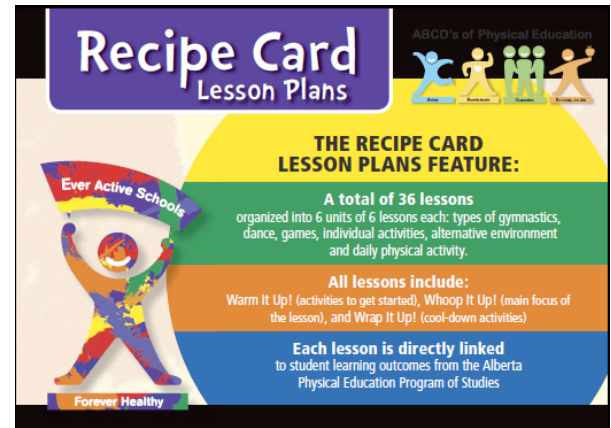


# Ever Active Schools

## Recipe Card Lesson Plans

Sets are available for grades K-3, 4-6, 7-9 and were developed for teachers by experienced Alberta physical education specialists. Each set contains:



First Edition	Dance	Types of Gymnastics	Individual Activities	Games	Alternative Environments	Daily Physical Activity
<b>Div 1 (K-3)</b> 6 Units of 6 lessons	Hip Hop	Fundamental Movement Patterns	Run, Jump, Throw	Scooter Activities	Outdoors in All Seasons	Small Spaces
<b>Div 2 (4-6)</b> 6 Units of 6 lessons	Hip Hop	Fundamentals	Fitness	Invasion Games	Orienteering and Letterboxing	Small Spaces
<b>Div 3 (7-9)</b> 5 units of 6 lessons	Novelty	Movement Patterns	Fitness	Net / Wall Games	Outdoor Survival Skills	
Second Edition	Dance	Types of Gymnastics	Individual Activities	Games	Alternative Environments	
<b>Div 1 (K-3)</b> 5 units of 6 lessons	Disco / Stomp	Gymnic Balls	Yoga	Paddle Games	Walking	
<b>Div 2 (4-6)</b> 5 units of 6 lessons	Rhythmic / Folk	Rhythmic Gymnastics	Juggling	Target Games	Skating	

Sets are available from the EAS office or in our online store. Visit [www.everactive.org](http://www.everactive.org) for more information and the latest updates.

### Practical ways to use your Recipe Card Plans:

- Hole punch each lesson and place in a small 3 ring binder (available from EAS) with tabs for easy access and organization
- Organize the plans in a recipe card box. Add some tabbed dividers and you can quickly find the lesson you need
- When a substitute teacher is in for you, photocopy a lesson plan – everything they need will be on one page!
- Keep a set in the library or staff room for all teachers to access
- Download the Word template from the Ever Active Schools website and write your own plans into easy to use recipe cards
- Laminate the cards for extra durability and weather protection
- Make up equipment bags to match each unit plan so teachers can grab the cards and the equipment and be ready to teach!

# Strategies for Planning Safe and Engaging Physical Education Opportunities:

- Choose the appropriate outcome from the Physical Education Guide to Implementation **first**, then decide what activity you will use
- Always consult the Safety Guidelines for Physical Activity in Alberta Schools ([www.acicr.ualberta.ca](http://www.acicr.ualberta.ca)) as the minimum standard of care for your students
- Incorporate warm-ups and cool-downs that are linked to the main part of your lesson
- Decide upon and implement a “safety stop” signal as well as a way to get student’s attention in a respectful way
- Establish and stick to routines that provide for maximum amounts of physical activity
- Collaborate and share ideas with colleagues
- Be creative in your equipment choices and feel free to use innovative stuff (like grocery bags for juggling!)
- Allow for student input and ideas and be sure to give them voice and choice when possible
- Maximum activity time, minimum wait time!
- One per ball and a ball for all!
- Be a role model for your students
- Share the joy of physical activity with parents and staff

Danse
GRADES K – 3

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Lesson 1 of 6

## Disco

**EQUIPMENT**  
disco Music ; e.g., Disco Fever CD » music player

**RELATED RESOURCES**

- Get Groovin’ Fun Fitness for Kids DVD, (available to borrow from ATA library), Kim Hordal, 2009, [www.teachers.ab.ca](http://www.teachers.ab.ca)
- Physical Education Online website, Alberta Education, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)

**Warm It Up**  
**PATHWAYS**  
Instruct students to stand in a personal space and imagine they are surfing. First, lie or kneel on the floor and paddle arms to move out into the water; then jump up to stand on the surfboard and ride the wave; then run onto the beach, hold the surfboard high above your head and shout “woo hoo” to celebrate the great ride. Provide 30 seconds for students to think about which surfing activity happened at a low level, which happened at a medium level, and which happened at a high level. Name each surfing activity and invite students to shout the level at which the activity occurred; paddling (low), surfing (medium), and celebrating the ride (high). Demonstrate each of the following pathways with your hand as you explain that surfers usually travel straight when paddling, zigzag when standing on the surfboard, and curve when coasting on a wave. Ask a student to choose one level and pathway; e.g., medium, zigzag. Play disco music and challenge students to move throughout the activity area demonstrating the chosen level and pathway. Stop frequently to ask different students to choose a new way to move.

Benefits of Health

Functional Fitness	B(2-3)-1
Body Image	
Well-Being	

**Clues that students are achieving the outcome...**

“Students will recognize that “energy” is required for muscle movement”  
*K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize changes in the body after disco dancing
- Students can identify a nutritious food that provides energy

