

Daily Physical Activity (DPA) – Favourite Small Space Activities

DPA in a small space can be a challenge. It can help if you become familiar with a few easy ideas that you always use in a pinch.

The following activities require little or no equipment and can be easily enjoyed in any learning environment.

Try adapting them to make them your own! For example, instead of paper skating, have your class “move with cement shoes”. The possibilities are endless!!

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Get Down

Equipment:

- Music (optional)

Instructions:

- Have the students spread around the room finding their own space.
- Assign a leader; this can be you or a student.
- Under the leader's instruction, have the students move around the room using a type of locomotion (for example: marching).
- When the leader calls out "get down" the students must squat down and touch the ground, then jump up high in the sky. Then they continue moving as before.
- Have the leader call out different ways of moving throughout the activity (for example: skipping, walking backwards, moving like a gorilla, hopping like a kangaroo).

Variation:

You can easily adapt this activity to reinforce concepts learned in the curriculum lessons.

Instead of calling "get down," have students "get down" when they hear key words. For example, call out cities and students "get down" when they hear a capital; call out numbers and students "get down" when they hear a multiple of three; call out words and have students "get down" if they hear a word that begins with a particular letter.

Adapted from Ontario Health and Physical Education Curriculum Support Junior Appendix B, 2010.

Around the World

Equipment:

- 2 pieces of scrap paper or newspaper for each student

Instructions:

- Give each student 2 pieces of scrap paper.
- Tell them that we are going on a trip around the world and they will be the airplanes. Have them hold one piece of paper in each hand – these are their wings.
- To start their engines, the class needs to do 3 push-ups together and make engine sounds (vroom, vroom, vroom).
- After their engines have started they can fly around the room. Make sure that they have their wings out to fly.
- After a set amount of time, tell them they are landing in one of the locations. Do the below actions for the assigned location.
- After you have visited your location, have the class start their engines again (another 3 push-ups together) and then fly around the room.
- Continue to visit other locations every few minutes.

Locations:

Hawaii	The papers become a grass skirt and the students do the hula
South Pole	The papers become penguin wings and they shuffle like penguins
Spain	Tell some of the students to use their papers as red flags and others to use their papers as bulls' horns
Africa	The papers become an elephant's trunk and tail
Canada	The papers become paddles for a canoe
Florida	The papers are a flamingo's wings and they must stand on one foot

Variation:

Have the students fly in different ways such as loop-de-loops, flying low, and flying in bumpy weather.

Adapted from a game by Ginger Dickson.

Paper Skating

Equipment:

- 2 pieces of scrap paper or newspaper for each student
- Music

Instructions:

- Give each student 2 pieces of scrap paper.
- Instruct the students to put one piece of paper under each foot. The papers are their skates.
- Play some fun music and instruct the students to 'skate' around the room, shuffling on the paper.
- Get creative and have the students skate in different ways:
 - Speed skating: Bend over and move arms like a speed skater
 - Figure skating: Skate gracefully and twirl
 - Hockey: Pretend you have a hockey stick and are moving the puck around
 - Rollerblading: Skate around and do a few jumps. Try landing back on your skates.
 - Zamboni: Skate back and forth in a line to clear the ice.

Variation:

You can pretend the papers are skis and have the students try cross-country or downhill skiing.

Desk Relay

Equipment:

- One random object for each team
Any object will do: rubber chicken, ball, crumpled piece of paper, etc.

Instructions:

- Divide the class into teams (approximately 8 students on each team).
- Have the students move their desks or chairs so that they form lines facing the front of the room. Make sure there is enough room to move between the rows.

X X X X X X X X X X

X X X X X X X X X X (X= Desk or chair)

X X X X X X X X X X

- Hand the student in the front of each line the object.
- On your signal, the students will pass the object over their head to the person behind them. This person passes the object over their head to the next person in the line and so on.
- When the object gets to the end of the line, the person at the back moves quickly to the front of the line. All students in the line stand up and shuffle to the desk/chair behind them.
- The new person at the start of the line begins passing the object down the line again (by passing the object over their heads).
- The relay continues until the person that started the relay at the front of the line is back in his/her original position.

Fitness Eggs

Equipment:

- Plastic Easter eggs (from the Dollar Store)
- Paper strips with pictures or words for physical activities (provided)

Instructions:

- Place a fitness activity in each egg.
- Pass out one egg to each student.
- Play some fun music (the chicken dance might be fun at Easter time).
- Have the students open their egg and complete the task inside.
- Instruct the students to put the task back in the egg when they have finished it. They can walk to the teacher (you can make them chicken walk or hop like the Easter bunny) and trade it for another egg.
- Continue having students exchange eggs for a set amount of time.

Adapted from Ontario Health and Physical Education Curriculum Support Junior Appendix B, 2010.

Fitness Eggs - Example Activities:

5 jumping jacks in the corners of the room	Walk quickly around the room once	Do 5 burpee jumps
10 wall push-ups	10 knee raises on each leg	Punch the air for 1 minute
Jump 10 times on your right foot. Jump 10 times on your left foot	Tell five people your favourite physical activity	Jump up then touch the floor - 10 times
Chicken walk across the room	Bend over and touch the floor 10 times	10 rear-end kicks with each leg
Gallop across the room and skip back	Walk quickly in a figure 8 pattern	Touch 5 rectangular items in this room
Jump and twist 10 times	Find a chair, get up and sit down 5 times	Jog on the spot for 1 minute
Yell "I love school"	10 forward and 10 backwards arm circles	Pretend to skip rope for 1 minute

Principal's Coming

Equipment:

- Music

Instructions:

- Assign a leader; this can be you or a student.
- Play some fun music and have students march around the room.
- The leader will call out one of the commands and everyone must follow the instructions:
 - Principal's coming: Sit on the closest chair with hands folded nicely. Keep your feet moving.
 - Recess: Jump up and down on the spot. Feel free to cheer.
 - Teacher's coming: Sit on the closest chair. Raise and lower hands (as if you have a question) and keep feet moving.
 - Forgot homework: Run in circles on the spot.
 - Field trip: Sit on the closest chair and bounce up and down like you are riding a bus.
 - Custodian's coming: Step lightly to avoid making foot prints.
- Have fun and challenge the class to make up new commands. What happens when the music teacher is coming or there is a fire drill?

Do This Do That

Equipment:

None

Instructions:

- Have the students stand up in scatter formation around the space.
- Assign a leader; this can be you or a student.
- The leader will start demonstrating a physical activity. If the leader says “do this,” they must copy the physical activity demonstrated. If the leader says “do that,” they continue doing the previous activity and do not do the new activity demonstrated.
- If a student makes a mistake and changes activities after the leader says “do that,” the student must do a task to get back into the game. Examples of tasks include: touch all 4 walls, walk around the outside of the room, do 10 jumping jacks, become the new leader.
- Some examples of physical activities for the leader:
 - Jumping jacks
 - Hopping
 - Jump rope on the spot
 - Toe touches
 - High kicks
 - Grapevines
 - Jog on the spot
 - March on the spot
 - Knee to elbow
 - Jump high in the sky
 - Twist
 - Mountain climbers

Adapted from Ontario Health and Physical Education Curriculum Support Junior Appendix B, 2010.

Mission Possible

Equipment:

- 1 Mission Possible task sheet for each team (provided)
- Pencils

Instructions:

- Divide the class into teams of 4 or 5.
- Give each team a Mission Possible task sheet and a pencil. As a team, they must perform all the missions outlined on their task sheet. They can do the tasks in any order.
- When the team has completed all the tasks they go to the centre of the room (or a designated spot) and yell "Mission Accomplished!"

Mission Possible – Task Sheet:

Complete	Missions
	Do 8 sit-ups in each corner of the room.
	Skip one lap around the room.
	Do 12 jumping jacks.
	Touch all 4 walls of the room.
	Hop on one foot from one end of the room to the other.
	Do 15 pretend basketball shots. Nothing but net!
	Touch 10 chairs.
	Jog on the spot and sing “Row, Row, Row your Boat”.
	Pretend to jump rope for 1 minute.
	Do a wall push-up on each wall in the room.
	Stand in a line and do the can-can for 30 seconds.
	Hop on your right foot 20 times.
	Grapevine across the room and back 2 times.

Remember:

- You must do the missions as a team.
- You can do the missions in any order.
- When you are done the missions, go to the designated finish spot and yell “Mission Accomplished!”

Keep it Clean

Equipment:

- Variety of soft objects: Balls, bean bags, sponges or rolled up socks

Instructions:

- Divide the class into two teams.
- Designate a playing area that is divided into 2 sides.
- Place all of the soft objects along the centre line.
- Have each team stand at one side of the room.
- On your signal, students walk quickly to the centre and pick up ONE object at a time and return it to their end of the room.
- When all the objects are gone from the centre, students can walk to the other side and take an object from the other side back to their own side.
- Students work as quickly as they can to get many objects on their side of the room.
- Challenge the students to move in different ways or to carry the objects in unique or creative ways.
- Students may also work to group or sort their objects as they are gathering them.
- After a set amount of time, stop the game and shuffle the teams.

Adapted from Ontario Health and Physical Education Curriculum Support Junior Appendix B, 2010.