

Transition Games

Compiled by Michelle Sauvé

1. Stretch Wave

Grade: Grades 6 - 8

Facility: Gymnasium, multi-purpose room, classroom, outside.

Materials: none

Activity Description: Working as a team to create the 'wave', this stretching activity is a great way to get students cooperating while involving them in leading a fun stretching session.

Overview:

- Have students form a circle arms length apart from the person next to them.
- Each circle made requires a teacher/student leader to lead a series of stretches.
- The leader starts off by demonstrating and holding a stretch.
- One at a time, in a clockwise direction, the students follow the lead of the leader and perform and hold the stretch, creating a wave around the circle.
- When the stretch reaches the last person, the leader starts a new stretch. Students should hold the previous stretch until the new stretch comes to them.
- Circle size and number of groups required should be monitored to ensure each student is holding the stretch for approximately 10 to 15 seconds.

Source:

Ontario HPE Curriculum Support: Grade 8 Unit 15 Sub-task #5.

2. DPA - Space Mission

Grade: Junior, Intermediate

Facility: Indoors, Classroom or Multi-purpose Room

Physical Activity Level: Moderate to Vigorous

Time: 20 minutes or two 10 minute segments

Materials: None

Activity Description: Space Mission is a fun activity for younger students and also a great opportunity for educators teaching science/technology in the Grade 6 Space Unit to introduce a lesson and get students activated to learn. Students participate in this activity within a large group. Commands can be adapted to accommodate different facilities and varying abilities of your students.

Overview: Ask students to clear a safe pathway from each corner to the next. Allow for a warm-up (beginning with less vigorous movement) and cool down (ending with less vigorous movement). Demonstrate each command and accompanying action. Remind students to move

safely and to avoid colliding with other groups during the mission. Instruct the students to scatter within the room. As each command is called the students participate in the accompanying action. You may want to consider starting with only a few commands and then as the students become more familiar you can add additional commands.

Command examples may include:

- Blast Off...Jump up as high as they can with both legs
- Meteor Shower... hop on alternating legs
- Space Travel....running on the spot
- Lunar Landing...run three steps and stop, run three steps and stop
- Steering Wheel...run in a zigzag path
- Out of gas...crawl on stomach on the floor
- Recreation Time...walk around the space
- Red Alert...run to the nearest corner and do jumping jacks

(Adaptations to the above examples may be required to accommodate the varying skills and abilities of you students)

Source: H&PE Curriculum Resource Support Binder, Grade 1(Adapted from Car Rally)

3. Math Match

Grade: Junior, intermediate

Facility: Gymnasium, multipurpose room or outdoors

Materials: Number Cards

Activity Description: This activity is a great way to get your students physically active while also allowing them to demonstrate their mathematics skills. Good partner work is also encouraged which helps make this activity fun for everyone.

Overview:

- Students move around the room (jogging, hopping, skipping).
- On a signal, they each take a card and try to find the person who is their match. (e.g., question card: $5 \times 7 = \underline{\quad}$, answer card: 35)
- Each question card should have one answer card.
- When they find their match, partners complete a fitness task together (e.g., five chair step-ups), return their cards, then continue moving around the room.
- While the students are moving, the teacher can mix up the cards, or distribute them at random.

Source: Ontario HPE Curriculum Support: Appendix B

4. Magical Islands

Grade: Primary, Junior

Facility: Classroom, multipurpose room or gymnasium

Materials: Recycled paper, mouse pads or floor markers (islands)

Activity Description: Get your students up and moving quickly with this fun, physical activity which can easily be adapted into a magical Halloween game.

Overview:

- A variety of islands are spread out around the room.
- Students move around the room as quickly as possible.
- When the teacher calls out “Islands in 5-4-3-2-1”, the students have five seconds to be touching an island and freeze in a position. Student can share islands.
- Resume moving after all have found an island.

Add variations such as:

- Removing islands
- Limiting the number of islands that students can go to (all students with birthdays between January and June must find a BLUE island, everyone else must find a GREEN island)
- Defining the number of students who can share an island and asking students to incorporate specific criteria into their frozen position.
- Give all instructions while students continue to move around the room.

Magical Halloween variation:

- Cut out the islands in the shape of Halloween ghosts, goblins, athletes, superheroes, animals and healthy trick or treat snacks.
- Limit the island a student can go to by asking questions such as: All those dressing up for Halloween as a ghost to find a ghost island or all those dressing up like a baseball player to find a blue island.
- Ask students to incorporate the pose from their favorite superhero, athlete or animal into their frozen position.
- Ask students to move around the room like the character they will be dressing up as for Halloween.
- Give all instructions while students continue to move around the room.

Source: Adapted from “Islands” from the Ontario HPE Curriculum Support: Junior Appendix B

5. Scarf Juggling

Divisions I, II, III

Classroom or Small Space

Equipment: scarves or plastic grocery bags

1. Demonstrate the cascade pattern of juggling: Pinch one scarf in the middle and let the rest of the scarf hang down. Raise one arm across the chest and throw the scarf as high as it will go. With the other arm, catch the scarf palm down in front of the body below the waist. The scarf makes a figure eight pattern.

Throw across, catch down, throw across, catch down. With a scarf in each hand, toss the first one across and when it gets to the top, look at it briefly and throw the second scarf across the body in the opposite direction. The scarves will make an "X" as they cross in front. With both scarves in the air, catch the first scarf straight down in front and then catch the second one in front with the other hand. The first one thrown will be the first one caught, but caught with the opposite hand.

2. Have the students follow along and work to establish an even rhythm with the two scarves.

3. Demonstrate juggling with three scarves: Hold two scarves in the dominant hand, one deep in the hand and the other one loose at the fingertips. Hold one scarf in the nondominant hand. The one in the fingertips of the dominant hand is the first scarf to throw. When it gets to the top, throw

the second one from the nondominant hand. As the hand goes down from throwing the second one, it quickly catches the first one. Then, throw the third scarf from the dominant hand. As the hand comes down from throwing the third one, it quickly catches the second one, and then throw

the fourth one (which is really the first one). Keep alternating hands right, left, right, left working to develop an even rhythm.

4. Have the students follow along and work to establish an even rhythm with the three scarves. Have the students juggle with a partner with two and three scarves.

Cross-curricular Linking

One student stands in the middle of a group of 3 to 4 students, holds a scarf and is the "dropper." When the student in the middle is ready, he or she says a letter and drops the scarf. The other students say a word that begins with the letter called out by the dropper and try to catch the scarf before the other students do or before it drops to the floor. The student who says the word and catches the scarf takes the place of the student in the middle and calls out the next letter. Vary the body part that the scarf must be caught with, such as a finger, head, foot or shoulder.

The student in the middle says a food group and the other students call out a food that is an example of that food group and tries to catch the scarf before it drops to the floor.

The student in the middle says an equation and the other students call out the answer and try to catch the scarf before it drops to the floor.