

Playground & Tag



Action Schools! BC



4 to 7

Healthy Heart

Playground and tag games are highly active, easy to modify and students can initiate them on their own after learning some basics. Playground and tag games help build fundamental movement skills and social skills such as cooperation, conflict resolution, and fair play.

HEALTH COMPONENTS OF FITNESS

ENDURANCE
FLEXIBILITY
STRENGTH

THROWING
CATCHING
RUNNING
DODGING

FUNDAMENTAL MOVEMENT SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity (6-7).
- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals (7).

CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Participate daily in physical activity designed to enhance and maintain health components of fitness (5-7).
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community (4-5).
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7).

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- Differences between the health components of fitness (5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different types of physical activity on the body (7).
- Practices that promote health and well-being.

FIRST PEOPLE'S PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



RELATIONSHIPS AND ENVIRONMENTS

- Teaching students how to appropriately tag each other such as lightly on the shoulder.

TEACHING AND LEARNING

- These types of games allow students to play and have fun with their friends, as well as develop their movement skills and understanding of how to follow the rules.

COMMUNITY PARTNERSHIPS

- Have competitions between other classes in the school and/or other schools to build friendly relationships.

OUR SCHOOL POLICIES

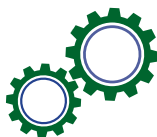
- Students follow school/class guidelines on how to speak and treat each other.

EQUIPMENT AND RESOURCES



- Playground balls, sidewalk chalk, skip ropes, jump ropes, tokens or markers, painter's tape
- Tag game options may include – pinnies (or coloured wrist bands), cones, balls, flags (tails), scooters, sponges, hula hoops, tape, pool noodles, clothes pins etc.
- [Unicef's Traditional Games](#)
- [Native Games](#) (American)
- [CIRA Ontario's Games Galore](#)
- Action School! BC's *Inclusion and Access for All*

IMPLEMENTATION



- Review *Inclusion and Access for All*.
- Paint the tarmac with colourful playground markings or use painter's tape or sidewalk chalk
- Train playground supervisors and student leaders to lead games during recess and lunch.
- Let student leaders pick and lead a new game from one of the easy-to-follow resources, each week.
- Ask students to share games from their home cultures (see Action Schools' *Sticks, Hoop-and-Pole* activity and also *Unicef's Traditional Games and Native Games*).
- Try the Action Schools' *Sticks, Hoop-and-Pole*.
- Share with the students that tag originated from the First Peoples culture. Along with tobogganing, snowshoeing, shinny, lacrosse, hide and seek, and canoeing.
- Have students work in pairs and/or small groups to create a game that targets specific physical health benefits (e.g., Games that focus on developing endurance, strength, or flexibility).
- Have students explain how participating in this activity can influence their physical health (e.g., It can help to improve their endurance and strength levels, it can help to strengthen their bones, it can help to improve their movement skills, etc.).
- Have students explain how they felt while participating in this activity (e.g., They were having fun, they did not enjoy it, they did/did not get along with their peers, factors that might have made them feel confident/ not feel confident, etc.).

ACTION TIPS

- Ensure students agree on rules prior to start of game.
- Teach "polite" tag; respectful touch.
- Change the "it" student frequently so everyone has a turn.
- Keep groups small for more play and less conflict.

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure surfaces being used are free from clutter or objects that might cause students to trip or slip on.

EXTENSION OF LEARNING

- Have students investigate the origins of various games and present their findings to the class.