

Kindergarten to Grade 6 Physical Education and Wellness Resource

Starting Class
Making Teams
Wrapping up

Separated by K - Gr. 3 and Gr. 3 - 6

Created in conjunction with the APLC
By Paul Marlett 2024

Introduction

Why and how to use the resource

When I was starting my teaching career, one of the big things my mentors kept reinforcing was the need to TALK LESS, and have students MOVE MORE. When we look at our Physical Education classes from a movement-to-down time ratio, we start to see how much of our time we are using to improve physical literacy and fitness. Example. The teacher talked for 10 minutes, students were active (cardio, flexibility, agility, strength, skill...) for 10 minutes, making teams for 5 minutes, and cleaning up for 5 minutes. This is a 10:20 ratio or 50%. I strive for 90%. Efficiency and novelty are great in the gym, and with more ideas, we hit more areas and more importantly, more FUN and ENJOYMENT.

This resource was created after a throwaway line in a Collaborative Community Call that we turned into a full resource. Use it to prompt new ideas, remind you of ideas from the past, get inspiration and create your own new ideas, and share with students to have them come up with new ideas... I find when I read resources, I often don't use the ideas verbatim, but take pieces and bring who I am as a teacher to the concept. This is not an exhaustive list but a bank of ideas from online resources, my mentors, my students, and over 20 years of teaching in the gym. I am constantly improvising and trying new things. My advice is to try not to get into a rut of doing the same thing for any of the BIG THREE: Starting Class, Ending Class, Making Teams and Groups.

Focus: Strategies for teaching active living and movement skills, underpinned by the Alberta Physical Education and Wellness Curriculum (KUSPs), focusing on innovation, collaboration, fun, and brief activities (under 5 minutes).

The goal of a Physical Education class should maximize active time. Warm-ups can be far more than just running laps. Are you in a unit? Skip the warm-up (little bodies are elastic anyway), get right into a TGFU (teaching game for understanding), and get them moving. AVOID any elimination games or games with any sitting or standing - they do this enough. This is a small offering of ideas; use your judgment for your classes, students, and environment. Modify - Modify - Modify: Great Physical Education Teaching is adapting The Rules, The Space, and The Equipment to power up the Fun and Fitness. Have an idea - GO FOR IT! Better yet, stop the activity and ask your Students how to make it better! This is the origin story of Baby Tigger - Tigger - Old Wizzard Tag, INCREDI-STATION, and Stretcher DodgeBall. The skill is to think about what would be novel, unexpected, sometimes challenging, sometimes silly, fun, and to give you a visual assessment.

EXPANDED ADDITIONAL TECHNIQUE:

NUMBERED MAGNETS

This idea came, again, from the PE-W Collaborative Community after I presented this resource on our monthly calls. It was so effective, I wanted to give it some more space as it was a transformational tool once I started Beta Testing it with my classes.

I bought a set of numbered magnets from Amazon for about \$12. #'s 1 to 50. I got one colour, but in the future will probably have two or three. I have a big white board in the gym, but a smaller portable one works well outdoors or if you don't have one. FYI: I am still very ANALOGUE in the gym. Another bonus is you need one set for the entire school... it stays on the whiteboard for each new class. It has been so effective that I use it in my math classroom as well.

As always, you may need to have some control over students whom you don't trust to work together... this is where the art comes into play, and you will need to modify as needed.

Basic Concept Ideas:

Students have a number:

- 1) I assign them a number based on their attendance - this is not anonymous, but is useful in some circumstances, as you will see
- 2) Students select a magnet at the start of the class and remember the number for the class, and put it in an active zone on the board. Sometimes honesty requires anonymity.

Making Teams

- Making teams and groupings is as easy as putting magnets in groups while they do warm up.
- You can also use Odd and Even, multiples, even two-digit numbers, odd three-digit numbers... so many options.
- Have a student group them on the board.
- Doing stations: draw a quick map on the board and move the magnets around.
- Making team draws: 6 teams - easy to move them around a white board drawn layout and have a runner come to see the team's new location after a timed game, while the rest of the team... (does burpies, evaluates last game, creates a new play, holds plank... Teacher talk time = 0 seconds.

Start of Class

- Options for warm-up or games for the day: As students come in, they move their magnet to the activities on the board - instant survey. They can even do it while doing laps or moving stretches.
 - Example: You're in an invasion unit and have three options: have students vote with the magnet.
- Quick check-in about energy levels and or interest in the unit.
 - Have a graph on the board and have students move their magnet to their current energy level.

End of Class

- Check-out Question: How did you enjoy the class? What is your energy level now? Effort invested in the class today? Vote on tomorrow's activity. Confidence in skill?... How likely are you to play this game when you're an adult? Scale: way more, a few more, no more....

Worried about students' visual voting in front of class... have students move a magnet behind the class as they go, and line up to leave. Better yet, have them cool down for a walking lap or two and move the magnet on their way before your quick wrap-up.

The more I play with this system, the more I find new ways to use it. I have started taking a photo of the graph or scale when they are using their assigned number to get a quick student assessment, so I can quickly transfer it later.

I get excited when I find something that changes the dynamic of a class and increases engagement, feedback, and activity time. For what it's worth, this one is a new staple in the gym for me. Not always, but often.

Now, on to the rest!

Part A:

Kindergarten to Grade 3

Starting - Making Teams - Ending Class

Presentation Outline for Elementary Physical Education Teachers
(Kindergarten-Grade 3)

Looking for journaling or discussion prompts? [Download the Journaling and Discussion Resource](#)

Kindergarten to Grade 3

Section 1: Starting a Physical Education Class for Kindergarten to Grade 3 Students

Objective: Begin the class with engaging, body-moving warm-up tasks to prepare students physically and mentally for the lesson.

1. Importance of Warm-Ups

- Activate large muscle groups and increase heart rate.
- Focus on full-body movements to get students energized.
- Link warm-ups to the theme of the class (e.g., if the lesson is about jumping, include jumping exercises in the warm-up).
- Start to build Character and Safety KUSPs into your warm-up

2. Ideas for Active Warm-Up Activities

- **“OG TAG”**
 - **Original Tag:** No taggers, no hands up, no freeze, no infection... Classing one student “it” tag, where you get tagged if you don’t pay attention.
 - Students tag the first person they get close to - talk about the necessary force with the tag.
 - Variation: Double Tag: if a student is stuck being it they call for a “DOUBLE TAG”. The closest person to them gives them a high 10, and they are both it until one of them tags another player, then it is back to regular tag.
 - Variation: Use a pool noodle tagger for situations where a distance and soft tagger are better for the group.
- **“Follow the Leader” Movement**
 - The teacher (or rotating students) demonstrates different movements (e.g., skipping, hopping, stretching), and students follow along.
 - **KUSP Reference:** Develops coordination and movement skills (KUSPs related to movement skills).
- **Animal Walks**
 - Have students move like different animals: bear walk, crab walk, frog jumps, etc.
 - Add silly things at the ends of the relay and keep teams small (3 students)
 - **KUSP Reference:** Helps develop strength, flexibility, and coordination.
- **“Freeze Dance” with Movement Challenges**
 - Play music, and when it stops, students freeze. On each restart, give a new movement challenge (e.g., spin, jump, slide, etc.).

- **KUSP Reference:** Encourages rhythm, body awareness, and agility.
 - **"Shape Stretching"**
 - Students form different shapes with their bodies (e.g., triangles, circles, letter shapes).
 - **KUSP Reference:** Builds flexibility and body control.
 - **Mindful Breathing + Simple Stretches**
 - Introduce breathing exercises while stretching arms, legs, and torso.
 - Helps transition into a focused, calm mindset for the class.
 - **Across the Floors**
 - Have students start in one corner of the gym. Great with music if available
 - The first student moves in any way they want to the diagonal, and the rest of the class follows them.
 - When they reach the end of the other side, they wait and join the back of the line/mob.
 - **Tennis Ball Madness**
 - Get a bucket of between 40 and 60 tennis balls.
 - Have all the students stand with their backs to the wall.
 - On the count, toss the whole bucket around the gym (low so you don't bean any kids).
 - How long does it take them to get them all back in the bucket?
 - Repeat until they cut their time by _____.
 - Bonus: Have them count the balls as a group as they do.
 1. Lead a discussion on how best to count and collect the fastest between each round, and encourage innovative ideas.
 - **Throw and Catch**
 - As they come into the gym, hand them a ball and get them to go to a wall.
 - The goal is to get as far from the wall as possible following the protocol.
 1. Throw the ball (point-step throw) at the wall.
 2. Catch = One Step Back
 3. Miss = One Step Forward
 - This gives you a quick assessment and overall teaching points for your lesson.
 - Occasionally, call a scramble (or whatever you want), and they move to a new part of the wall.
- 3. Ideas for Reflective Warm-Up Activities
 - **Walking Dialogues**
 - Have students already in partners or teams when they come into the gym.
 - Tell them you are going to play _____.
 - Have them talk about what they would like to do in the class/unit
 1. Have them discuss any strategies they would like to use in the game (little kids come up with awesome strategies together)
 2. Have them come up with a team name that everyone agrees on
 3. Have them come up with a call or sound representing their team.

- **Team or Partner Stretching**
 - Again, have students pair or form small teams when they enter the room.
 - Have them choose a numbering system for the team that you chose (A and B, Apple - Orange, 1 - 2 - 3).
 - Start with one person doing a stretch for 20 seconds. On your command, they jog to a new part of the gym, and the next person takes over. Add different movement patterns and levels as they get better.
 - **“Find a Group of...”**
 - Have students start walking in the space, then, on your signal (or stopping the music), have them quickly find a group of _____. Ideally, 2 to 4. Yes, one or two groups may be short one... help them deal with it. Give them a task or a question.
 1. Make a square.
 2. Spell the word “AND”
 3. Review Academic topics
 4. 15 pushups for the group
 5. Quick discussion questions
 6. What are three healthy foods and three unhealthy foods
 - Get them moving again - Repeat - Add different ways to move - build up intensity and some silly things as well for younger kids or even animals.
 - Encourage them to always move to open space when they move.
 - BEST PART - If you want them in Partners for your unit, make sure your last round, they are in the right number of students. DONE!
4. **Key Points for Teachers**
- Ensure all students are engaged, including those with limited physical abilities.
 - Use positive reinforcement to encourage participation.
 - Keep it light and fun—students should look forward to getting moving, not dread the warm-up.
 - Vary the warm-up activities regularly to maintain excitement and engagement.
5. **Extensions:**
- As students enter the gym, have them walk around and look for and identify any hazards and safety concerns.

Section 2: Innovative Ways to Make Teams (Please No Captains)

Objective: Use creative, inclusive methods to divide students into teams for collaborative, active learning experiences, ensuring a mix of abilities. Physical Education is not a place for hard-core competition - the Education piece is the indication of a supportive and inclusive learning environment. Remember, students' experiences, like with reading, can have a lasting impact on their entire lives. Please avoid Captains at all costs, and the same with Gender Groupings.

1. Why No Captains?

- Avoid making some students feel singled out or left out.
- Prevent competition around skill levels and create a more inclusive environment.
- Foster collaboration rather than individual leadership.

2. Ideas for Making Teams

○ Colour or Shape Teams

- Students pick a coloured paper or card from a pile (colours randomly selected).
- Or students choose a shape (circle, square, triangle) that matches a team.
- Pulling Cards as they enter the gym.
- I have seen teachers buy 6 coloured rubber wristbands that students pull out of a big jar and wear for the class.
- I love Popsicle Sticks for random groups - simply group them while they are doing warm-up, and they can come and see the groups.
- **NEW: NUMBERED MAGNET MAGIC!**
 1. Use the magnets to me the groups during warm-up.
- **Game Connection:** Use this method to split teams during warm-up games like "Freeze Dance" or "Animal Walks."

○ Number/Name Teams

- **PRO TIP:** Before you number students, tell them where they are going to go and point to the locations for each team - even better, choose one student for each team and send them to the location and hold up their hand with the number
- Honestly, it is more fun to make up animal, fruit, pizza, or country names instead of numbers.
- Or have students count off by numbers (1-4, for example), and each number is a different team.
- I prefer to line them up and run down the line with numbers.
 1. **PRO TIP:** Don't be predictable. If you always count 1 2 3 4, they get smart and move around... be smarter than the 7-year-olds. Count 1 - 1 - 2 - 3 - 4 - 1 - 2 -2 -3 -4 -1 -2 -3 -3 -4 etc. And shift it up each time. This allows you to balance teams a bit and get students together who may need support OR space from other students. One of my favourites is 1 -1 -1 -1 2 -2 -2 -2 3 -3 -3 -3 -4 -4 -4- ...

○ "Animal Grouping"

- Assign each student an animal based on a previous activity (e.g., if they did animal walks in the warm-up, they're that animal for the team).
- Have students pick a popsicle stick or a picture of an animal.
 1. They cannot show anyone.
 2. On your signal, they have to make the sound of that animal to find their group... hilarious!

○ Partner Pick and maybe Divide

- Remember the idea about being unpredictable... this is another great one.
 - Have students quickly find a partner.
 - Have them choose an A and B, or like before, an apple or an orange, etc.
 - Then have the A's go to one side and the B's go to the other.
 - Other times, keep them together.
 - **"Body Parts" Grouping**
 - Have Students put their hands on one of the following in follow-the-leader format: Head, Elbow, Knees, Toes... use muscles (quads, gastroc...)
 - Have students pick one of the body parts called out.
 - Students who have the same body parts come together as a team.
 - Put your hands on one of the following? Head, Elbow, Knees, Toes...
 - This style may need some tweaking, as students may not separate equally. But it is pretty funny.
 - Can also use food choices.
 1. E.g.. Like olives, and hates olives (this one usually works out well).
 - **Shoe in the Middle (pencil in the middle)**
 - Another OG technique that many don't use anymore.
 - Same as playing pickup hockey on the outdoor rinks
 - Put a show in the middle.
 - The teacher or groups shoes into the appropriate number of teams (you can use size to balance out teams as you go, without anyone knowing)
 - Kids go to groups of shoes, put them on, and get going.
 - I use this in my classroom with pens (but only if they can identify their pen/pencil.
- 3. Balancing Skill Levels in Teams Without Them Knowing**
- The tricky bit is when you have to make changes on the fly - Kids know what you are doing and can quickly damage a student's self-worth if you move one or two players. It is better to move lots of kids quickly so they don't know what's going on, or just quickly re-make teams.
 - **Classic Lap Warm-up:** As students come running in from their warm-up, start giving them numbers in order as they finish (this time 1 2 3 4).
 - This does a good job of splitting up both the motivated and eager students and also the slower, less motivated students.
 - **Randomness & Variety**
 - Use a mix of random methods (colours, numbers, shapes) to ensure that skill levels are mixed.
 - **Vary Team Types**
 - Regularly switch up teams, so students experience working with a variety of peers.
 - **Task-Based Teams**
 - Give students different tasks within the game (e.g., one team member might be in charge of tagging, another of running), which helps balance

- skill sets naturally. Have teams identify strengths in the group to build a strong strategy.
 - **Teacher Observation**
 - As students play, notice their strengths and adjust teams for future activities without them knowing.
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Section 3: Wrapping Up the Class

Objective: End the class with reflective activities that allow students to cool down, stretch, and think about their participation. Use strategies to prepare them for transitioning back to the classroom environment.

1. Importance of a Cool-Down

- Allow students to return to a resting state gradually.
- Returning students to an energetic and mental level, ready to go back to the classroom. Yes, this means mindset as well as physical.
- Helps prevent injury and supports mental reflection.

2. Ideas for Wrapping Up

- **"Stretch & Share"**
 - Students partner up and do gentle stretching while sharing something they enjoyed about the lesson (e.g., "I liked jumping like a frog.")
 - **KUSP Reference:** Reflects on activity, develops communication skills, and promotes active cool-down.
- **"Think-Pair-Share" with Reflection**
 - Ask questions like, "What was your favourite part of today's lesson?" or "What did you learn about your body today?" What was something funny that happened to you? What worked well? If you could change the game in one way, what would it be? Add or remove a rule?...
 1. See Dialogue and Journaling Prompt Resource.
 - Students think about the answer, share it with a partner, and then share it with the class.
- **"Cool-Down Circle"**
 - Ask for three to five volunteers to lead a stretch or a gentle movement that the rest of the circle follows.
 1. Add in some basic anatomy to have students start to learn the names of the main muscles - even young students can handle bicep, triceps, quads...
 - Sit in a circle and take turns saying one thing they enjoyed during the class, followed by slow breathing while stretching or just relaxing.
 - Encourage mindfulness and self-awareness while cooling down.

- **Gentle Yoga or Stretching Routine**
 - Lead a short, simple series of stretches (e.g., reaching up to the sky, bending to touch toes, gentle twists).
 - **KUSP Reference:** Focus on flexibility and calming the body after activity.
- **“Movement Reflection Drawing”**
 - Ask students to draw how their body feels after physical activity (e.g., happy, tired, strong).
 - Discuss the importance of recognizing body signals after exercise.
- **“Slow Motion Game”**
 - Take the game you were playing and gradually slow it down until they are in ultra-slow motion.
 - Lead them to sit on the ground and even lie down on their backs
 - Lead them through a brief relaxation exercise (3 -5 min max for up to grade 3).
- **“Raw Spaghetti, cooked Spaghetti”**
 - After slowing kids down after the activity, have them lie on their backs (I turn out the middle lights in the gym so they don’t have to stare at lights).
 - Ask them to close their eyes and belly breathe (belly rises on inhale, lowers on exhale) and through their nose.
 - Ask them to imagine Raw Spaghetti (still and straight), then emulate it by stretching up and pushing their feet down and squeezing their muscles (about 5 seconds)
 - Then, when you say Cooked!, they pretend they are cooked spaghetti and go limp and wiggly (but not moving)
 - Switch between RAW and COOKED 3 or 4 times.
 - Great to do a quick circle check-in after the first time to see their reactions.

3. Key Points for Teachers

- Keep cool-down activities short and simple (under 5 minutes).
- Use reflection activities to help students process what they’ve learned and how they feel.
- Provide clear instructions to help students transition from active play to classroom behaviour.
- Emphasize relaxation and mindful breathing to help students calm their bodies before going back to class.

Conclusion: Final Thoughts

- **Reinforce** the importance of engaging students with movement and creating a positive, inclusive atmosphere in PE.
- **Encourage** teachers to be creative and flexible with their teaching strategies while keeping activities brief and fun.

- **Provide resources:** Handouts or links to additional PE games and activities that can be adapted for any lesson.
 - **Q&A Session:** Open the floor for any questions or additional ideas from the teachers.
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This outline provides clear, easy-to-follow strategies for K-3 teachers, helping them foster an engaging and inclusive environment that emphasizes physical activity, reflection, and fun. Each section is designed to be quick and accessible, ensuring that even teachers with limited gym experience can feel confident and successful.

Part B:

Grade 3 to Grade 6

Starting - Making Teams - Ending Class

Presentation Outline for Elementary Physical Education Teachers and Generalists

Focus: Strategies for teaching active living and movement skills, underpinned by the Alberta Physical Education and Wellness Curriculum (KUSPs), with a focus on innovation, collaboration, fun, and brief activities (under 5 minutes).

Please note: All activities above can be used for Grades 3 to 6. Some of these activities are better suited for older students.

Looking for journaling or discussion prompts? Download the Journaling and Discussion Resource

Grades 3 to 6

Section 1: Starting a Physical Education Class

Objective: Begin the class with engaging warm-up activities that get students moving, prepared, and excited for the lesson.

1. Why Warm-Ups Matter

- **Goal:** Activate muscles, increase heart rate, and mentally prepare students for physical activity.
- **Key Points:**
 - Establish a positive tone for the class.
 - Focus on full-body movements to build coordination and strength.
 - Link warm-ups to the theme of the lesson (e.g., agility, teamwork, balance).

2. Warm-Up Activities

- **See all activities from K to 3 above -**
 - They work up to high school, believe it or not.
- **"Movement Corner Stations"**
 - Set up different stations around the gym (e.g., skipping, jumping jacks, quick sprints, balancing on one foot) - have students decide.
 - On the board, draw out the corners and then decide how students will move between the stations (shuffle, hop, gallop - a favourite, lunge walks - not favourite, sprint...)
 - Have the class decide on a number between 1 and 10 (or pull a card or roll a dice). Do this again, and you have your sets and reps. E.g., 4 laps of 5 reps. A total of 20 of each activity.
 - You can also use this for game-specific skills. (eg. Volleyball - 10 sets, 10 bumps on a wall, 10 block jumps...)
 - **KUSP Reference:** Develops movement skills and cardiovascular endurance.
 - **Discussion Prompt:** Ask students how each movement helps prepare their bodies for more intense activity. How did they feel before, during, and after? What was the hardest station? What should the next round consist of?
- **"Partner Tag" - TRUCK and TRAILER (see resource on APLC spatial Awareness)**
 - Students pair up. One is the "chaser," and the other is the "runner." After 30 seconds, they switch roles.
 - **KUSP Reference:** Encourages agility, speed, and teamwork.
 - **Game Twist:** Add a "freeze" challenge where both partners must freeze in place for 5 seconds if caught.

- **"Group Jumping Jacks or High Knees"**
 - Lead the class through jumping jacks or high knees to music. Change the tempo based on the beat of the music to encourage students to move at different paces.
 - Or use the SPOT DANCE method. Ask for 5 volunteers to come up to the front. Put on some music and rotate the 5 volunteers into the spotlight (Jazzercise mode) to lead a few moves (focus on repetition) for about 10 - 20 seconds. Pause the music to switch leaders or just send on the next one to high 10 the last leader.
 - **KUSP Reference:** Promotes cardiovascular fitness and body coordination.
 - **Discussion Prompt:** How did the change in speed feel? Which movements helped you feel more energized?
- **"Triangle Tag"**
 - Groups of 4, with three of them holding hands, make a triangle.
 - The person on the outside is the tagger.
 - The group of three identifies a member who will be the target.
 - Set a timer (30 seconds to a minute) or guesstimate.
 - Goal: Tagger runs around the group to try to tag the target from the outside (never reaching through the group).
 - The Triangle moves around in a circle, anticipating and adjusting to the tagger's moves.
 - Once tagged, they can rest (do jumping jacks) or switch - Good rotation is target becomes the tager.
 - **KUSP Reference:** Promotes cardiovascular fitness and body coordination, works on tactical awareness and teamwork
- **"Skill Development"**
 - In a unit, don't just send them to run laps of the field or gym; give them manipulatives and have them move and pass.
 - Volleyball - Start serving right away.y
 - Cricket - Put them in 4's (or have them in 4's) and get them playing continuous cricket from minute one - they get gear and set up, and play.
 - Pitch and touch - Pair practice bowling to a batter who is trying to get the ball back to the bowler. A batter against a wall.
 - Circus Games: Have juggling scarves and balls ready to pull out and get into practice
 - Skill development relays (team of 3 to review and practice skills from yesterday)
- **"Add on Relay"**
 - My favourite way to run relays
 - Great with class standing on the sidelines of a basketball court (if you have one, I only have a volleyball court)
 - The idea is that each time they cross the court, you add an activity.
 - 1: run. 2: 2x jumping jacks - run; 3: 180 jump 180 jump - 2 JJ's - run; 4: 2 pushups - 180 jump 180 jump - 2 JJ's - run 5: high five person to right - fist pump person on left 2 pushups - 180 jump 180 jump - 2 JJ's - run...

- Add lying on the stomach with 180 rolls to right/left... add dance moves, and jumps.... Anything goes, even basketball defence slides...
- **“Quince!”**
 - Traditional handball-type game from Ecuador
 - Takes time to learn, but is the BEST WARM UP GAME EVER!!!!
 - See the source attached.

3. Key Points for Teachers

- Keep the pace quick and fun. Use music or rhythm to engage students.
 - Vary activities regularly to keep students excited and engaged.
 - Provide modifications to ensure all students can participate, regardless of fitness level.
 - Introduce some body awareness activities (e.g., "Can you stretch like a starfish?").
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Section 2: Innovative Ways to Make Teams (No Captains!)

Objective: Create teams without traditional captains, using creative, inclusive methods that foster collaboration and balance skill levels.

Please note that there are more ways to balance a team than by skill. Sometimes I will put fewer students on a team for a challenge (we all know about power plays). Again, please avoid Gender Separated Teams and No Student Captains.

Rarely do I have students in Competitive vs. Rec Teams. However, sometimes it works out well. I would have students self-identify which they would like to play for the day, and use one of the below afterward. With the MAG

1. Why Avoid Team Captains?

- **Goal:** Prevent student competition or feelings of exclusion based on skill levels.
- **Key Points:**
 - Foster a collaborative environment where every student has equal responsibility.
 - Help students learn to work together and support each other's strengths.
 - Encourage inclusivity and self-confidence in all students.

2. Innovative Team-Making Ideas

- The tricky bit is when you have to make changes on the fly - Kids know what you are doing and can quickly damage a student's self-worth if you move one or two players. It is better to move lots of kids quickly so they don't know what's going on, or just quickly re-make teams.

- **Using warm-ups to make teams easy**
 - If you need four teams, start with a triangle tag,
 - Once you are done, have each group assign numbers 1 - 4 to members.
 - Give each number a location, and your teams are made
 - Other times, keep the group together and just combine teams
 - Have the 2 splits into 2 A's and 2 B's - two teams made.
- **Pre-Made Teams**
 - Set up teams for longer team units to bond ahead of time - teacher draft
 - I often build teams during their four-corner warm-up.
 - Give them GREAT names... I just made teams based on Breakfast Restaurants (Waffle House, Denny's, Smitty's, Apple Bee's).
- **Classic Lap Warm-up:** As students come running in from their warm-up, start giving them numbers in order as they finish (this time 1 2 3 4).
 - This does a good job of splitting up both the motivated and eager students and also the slower, less motivated students.
- **NEW: NUMBERED MAGNET MAGIC! From tracking resource**
 - Use the magnets to me the groups during warm-up.
 - Want a competitive and a rec side of your gym?
 - Have students move their numbers to the appropriate side and make teams during warm-up.
 - Have students move their name to a grid for preferences to make teams (eg, 4 pizza types, 4 strength exercises, seasons...)
 - Now, sometimes keep those together, and other times pull one from each to make a team... remember to be UNPREDICTABLE so they cannot beat your system.
- **"Colour Teams"**
 - Provide students with different coloured wristbands or cards as they enter.
 - Students pick a coloured paper or card from a pile (colours randomly selected).
 - Or students choose a shape (circle, square, triangle) that matches a team.
 - Pulling Cards as they enter the gym.
 - I have seen teachers buy 6 coloured rubber wristbands that students pull out of a big jar and wear for the class.
 - I love Popsicle Sticks for random groups - simply group them while they are doing warm-up, and they can come and see the groups.
 - NEW: NUMBERED MAGNET MAGIC!
 - Use the magnets to me the groups during warm-up.
- **"Number Teams"**
 - **PRO TIP:** Before you number students, tell them where they are going to go and point to the locations for each team - even better, choose one student for each team and send them to the location and hold up their hand with the number
 - Honestly, it is more fun to make up animal, fruit, pizza, or country names instead of numbers.
 - Or have students count off by numbers (1-4, for example), and each number is a different team.

- I prefer to line them up and run down the line with numbers.
 - PRO TIP: Don't be predictable. If you always count 1 2 3 4, they get smart and move around... be smarter than the 7-year-olds. Count 1 - 1 - 2 - 3 - 4 - 1 - 2 - 2 - 3 - 4 - 1 - 2 - 3 - 3 - 4 etc. And shift it up each time. This allows you to balance teams a bit and get students together who may need support OR space from other students. One of my favourites is 1 -1 -1 -1 -2 -2 -2 -2 3 -3 -3 -3 -4 -4 -4 -4- ...
- **"Birthday Month Teams"**
 - Ask students to line up by the month of their birthday. Group them into teams based on their position in line (e.g., the first 4 students form one team, the next 4 form another).
 - Mix up the months as well... Jan - Feb - Nov - Dec as a grouping.
 - **Game Connection:** Use for quick team-based games like "Partner Tag" or "Jumping Jacks Challenges."
- **"Attribute Teaming"**
 - Students form teams based on random physical attributes (e.g., "everyone with brown shoes," "everyone with blue shirts").
 - Middle Initials, Hair length, number of siblings, letters in their name...
 - Remember that you may need to adjust to these, as there is always the element of uneven teams. BUT LOOK, sometimes uneven teams are fun and even out better.
 - **Game Connection:** Perfect for quick games like "Animal Movement Relay" or any of the warm-up activities.

3. Balancing Skill in Teams Without Them Knowing

- **Classic Lap Warm-up:** As students come running in from their warm-up, start giving them numbers in order as they finish (this time 1 2 3 4).
 - This does a good job of splitting up both the motivated and eager students and also the slower, less motivated students.
- **Strategic Team Balancing**
 - Without letting students know, create teams based on observation. For example, if you see a student who excels at speed but struggles with coordination, pair them with someone who is more balanced but slower.
- **Vary the Roles**
 - Assign different roles within the teams (e.g., "leader" to demonstrate movements, "catcher" to tag others, "jumper" to do the relay race) to balance skill levels.
- **Observation-Based Grouping**
 - Pay attention to each student's strengths during the warm-up and place them in teams that can complement each other's abilities.
- **Rotating Teams**
 - Mix teams every few weeks to allow students to work with different peers and learn new skills from each other.

Section 3: Wrapping Up the Class

Objective: End the class with fun and reflective activities that allow students to cool down, stretch, and prepare for the transition back to the classroom.

1. Importance of Cool-Down Activities

- **Goal:** Allow students to gradually lower their heart rate and reflect on the class.
- **Key Points:**
 - Encourage mindfulness and self-awareness.
 - Use the cool-down time to help students relax, reflect, and prepare for the classroom environment.
 - Stretching and deep breathing can help reduce muscle tension after physical activity.

2. Ideas for Wrapping Up

- **Journaling or Discussion Prompts: See Journaling and Discussion Resource**
 - Great time to reflect on goals, experience, and class/unit in big groups, small groups, or partners. These can still be slow movements and involve changing partners. You don't have to hear everything that is said. The key is to wrap things up and get them ready for going back to class.
- **"Stretch & Reflect"**
 - Lead students through gentle stretches (e.g., standing toe touch, quadriceps stretch).
 - Better yet, get a few student volunteers to lead as you wrap up conversations.
 - **Discussion Prompt:** While stretching, ask students to reflect on one thing they learned or enjoyed during the class.
 - **KUSP Reference:** Develops flexibility and encourages self-reflection.
- **"Think-Pair-Share: What's Your Highlight?"**
 - Students pair up and share their favourite moment or something they learned during the class.
 - After sharing with a partner, invite them to share with the whole class.
 - **KUSP Reference:** Promotes verbal communication and social skills while fostering reflection.
- **"Partner Stretching Challenge"**
 - Students partner up and perform simple stretches together (e.g., mirror stretches and assisted leg stretches). This is fun with music as well.
 - **Game Connection:** Add a challenge where they hold a stretch for a set time or balance together as a team.
- **"Slow Motion Game"**

- Play a fun "slow-motion" version of a game from earlier in the lesson.
 - Gradually slow them down to ultra-slow motion
 - Ask them when they are moving too slow to move to sit down, then lie down.
 - Lead a 5-minute relaxation or reflection activity with slow breathing.
- **KUSP Reference:** Helps relax the body while maintaining engagement and fun.
- **"Cool-Down Circle"**
 - Students sit in a circle and pass a ball around while sharing something positive they experienced during the lesson, while stretching
 - **KUSP Reference:** Reflects on physical activity and builds communication skills.
- **"Team Reflection"**
 - Often, we jump from Team play to the end of class.
 - Have teams do their stretch in a small circle, and have them answer the following questions (used for high-performance teams)
 - 1) What worked today?
 - 2) What didn't work today?
 - 3) What could be done differently?
 - Keys: students can only

3. Key Points for Teachers

- Always ensure the cool-down is calm and allows for a smooth transition back to the classroom.
- Encourage students to share their feelings and thoughts about the class.
- Use positive reinforcement to celebrate effort and participation.
- Make sure stretching is done safely and appropriately for students' ages and abilities.

Conclusion: Final Thoughts

- **Reinforce** the importance of fostering a positive, inclusive environment in PE, where every student can succeed and have fun.
- **Encourage** creativity and flexibility in teaching strategies.
- **Provide Resources:** Share handouts with ideas for games, team-building activities, and reflection techniques.
- **Q&A Session:** Open the floor for questions, ideas, and sharing of experiences from the teachers.

This outline provides clear, actionable strategies for Grade 3 to Grade 6 teachers, helping them to create an engaging and supportive PE environment that emphasizes physical activity, teamwork, and reflection, all while staying under the 5-minute activity limit for each section.

