



Learn Your ABCs – *Spell and Go*

PURPOSE: This lesson teaches the concepts of Ability, Belonging and Caring (ABC) with a focus on **Belonging** and locomotion skills. It provides opportunities to reinforce and teach the following character values: cooperation, respect and patience, making good choices and supporting one another.

CURRICULUM EXPECTATIONS

Active Participation:

- Participate on a regular basis in physical activities that maintain or improve physical fitness (games, gymnastics, dance).

Living Skills:

- Demonstrate appropriate interpersonal skills and respectful behaviour (displaying etiquette, playing fairly, co-operating) in physical activities.

ASSESSMENT AND EVALUATION

Use Appendix C to determine how well the student performed the required physical activity skills.

Look for:

- Move safely in the space available.
- Ability to move without bumping into people or objects.
- Mobility in open space. Using all of the available space.
- Smooth changes in direction, pathway and type of movement.
- Active and willing participation.

Self-assessment:

Using Appendix E Self-Assessment Tool – Belonging, have students draw a picture of how they helped someone feel he or she belonged in today's lesson.

Materials:

- ABC Poster
- **At My Best™** music CD
- CD player
- Appendix B: Song lyrics and actions
- BLM: *Going on a Ski Trip!*
- Set of alphabet cards (letters of the alphabet written on index cards or recycled pieces of paper)
- Beanbags (one per student) (*Alternative equipment: Use crumpled up paper balls, stuffed animals or mittens)
- BLM: Family Mover
- **At My Best™** Class Book



ACTIVITY DESCRIPTION



Safety:

Remind students to be aware of others and objects in room when moving in a limited space.



Introduction: Warm-up Activity

- Warm up with the ABC Dance, using simple actions accompanying the concepts of Ability, Belonging and Caring. Play the *ABC Dance* on the **At My Best™** music CD. See instructions and action cues in the Appendix B and ABC Poster.
- Challenge students to introduce their own actions.
- Continue warm up by pretending to go on a ski trip. See BLM: Going on a Ski Trip!
- Talk about positive affirmations and sincerity.
- Focus on promoting interaction between all students, so they do not just high-five their friends. Challenge students to:
 - High-five five students whom they have not talked to today.
 - High-five five students who are farthest away from them.
 - High-five five students of the opposite gender.
- Debrief with students afterward. See “Guided Discovery Questions.”

Skill/Concept Development:

Name Spelling:

- Spread the letters of the alphabet throughout the classroom.
- Within the classroom, students travel to the letters that spell their name.
- Instruct students to use a different form of locomotion (walking, skipping, walking backwards) as they travel to each new letter of their first name.
- Instruct students to do the same activity spelling of their last name. But this time, they have to balance a beanbag on a body part as they move.

Application of the Concept:

- Have students work with a partner.
- As a pair, agree on a word that means friendship.
- Each pair then decides how they wish to travel to each letter (hand-in-hand, back-to-back) while balancing one beanbag together.
- Each pair travels together to spell out the word that means friendship.
- Have each pair stop at the last letter of the word and share it with the rest of the class.
- Repeat activity with students choosing a word that means health to both of them.
- Have each pair stop at the last letter of their word and share it with the rest of the class.

Extensions:

- Write out some appropriate words for friendship on index cards and pass out to students.
- Have students balance two beanbags as they move.
- Introduce different pathways (zigzag, diagonal) or directions (sideways, backwards).
- Encourage various forms of locomotion (skipping, galloping, marching).
- Increase speed of movement.
- Add a time limit.
- Have students come up with different “themes” to spell words (students could spell something healthy they ate for lunch, their favourite activity, the name of a fruit or vegetable).

GUIDED DISCOVERY QUESTIONS

A - ABILITY	B - BELONGING	C - CARING
What were some things that you were able to do? What was the easiest part of the warm up for you? What was the most difficult?	What were some of the words that meant friendship and health? How did you help others feel they belonged during the "ski trip" warm up (see BLM)? Is there anything more you could do to make sure everyone is included?	How did you help others accomplish the tasks? What are some things that your group did together to solve the tasks? When you give someone a compliment, how do you show that you mean it?

CURRICULUM CONNECTIONS

- **Language:** Use phrases rather than just one word.
- **French (or second language):** Spell words in French or another language.
- **Math:** Put numbers on the back of the letters, flip over and have students try to solve a math problem (as a group, move to five different numbers to add up to 12).

LINK TO HOME

- Provide students with a copy of BLM: Going on a Ski Trip! and encourage them to do the actions at home with their family.
- Provide students with a copy of BLM: Family Mover and have students complete the activities with their family.
 - As an option for the **At My Best™** Class Book, students can draw their favourite or most creative movement.



Going on Ski Trip!

1. **Wake up:** Stretch on tiptoes, raising hands high above head.
2. **Eat breakfast:** Sit with no chair (squat) or wall sit.
3. **Go outside** and find car buried in the snow:
Shocked look on face, brush off car, bend knees, keep back straight and pretend to dig out car (could also do it with a partner and work together).
4. **Load skis** on car roof rack: Bend down, lift up skis on top of car, do calf raises.
5. **Say "hi"** to your neighbours before you leave and wish them a good day:
Shake the hand of the students on either side of you and say something positive to each of them.
6. **Bumpy car ride:** Up and down knee bends.
7. **Get on the chairlift:** Squat or wall sit, move arms down to pull bar down, move arms up to push bar up.
8. **Top of the hill:** Do a few stretches (trunk rotations).
9. **Ski:** Ski jumps for at least one minute.
Variations: Dropped pole (climb back up the hill), lose a ski (hop on one foot), moguls (high jumps), fast and slow (change pace of jumps), tricks (spread eagle, scissor kicks) back scratcher's (jump with legs behind, scratch back with skis).
10. **Celebrate** a great day skiing: High-five five students in the class.
11. **Load up** car again: Load skis on roof rack, bend down, lift up skis on top of car, do calf raises.
12. **Bumpy car ride:** Up and down knee bends.
13. **Stiff muscles:** Stretch (focus on stretching leg muscles: quadriceps, hamstrings, calves, ankles).
14. **Hot tub:** Relax in a chair.





Family Mover

As a family, think of five creative ways to move the object together from one end of a room to the other. For example, can you move a paper plate together from one end of the living room to the other?

- Choose five objects that you can move together as a family. Be creative (a plastic cup, a paper plate, a stuffed animal).
- Each person must have one body part on the object (hand, foot, head).
- As a family, move the object from one end of the room (or area outside) to the other.
- If you want a challenge, add some obstacles (over a coffee table, around a couch).
- Put on some music and see if you can move all five objects before the music stops.

