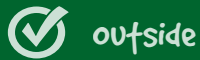


# Playground & Tag



Action Schools! BC



K to 3

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**

Healthy Heart

## CURRICULUM CONNECTIONS



### BIG IDEAS

- Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living (K-1).
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy (2).
- Movement skills and strategies help us learn how to participate in different types of physical activity (3).

### CURRICULAR COMPETENCIES:

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.
- Apply a variety of movement concepts and strategies in different physical activities (3).
- Identify and describe opportunities to be physically active at school, at home, and in the community (K-2).
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community (3).

## CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Movement concepts and strategies (3).
- Effects of different activities on the body (1).
- Effects of physical activity on the body (2).

## 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 own actions.

## COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



## RELATIONSHIPS AND ENVIRONMENTS

- Ensure students appropriately tag each other lightly in a respectful manner.

## 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 and respect the rules.

## COMMUNITY PARTNERSHIPS

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

## OUR SCHOOL POLICIES

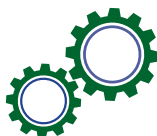
- Students discuss and follow school/class guidelines on how to speak and treat each other.

## EQUIPMENT AND RESOURCES



- Playground balls, sidewalk chalk, skip ropes, jump ropes
- Tokens or markers, painter's tape
- [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 sidewalk chalk or painter's tape.
- Train playground supervisors and student leaders to lead games during recess and lunch.
- Partner younger students with older students.
- Let student leaders pick and lead a game from one of the resources above.
- Ask students to share games from their home cultures (see *Sticks, Hoop-and-Pole* activity and also *Unicef's Traditional Games and Native Games*).
- 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.).
- Have students discuss is type of activity when/if they are leading it as well as during 'free times'.

## ACTION TIPS

- Ensure students are aware of and agree to rules prior to start of game.
- Teach "polite" tag; respectful touch.
- Display rules inside a window facing the play area.
- 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 ask family members at home their favourite tag game when they were young. Have them report back to the classroom and create a chart looking at the similarities and differences between generations..