



# 10 Minute Blast Offs!

Activities to meet Health & Physical Education requirement for daily vigorous physical activity  
Learning Expectations: **Participate vigorously in all aspects of each activity.**

## Primary Level

### **Activity: *Snow Flakes & Snow Angels***

Suggested Location: Gym / Outdoors in the snow

Equipment: 3-4 balls per child and 3-4 paper snowflakes per child

Teaching Strategy: Select three or four students to be Snow Seekers. They hold a ball or another object to identify them. Give all other students (Snow Angels) three paper snowflakes. Snow Seekers chase the Snow Angels to try to collect their snowflakes. When tagged, the Snow Angels put one of their snow flakes into the Snow Seekers “pot of snow” in the centre of the gym (or outside). If Snow Angels run out of snowflakes, they need to do a snow angel dance (fall in the snow and make an angel, or do the snow angel movements standing up) to earn back three snowflakes. Encourage Snow Angels to leap, duck and move at many levels to avoid the Snow Seekers. Stop the game frequently to change Snow Seekers.

Source: Originally called *Lucky Charms*, activ8, Grade 2, page 46

### **Activity: *Snow Removal***

Suggested Location: Gym / Outdoors

Equipment: Large quantity of soft balls (i.e. beach, foam, paper, waffle, gator), basket or tub

Teaching Strategy: In this game of teamwork, *Snow Ploughs* strategically collect balls while the *Snowstorm* re-disperses them. Divide students into *Snow Ploughs* of 6 players (maximum) and designate 1 - 2 *Snowstorms*. For large class sizes, have multiple games running at one time. Each game will have 1-2 *Snowstorms* and 1 *Snow Plough*. Begin with basket full of soft balls in centre of playing area. *Snowstorm(s)* empty basket as quickly as possible, rolling and/or throwing balls around playing area. The *Snow Plough* brings balls back one at a time to keep basket full.

If the *Snow Plough* is able to collect all of the balls and place them in the basket before the *Snowstorm(s)* can throw them back out, the *Snow Plough* wins. If the *Snow Plough* is not able to place all of the balls back in the basket before the allotted time is up, the *Snowstorm(s)* win.

#### **Variations**

- \* Change method of locomotion for the *Snow Plough* to return the objects.
- \* Time the *Snow Plough* to see how long it takes them to bring back all of the balls. Try to beat the score each time.
- \* Use various pieces of soft equipment (e.g. rubber chickens, foam Frisbees, sponges)

Source: Originally called *Spotless*, [www.PlaySport.net](http://www.PlaySport.net)

### **Activity: *Fitness Eggs***

Suggested Location: Outdoors

Equipment: Plastic eggs, paper strips with pictures or words

Teaching Strategy: Give each student three or four eggs to take within designated boundaries and "hide" in the schoolyard. When all the eggs are distributed, students return to the teacher. The class' task is to collect the eggs as quickly as possible. Students may retrieve only one egg at a time. They bring each egg they retrieve back to the basket at the starting point. When the class is finished, send students out to check their original hiding places to see if all eggs have been collected. This activity can be repeated and the class can try to beat their record - collecting all eggs as quickly as possible. For an added variation, if using plastic eggs available from dollar stores, fitness tasks can be written on small pieces of paper and put inside the eggs. Students can choose an egg and do a task when all eggs have been collected.

Examples of activities:

- \* 1 lap of room
- \* 10 jumping jacks in each corner of the room
- \* Chicken walk across room
- \* 10 wall push ups
- \* Gallop across room and skip back
- \* Tell three different people a different benefit of being active
- \* Jump and wall touch 10 times
- \* Jump and twist 10 times
- \* 5 push ups
- \* Shoulder rolls - 10 forward, 10 backward
- \* Stork stand balance - 15 seconds
- \* 5 tuck jumps
- \* Knee raises - 20 each leg
- \* Rear end kicks - 20 each leg
- \* Sky reach and stretch - hold 30 seconds



Source: Opeha H&PE Curriculum Support Binder Grades 1-3, Appendix B

### **Activity: *Fine Fingers Relay***

Suggested Location: Gym / Open Area

Equipment: Snowballs (or paper snowballs), spoons, buckets

Teaching Strategy: Buckets are placed at both ends of the playing area. Divide participants into even groups (groups of 4-6). Player 1 puts on mitts and a scarf, gets a scoop of snow from the bucket and runs it across the field to dump in another bucket. Player 1 returns to his/her line and passes the scarf, mitts, and spoon to player 2. Player 2 repeats. Play continues until all snow has been emptied into buckets.

Source: CIRA Snow Fun, page 43

### **Activity: *Santa Tag***

Suggested Location: Gym / Outdoors

Equipment: Tag markers

Teaching Strategy: Four students are chosen to be the "Its". The remaining students move around the space trying to avoid being tagged by the "Its". If students are caught they freeze in place, with one hand up. Frozen players can return to the game when an unfrozen player gives them a high five. When "frozen" students have been helped they do a big belly laugh and say (in their best Santa voice) "HO HO HO, thank you verrrry much!" The students may not be tagged while they are helping someone else or while they are thanking someone. Rotate taggers often.

Source: Originally called *Elvis Tag*, Opeha H&PE Curriculum Support Binder, Grade 3 Unit 7 Sub-task #1

## Junior Level



### Activity: *Sleigh Wreck*

Suggested Location: Gym / Outdoors

Equipment required: Two coloured pieces of paper (green and red)

Teaching Strategy: Place a green piece of paper on one wall and a red piece of paper on the opposite wall. Teach children the actions of the game: *shine the sleigh* (everyone down on their knees pretending to shine the sleigh); *look for reindeer* (everyone bends their knees and pretends to look around for reindeer); *salute Captain Elf* (everyone stands tall and salutes); *sleigh ride* (2 to 3 players sit on the floor and pretend to drive the sleigh.); *sleigh wreck* (everyone jumps out of the sleigh to pick up all the pieces). Be creative and add actions of your own.

To play the game the teacher calls out different actions and the children follow them. When a colour is called the children all run in that direction.

Source: Originally called *Ship Wreck*, activ8, Grade 4, page 23

### Activity: *Muscle Mover Circuit*



Suggested Location: Gym

Equipment: Music, boom box.

Teaching Strategy: Set up muscular endurance stations

Students stay in their groups of four. Students stay at each station for one minute before moving to the next station. Consider using music to signal time to move.

*Station 1:* Hold plank position on fully extended arms or on elbows for increased difficulty or seal walk across the width of the gym.

*Station 2:* Partial curl-ups, with hands moving along the mat for 10 cm

*Station 3:* Tricep dips with hands positioned on a bench.

*Station 4:* Hopping on one leg across the gym.

Students take a 10 second break between stations.

Provide an opportunity for students to go to two more stations. They do not have to stay with their group. They may go to any station and can stay at the same station for both rotations if they wish. Encourage students to select their extra stations based on their personal fitness goals.

Source: activ8, Grade 5, page 38

### Activity: *Action Spelling*



Suggested Location: Classroom

Equipment: Blackboard or flip chart paper and markers

Teaching Strategy: Students spell vocabulary words out loud as a class. Each time they say a vowel, all students do an action. Choose the actions together with the students and post them on a flip chart or on the board. Leave them up so students can do this activity again when they have time.

Examples of activities:

A Lunge jump to each side

E 2 stride jumps

I reach up then touch the floor

O Knee lift - each leg

U Jump on the spot as high as you can, 5 times

Choose words from subject matter; health and fitness words (cardiovascular, aerobic, weight training, pulse); or winter themed words (sleigh ride, igloo, tobogganing).

Source: Opeha H&PE Curriculum Support Binder, Grade 4 Unit 10 Sub-task #2



**Activity: Team Tag**

Suggested Location: Gym / Outdoors

Equipment: Tag markers

Teaching Strategy: Divide the class into three or four groups. Give each group a different colour marker. Students spread out in the playing area. On a signal, call out one colour. That colour is IT and tries to tag all other players. When tagged, students move out of the playing area and do another activity (Students choose a fitness task that they wish to improve, e.g., jog on the spot to keep heart rate up or sit-ups or push-ups to work on muscular strength). The IT colour catches as many people as possible in 30 seconds. After 30 seconds, all players move into the playing area again and spread out, waiting for a new colour to be called as IT.

Source: Ophea H&PE Curriculum Support Binder, Grades 4-6, Appendix B

**Activity: Math Match**

Suggested Location: Classroom / Outdoors

Equipment: Two sets of number cards (different colors), one set of questions, and one set with answers.

Teaching Strategy: Students move around the room (jogging, hopping, skipping). On a signal, they each take a card and try to find the person who is their match. (E.g., question card:  $5 \times 7 = \underline{\quad}$ , answer card: 35). Each question card should have one answer card. When they find their match, partners complete a fitness task together (e.g., five chair step-ups), return their cards, then continue moving around the room. While the students are moving, the teacher can mix up the cards, or distribute them at random.

Source: Ophea H&PE Curriculum Support Binder, Grades 4-6, Appendix B

**Activity: Everybody It**

Suggested Location: Classroom / Outdoors

Equipment: None

Teaching Strategy: The class plays a tag game in a designated area. All students are IT. When, tagged, the runner bends down onto one knee. If two runners tag each other simultaneously, both runners go down. Emphasize honesty and sportsmanship. The game moves very quickly, so runners “out” are not out for long. When down on one knee, they can reach out and tag anyone running by. When only a few runners are left, or about one minute of play, restart the game. Give everyone five seconds to find their own space and spread out before beginning.

Source: Ophea H&PE Curriculum Support Binder, Grades 4-6, Appendix B

**Activity: Fitness Circuit**

Suggested Location: Gym

Equipment: Fitness Task Cards

Teaching Strategy: Create six fitness task stations around the room or in the hallway. Divide students into groups and assign them to a station. Students work at their station for one to two minutes until a signal is given to move to the next station. Music can be used as a signal. When the music stops, students freeze, point to the next station then walk to the next station. The students can track their progress by completing a fitness log or journal after this activity. Fitness stations can be changed and adapted and given catchy names to fit with themes and units in the class.

*Station one:* Tuck jumps

*Station two:* Alternate heel touches

*Station three:* Jump up, touch the ground

*Station four:* Chair step-ups

*Station five:* Jogging on the spot with arms crosses

*Station six:* Knee lifts- 8 one side, 8 on the other side, repeat

Source: Ophea H&PE Curriculum Support Binder, Grades 4-6, Appendix B





## Intermediate



### **Activity: *Box and Count***

Location: Classroom

Equipment: Stop watch for 30 second punching bag and speed bag intervals

Teaching Strategy: All movements are to be performed on the spot. Students hop from one foot to the other on the balls of their feet. All students hold their fists just under their chin. The teacher calls out a movement and counts out the repetitions (for example alternating punches 1, 2, 3, 4...10, 1, 2, 3, 4... 20 then call out next movement), continue calling out movements for 10 minutes. Mix up the movements for variety.

Suggested actions: left punches, right punches, alternating punches

*Upper cut:* pull elbow back and punch upwards towards sky

*Hook:* pull elbow back and swing arm around towards imaginary opponent's ear

*Combo punch:* left, right, upper cut, hook

Call out any combo once the class has learned them.

*30 second speed bag interval* - fists at eye level, elbows out, and revolve fists around each other from top to bottom.

*30 second direct punch interval* – left, right, full arm extension. Each student counts how many he or she can do in 30 seconds. Try to improve your score each time activity is done.

Safety Considerations: Make sure students have lots of room.



### **Activity: *Ultimate Chicken***

Suggested Location: Gym / Outdoors

Equipment: Rubber chicken

Teaching Strategy: This is a basic catching, throwing and running game. The object is to pass the rubber chicken among team members and move down the playing field/area. Designate a line near each end of the playing area to be the goal line. Divide into two even teams. One team starts with the rubber chicken. Begin to throw and catch the chicken as one team moves down the area to the other designated end. If the chicken is dropped or intercepted, it goes to the other team. The chicken cannot be grabbed or ripped out of other player's hands. Score a point by catching the chicken in the designated end zone behind the goal line. Encourage participants to add their own challenges/rules as required to keep the game active and fun.

Source: Go Girls! Healthy Bodies, Healthy Minds program

### **Activity: *Speed Frisbee Golf***

Suggested Location: Outdoors

Equipment: List of targets in the schoolyard, approximately 15 frisbees.

Teaching Strategy: Students work in partners to reach as many targets in the yard as quickly as they can. Give each partner a list of 8-10 targets in the yard (e.g., climber, garbage can by the north doors, south fence...). Students can go to targets in any order they wish. One partner throws the Frisbee towards the target. From where it lands, the second partner throws the Frisbee towards the target. Students count the collective total number of throws it takes them to hit all targets. Also, time the students, to see how quickly they can get to all targets. For a variation, students can predict their time when they attempt to hit the targets in a different order.

Source: Ophea H&PE Curriculum Support Binder, Grades 7&8, Appendix B



**Activity: *Triangle Tag***

Suggested location: Classroom / Outdoors

Equipment: None

Teaching Strategy: Working in groups of four, three students join hands and one person is outside of the circle. The person outside is “IT”. They designate one person in the “triangle” to chase. As they try to tag that person, the other two people in the triangle try to protect him/her. The group can move in any way to protect/tag the player.

Source: Opeha H&PE Curriculum Support Binder, Grades 7&8, Appendix B

**Activity: *Snowball Effect***

Suggested Location: Classroom

Equipment: None

Teaching Strategy: One student does a series of fitness activities. The class follows, doing the fitness activity PREVIOUS to the one the leader is currently showing. (For example: The leader does jumping jacks and the class watches. The leader changes to sky punches and the class does jumping jacks. The leader changes to twist jumps and the class do sky punches.) The leader initiates a “snowball effect”.

Source: Originally called *One After*, Opeha H&PE Curriculum Support Binder, Grades 7&8, Appendix B

**Activity: *Fitness Circuit***

Suggested location: Gym

Equipment: Fitness task Cards

Teaching Strategy: Create six fitness task stations around the room or in the hallway. Divide students into groups and assign them to a station. Students work at their station for one to two minutes until a signal is given to move to the next station. Music can be used as a signal. When the music stops, students freeze, point to the next station then walk to the next station. The students can track their progress by completing a fitness log or journal after this activity. Fitness stations can be changed and adapted and given catchy names to fit with themes and units in the class.

*Station 1:* Step-ups onto chair and down

*Station 2:* Jump and alternate heel touches (front and back)

*Station 3:* Jump and twist moving sideways

*Station 4:* Jumping Jacks

*Station 5:* Jogging on the spot with arm punches

*Station 6:* Lunge and knee lifts both sides

Source: Opeha H&PE Curriculum Support Binder, Grades 7&8, Appendix B

**Activity: *Chuck the Chicken***

Suggested Location: Gym / Outdoors

Equipment: Rubber chicken – 1, Stuffed animal – 1

Activity Description: Team A (the initial batting team) begins in a line formation.

Team B (the initial fielding team) is scattered in the field.

First person on Team A yells “CHUCK THE CHICKEN” and then chucks the chicken anywhere in the open area and runs around the team, counting each lap. Team B collects the chicken, lines up as quickly as possible and performs an *over the head, through the legs* with the rubber chicken. The final team member holding the chicken calls “CHUCK THE CHICKEN” and Team A’s runner stops at the command. Now Team B chucks the chicken and the roles are reversed. The team with the most counted laps wins.

Source: [www.PlaySport.net](http://www.PlaySport.net)

