based on skill progression. It may take several sessions for participants to move through the progressive activities.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 61



### AGES

10+

### EQUIPMENT

bean bags,  
foam balls,  
hacky sacks,  
badminton  
birdies or  
jianzi

### SPACE

indoors  
outdoors  
small space  
large space

**FMS** throwing • catching • trapping

**DPA** endurance • flexibility

# Sepak Takraw

A similar game to Bean Bag Juggling is known in China as featherball or jianzi (meaning “little shuttlecock”). Jianzi is at least 2000 years old and has been played throughout the different dynasties in China. It was first introduced to Europe when a Chinese athlete demonstrated the game at 1936 Olympic Games.

## How to Play

- ◆ Divide participants into teams of 3.
- ◆ Assign 2 teams to play against each other in a badminton court, using a badminton net.
- ◆ Games can be played with a bean bag, badminton birdie, or a small playground ball.
- ◆ Each game consists of the best of 3 sets to 21 points (first team to win 2 of 3 sets).
- ◆ The game starts with 1 participant serving the ball into the opposite court (similar to tennis or volleyball).
- ◆ The game generally follows volleyball rules, except that each participant can touch the ball 3 times consecutively, cannot touch the ball with their hands or arms, and the ball is still in play if it touches the net when serving (no re-serve is required).

### TIP

Cones, chairs or bench can be substituted for a net. Alternatively, the badminton or volleyball net can be lowered to make it easier for participants to get the bean bag over the net.

### FACT

‘Sepak’ is the Malay word for ‘kick’ and ‘takraw’ is the Thai word for ‘hand-woven ball’.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 61



### AGES

10+

### EQUIPMENT

bean bags, badminton birdies, small playground balls, badminton or volleyball net

### SPACE

indoors  
outdoors  
large space

**FMS** kicking • trapping • running

**DPA** endurance • flexibility

# Foot & Head Tennis

This activity is an adaptation of *Sepak Takraw* (see p. 63). It is less difficult and a good introduction to foot juggling games. *Foot & Head Tennis* helps participants develop the ability to use both their feet and head to control the ball and improves their team skills as they pass the ball to each other before playing the ball back to the other team.

## How to Play

- ◆ Divide participants into pairs. Assign pairs to play against.
- ◆ 1 pair stands on either side of a net.
- ◆ The game starts with 1 participant serving the ball into the opposite court (similar to tennis or volleyball). The ball is allowed to bounce once on the court before the receiving team plays the ball with either their feet or heads.
- ◆ Participants are allowed to touch the ball 3 times consecutively before the ball must be played over the net.
- ◆ The ball can bounce on the playing surface between touches.
- ◆ Each game can be played up to 11 or 15 points.

## Co-creating New Activities

Participants could create their own version of this game with a new set of rules. For example, participants could determine which object to kick (bean bag, jianzi or small ball), what they will use as a 'net', as well as how the point system will work. Participants in pairs or teams could teach their version of *Sepak Takraw* to the rest of the group.

▷ For more ideas about this type of physical activity or to enhance intercultural learning, see p. 61



### AGES

10+

### EQUIPMENT

soccer or playground ball, net (badminton, volleyball or pickleball), bean bag, hacky sack, jianzi

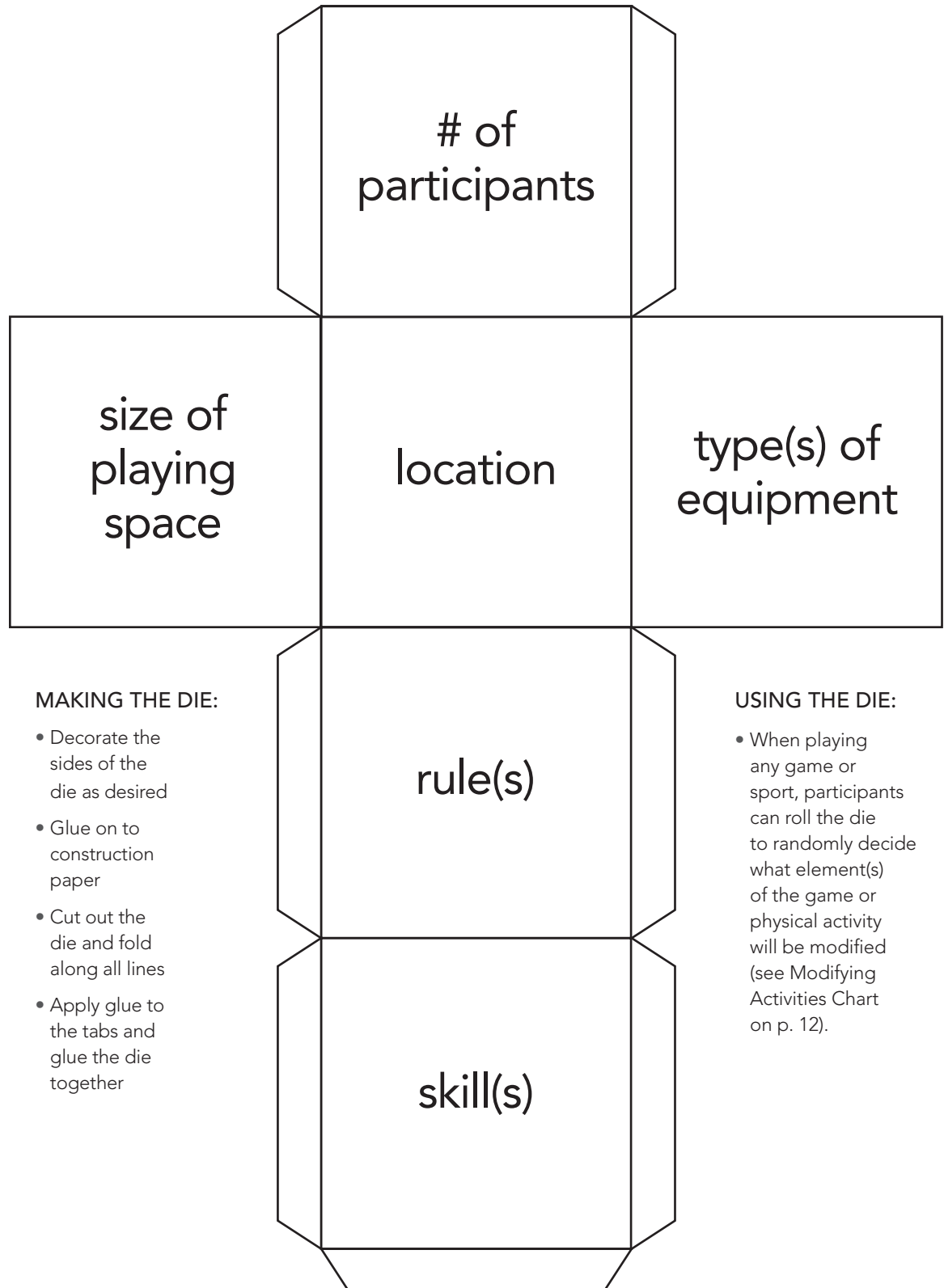
### SPACE

indoors  
outdoors  
large space

**FMS** striking • kicking • running

**DPA** endurance • flexibility

# Die Template for Modifying Activities



#### MAKING THE DIE:

- Decorate the sides of the die as desired
- Glue on to construction paper
- Cut out the die and fold along all lines
- Apply glue to the tabs and glue the die together

#### USING THE DIE:

- When playing any game or sport, participants can roll the die to randomly decide what element(s) of the game or physical activity will be modified (see Modifying Activities Chart on p. 12).

# Resources

Listed in the order the Physical Activity Outlines appear in this guide (pp. 19-64) and then alphabetical by name of resource, book or website. See References (p. 67) for publishing information.

## Ice Breakers

- Why Paper and Scissors Rock, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

## Tag

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Playground and Tag Games
- Action Schools! BC Outdoor Student Leadership Bag
- Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)
- Children's Games from Around the World (2nd Ed.), Kirchner, G.
- Tag, Tag & Even More Tag, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)
- View Tree Hawk Tag video at <http://www.youtube.com/watch?v=wNa0Kfm0uJg>
- Why Paper and Scissors Rock, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)

## Handball

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Throwing, Catching and Coordination (K to 3) and Juggling (Grades 4 to 7 and Middle School)
- Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)
- Dene Games: A Culture and Resource Manual, Heine, M.B: Sport North Federation
- International Play Time: Classroom Games and Dances from Around the World, Nelson & Glass
- Multicultural Games: 75 Games From 43 Cultures, Barbarash, L.
- View YouTube videos of Paralympic sports, including the partner activity of Blind Running, a modified version of soccer called Goal Ball and Sitting Volleyball
- [www.speedminton.ca](http://www.speedminton.ca)

## Disc Sports

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Throwing & Catching Discs
- Disc Golf Courses in BC, [discbc.com/clubs/](http://discbc.com/clubs/)

- Premier's Sport Awards Program – Teaching the Basics: Disc Sports Manual
- View YouTube videos on ultimate

## Target & Accuracy

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Sticks, Hoop-and-Pole
- Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)
- Dene Games: A Culture and Resource Manual, Heine, M.B: Sport North Federation
- Multicultural Games: 75 Games from 43 Cultures, Barbarash, L.

## Skipping & Jumping

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Hopscotch, Skipping Rope, Chinese Jump Rope
- Active Playgrounds, CIRA Ontario, [www.ciraontario.com](http://www.ciraontario.com)
- Children's Games from Around the World (2nd Ed.), Kirchner, G.
- Jump2bFit: Rope skipping fitness and activity program. Kalbfleisch, S. E.

## Movement

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Dance, Yoga
- *History of dance* [webpage]. Gascoigne, B. <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=ab82#ixzz2xk0K0y69>
- MindUp™, Hawn Foundation, [www.thehawnfoundation.org](http://www.thehawnfoundation.org)
- Partners for Youth Empowerment Global Group Rhythm Activity <http://www.pyeglobal.org/workshop-activities-experience/>
- Yoga Pretzel Cards – 50 Fun Yoga Activities for Kids & Grownups, [www.mybarefootchild.com](http://www.mybarefootchild.com)

## Foot Juggling

- Action Schools! BC Physical Activity Action Resource: Grades K to 7 and Middle School, see Juggling – Hand & Foot
- Chinese Hacky Sack, Jianzi TV, <http://jianzi.tv>
- Sepak Takraw Association of Canada, <http://takrawcanada.com>

# References

- Action Schools! BC. (2013). *Physical Activity Action Resource: Grades K to 7 and Middle School*. Richmond, BC: Province of British Columbia. [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)
- Alexander, S., Fenton, J., Kopelow, B., & Millar, S. (2011). *Premier's Sport Awards Program - Teaching the basics: Disc sports*. Vancouver, BC: Province of British Columbia.
- Barbarash, L. (1997). *Multicultural games: 75 games from 43 cultures*. Windsor, ON: Human Kinetics.
- International Physical Literacy Association (May 2014). Retrieved on December 15, 2015 from Canadian Sport for Life (2015) at <http://canadiansportforlife.ca/news/canada%E2%80%99s-physical-literacy-consensus-statement-released-0>
- Doyle, P. (2003). *Active playgrounds . . . featuring over 100 playground games*. Ancaster, ON: Canadian Intramural Recreation Association of Ontario. [www.ciraontario.com](http://www.ciraontario.com)
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- Jianzi TV. (2013). *About* [webpage]. Retrieved from Jianzi: The Chinese Hacky Sack on March 30, 2014 from <http://jianzi.tv>
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- Kalbfleisch, S. E. (2002). *Jump2bFit: Rope skipping fitness and activity program*. Ancaster, ON: Ceta Publishing.
- Kirchner, G. (2000). *Children's games from around the world* (2nd Ed.). Toronto, ON: Allyn and Bacon.
- Nelson, W. E., & Glass, H. B. (1992). *International play time: Classroom games and dances from around the world*. U.S.A.: Fearon Teacher Aids.
- Partners for Youth Empowerment Global. (2013). *Workshop activities: Experience* [webpage]. Retrieved on April 4th, 2014 from <http://www.pyeglobal.org/workshop-activities-experience/>
- PE Games. (n.d.). *Hunter hawk* [webpage]. Retrieved on March 27, 2014 from <http://www.pegames.org/primary-and-intermediate/full-length/hunter-hawk>
- Professional Disc Sport Association. (2014). *Brief history of disc golf* [webpage]. Retrieved on March 31, 2014 from <http://www.pdga.com/history>
- Sepak Takraw Association of Canada. (2011). *International Sepak Takraw history*. Retrieved on March 30, 2014 from <http://takrawcanada.com>

# Curriculum Connections

The *Activities for Everyone, Everywhere: An Intercultural Physical Activity Guide* was developed for recreation practitioners, student leaders, youth workers, parents and teachers who are interested in promoting interculturalism through physical activity. The guide embraces BC’s Ministry of Education’s Physical and Health Education curriculum (2015) with a focus on developing a holistic understanding of health and well-being by promoting and developing all aspects of health and wellness including physical, social and mental well-being. The related curriculum Big Ideas and Curricular Competencies have been included in chart below for ease of reference. This is an adapted listing of the curriculum learning standards, for more information please see [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca).

		GRADES									
		K	1	2	3	4	5	6	7	8	9
<b>Big Ideas</b>	Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.	✓	✓								
	Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.	✓	✓								
	Knowing about our bodies and making healthy choices helps us look after ourselves.	✓	✓								
	Good health comprises physical, mental, and emotional well-being.	✓	✓								
	Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.			✓	✓	✓					
	Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.			✓							
	Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.			✓	✓						
	Our physical, emotional, and mental health are interconnected.			✓	✓						
	Movement skills and strategies help us learn how to participate in different types of physical activity.				✓						
	Adopting healthy personal practices and safety strategies protects ourselves and others.				✓						
	Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.					✓					
	Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.					✓	✓				
	Personal choices and social and environmental factors influence our health and well-being.					✓	✓				
Developing healthy relationships helps us feel connected, supported, and valued.					✓	✓					

		GRADES									
		K	1	2	3	4	5	6	7	8	9
<b>Big Ideas</b>	Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.						✓	✓			
	Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.						✓				
	Physical literacy and fitness contribute to our success in and enjoyment of physical activity.							✓	✓		
	We experience many changes in our lives that influence how we see ourselves and others.							✓	✓		
	Healthy choices influence our physical, emotional, and mental well-being.							✓	✓		
	Learning about similarities and differences in individuals and groups influences community health.							✓	✓		
	Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.								✓	✓	✓
	Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.									✓	✓
	Healthy choices influence our physical, emotional, and mental well-being.									✓	✓
	Healthy relationships can help us lead rewarding and fulfilling lives.									✓	✓
Advocating for the health and well-being of others connects us to our community.									✓	✓	
<b>Curricular Competencies</b>	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.	✓	✓	✓	✓	✓	✓				
	Develop and demonstrate safety, fair play, and leadership in physical activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Participate daily in physical activity at moderate to vigorous intensity levels.	✓	✓	✓	✓	✓					
	Develop and demonstrate respectful behaviour when participating in activities with others.	✓	✓	✓							
	Identify and describe practices that promote mental well-being.	✓									
	Identify opportunities to be physically active at school, at home, and in the community.		✓	✓							
	Identify caring behaviours among classmates and within families.		✓								
	Identify and describe practices that promote mental well-being.		✓	✓							
	Identify and explain factors that contribute to positive experiences in different physical activities.			✓	✓						
	Explain how participation in outdoor activities supports connections with the community and environment.			✓	✓						
	Apply a variety of movement concepts and strategies in different physical activities.				✓	✓	✓	✓			
	Describe factors that influence mental well-being and self-identity.				✓	✓					



		GRADES									
		K	1	2	3	4	5	6	7	8	9
<b>Curricular Competencies</b>	Identify and describe preferred types of physical activity					✓	✓	✓	✓	✓	✓
	Participate daily in physical activity designed to enhance and maintain health components of fitness						✓	✓	✓	✓	✓
	Explore and describe how personal identities adapt and change in different settings and situations						✓				
	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments							✓	✓	✓	✓
	Develop and apply a variety of movement concepts and strategies in different physical activities							✓	✓	✓	✓
	Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness							✓	✓	✓	✓
	Explore strategies for promoting the health and well-being of the school and community							✓	✓		
	Describe and assess strategies for promoting mental well-being, for self and others							✓	✓	✓	
	Create strategies for promoting the health and well-being of the school and community									✓	
	Describe and assess strategies for promoting mental well-being, for self and others									✓	

Reference: BC Ministry of Education, Physical and Health Education, 2015, [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca), K–9 curriculum is available for voluntary use by teachers in the 2015/16 school year. It will become the official curriculum in the 2016/17 school year.