

Healthy Connections in FSL

À Votre Santé!

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Introduction

Student achievement goes beyond traditional classroom work. It is enhanced when students reach their academic, emotional, and physical potential. Research also shows that daily physical activity improves student concentration and academic achievement.

During the academic year of 2011-2012, an action research project took place, focusing in particular on levels of student motivation in the French as a Second Language elementary program and the effects integrating physical activity into the typical FSL classroom. This project was supported by the Ontario Ministry of Education through the Teacher Learning and Leadership Program partnered with the Toronto Catholic District School Board. The Teacher Learning and Leadership Program (TLLP) is an annual project-based professional learning opportunity for experienced classroom teachers.

Supporting Ontario's Healthy School initiative, the task included study of available DPA resources and creating methods in which to integrate suggested activities into the FSL Program. The purpose of the project was to support student achievement well as improve student active participation and motivation in learning French. Finally and foremost, the ultimate goal was to promote within our students a love of both second language learning and living an active lifestyle.

Throughout the project, students were provided with a variety of opportunities to practice and improve their second language skills through activities that are participatory and physically active in nature. This document was created to share and multiply the effects of the project as it contains a plethora of activities with direct language links that can be modified to suit a wide variety of learners and grade levels.

The cross-curricular connection of physical activity in FSL proved to promote a classroom environment filled with student enthusiasm all the while supporting student health, wellness and success for all.

Safety Considerations

Please note that all physical activity involves an element of risk. It remains the responsibility of all the participants involved to minimize any risk and to plan activities to keep students both physically and emotionally safe. Teachers must use professional judgment and discretion when selecting the appropriate activities for their students and space. Please consider that in some case there must be enough space in front of and behind each participant as such desks and chairs may need to be moved as necessary. Also, to ensure inclusivity, modifications of activities may be necessary to include everyone. Visit the OPHEA website to review safety guidelines for physical education in Ontario. <http://safety.ophea.net/>

Throughout the following activity outlines, the symbol as seen below will indicate whether the activity is would require a large space (gymnasium, outdoors) while others would be appropriate for limited space (classroom).

**Large Space
Required**



Equity and Inclusion Matters

In order to support Ontario's equity and inclusive education policies and practices, efforts must always be made to support positive learning environments so that all students feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcome in the environment in which they are learning.

It remains our responsibility as educators to promote classroom climates that are respectful, supportive and welcoming to all. That being said, not all of the activities described in this document are accessible to every learner. Modifications of activities may be necessary to include everyone. "Equity does not mean treating all students in the same way but, rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed." (Equity and Inclusive Education in Ontario Schools: 2009). In some cases additional support, an alternate space or supplementary materials may be considered to assist in inclusion.

Please visit the OPHEA website for resources designed to support inclusive physical activity for children and youth living with physical and intellectual disabilities.

<http://www.ophea.net/products/steps-inclusion>

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Four Corners

One student sits in the middle of the classroom, at a desk, with eyes closed.

All other students form a line and walk around the perimeter of the classroom.

Students and teacher collaboratively select names for four corners of room (i.e. vocabulary based on units under study).

Play music. Student in middle raises his hand for music to stop. When music stops, other students proceed to a corner, either in front or behind them, and wait.

Student in middle, with eyes closed, calls out a corner name. All students in that corner are out and return to their seats.

Students remaining in other corners continue playing the game until only one player remains.

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level.

Practise vocabulary from units under study such as Foods, Clothing, Weather, Colours, Animals, Days of the Week with corresponding songs if available.

Material:

music



Variations :

- Name the corners
Je, Tu, Il, Elle
singular
pronouns and use
the song
“Les Pronoms” by
Étienne

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À Votre Santé!

Colour Search

Ask students to look around the classroom and touch their body parts to objects of certain colour in the classroom.

For example, "*Touchez le coude sur bleu dans la classe!*", and students run to touch their elbows to a blue object in the classroom. Once all students have found an object, change the body part and colour, "*Touchez le genou sur rouge dans la classe!*".

Remind students not to touch other students, only objects within the classroom.



Material:

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level such as colours and body parts.

Listen to and follow directions, (*Regardez, Cherchez, Touchez*) and demonstrate understanding of commanding verbs in the imperative form.

Variations:

- Search instead for shapes in the classroom, "*Touchez un cercle dans la classe*".

Healthy Connections in FSL

À Votre Santé!

Mingle and Match

Provide each student with a pre-made card labeled with either a pronoun or the corresponding verb conjugation (i.e. Je/suis, Nous n'avons pas).

Play music. As music plays, students walk around the classroom and exchange cards with their peers.

When the music stops, students stop and look to their peers for their matching card. Once found, students wait and hold up their matching cards together until all students have found their match.

Once everyone has found their match, play the music again and resume exchanging cards. Repeat four to five times.

Curriculum Links . . .

Identify and use vocabulary and language structures appropriate for grade level such as verb conjugations (ie. *être, avoir, aller, faire, pouvoir, vouloir, devoir, le Présent des verbes -ER, -IR, -RE*), *la négation* and basic vocabulary from units under study.

Use and spell vocabulary from units under study.

Materials:

Cards labeled with pronouns and verb conjugations based on grammar structures under study



Variations:

- Have students make the cards
- Create cards with illustrations to be matched with vocabulary word or with only half of a vocabulary word from units under study (ie. *la chambre/à coucher*)

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À Votre Santé!

Sandwich Race

Students sit in a large circle. Count off students naming them either Lettuce, Chicken or Cheese (*la laitue, le poulet, le fromage*).

Teacher or student leader calls out, "*Dans mon sandwich, j'aime/ je préfère...la laitue!*" At that time all lettuce-students stand and race around circle clockwise and return to their spots.

The last student to return to his spot becomes a smelly onion and sits in the middle of the circle. Continue playing and alternating the sandwich ingredient called out.

Occasionally, the leader calls out "*Dans mon sandwich, j'aime les oignons!*" and onion-students run around the circle and return to their original spots in the circle.

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level.

Practise vocabulary from units under study such as food or animals.

Materials:

large space
required



Variations:

- Vary the sandwich ingredients
- Change from a sandwich to a bowl of soup, pizza or fruit salad and alter ingredients
- Call out instead, "*Je suis allé à la ferme/au zoo et j'ai vu... »* using animal vocabulary

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Adverbs in Action

Prepare cards with verbs and adverbs, one per card, (i.e. *marchez/tristement*) and place cards face down on desks or on the floor around the classroom.

Students move around the room (walking, hopping, skipping). On signal, or when music stops, students pick up a card and find a partner to create a verb-adverb match.

Students act out the combination (*courez/rapidement; sautez/bruyamment; dansez/heureusement*). Once action is complete, students return the cards and begin to circulate the room again.

Repeat four to five times or as long as student motivation continues.

Curriculum Links . . .

Show understanding of a range of verbs, adverbs and their combinations.

Practice the imperative or commanding form of a variety of verbs.

Materials:

Cards labeled with verb and adverb (one per card) combinations

music (optional)



Variations:

- Have students create the cards
- Create cards that reinforce other concepts, vocabulary or language structures

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What time is it Mr. Wolf?

One student stands facing a wall (or designated area) with eyes closed. All other students stand far behind in a long row facing the selected student.

All students ask, "Quelle heure est-il, M. Loup?". Mr. Wolf answers with a time of day « Il est neuf heures », following which all other students take that many steps towards him, counting together aloud.

This is repeated several times, until Mr. Wolf answers instead "C'est le dîner!" and runs to catch them, as they run back to their row or wall to safety.



Materials:

large space
required



Variations :

- Change the meal to breakfast, lunch, dinner or snack time (*le petit déjeuner, le dîner, le souper, la collation*)

Curriculum Links. . .

Practise asking and answering questions, specifically regarding time of day.

Identify and use vocabulary and language structures appropriate for grade level such as numbers, meals and time of day.

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À Votre Santé!

Bingo in Motion

Prepare Bingo cards consisting of a variety of illustrations to demonstrate verbs that promote physical activity (*sautez, courez, marchez, squattez, dansez, jouez au tennis, lancez la balle, touchez les pieds*).

Teacher calls out an action word, demonstrates it and notes it on the board. All students must then perform the activity before they mark their cards.

The first student to get a line wins the game.

Depending on the grade level and your program needs, adjust the pronoun or the tense of verbs called reinforcing the infinitive form, imperative form, present, past or future tenses, (*Danser/ Dansez!! Il danse/Elle a dansé/ Il va danser/ Elle danse heureusement*).

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level such as the infinitive form of a variety of verbs, the imperative form and verb conjugations in past, present and future tenses.

Use visual and verbal cues to understand spoken language.

Use and spell vocabulary from units under study.

Materials:

Bingo cards comprised of illustrated verbs to encourage student movement



Variations :

- Have students prepare the bingo cards
- Prepare cards with words only
- Prepare animal or sports themed cards and demonstrate the animal action (*sautez comme un lapin*) or sport (*donnez un coup de pied au ballon*)

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À Votre Santé!

Four Corner Simon Says

Brainstorm, collaboratively with students, possible Simon Says actions, encouraging not only touching body parts, but also aerobic exercises and large movement actions (*sautez à la corde, sautez sur un pied, squattez, courez*).

After modeling the game with students, select four student leaders to conduct Simon Says games in each corner of room. Create four groups.

Students play Simon Says in corners until they make a mistake following instructions. If a participant makes a mistake, they proceed to the next corner and continue playing with the group in that corner.



Materials:

A student-created list of possible Simon says actions

Music (optional)

Variations :

- Relate Simon Says actions to adjectives and animals (*faites petite comme une souris, grand comme un éléphant*) or sports (*jouez au tennis, faites le ski*)
- Include adverbs in commands

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level such as Body parts and reinforce a variety of verbs (*Toucher, Marcher, Courir, Sauter, Squatter, Faire, Jouer*), adjectives and adverbs.

Listen to and follow directions, (*Regardez, Cherchez, Touchez*) and demonstrate understanding of commanding verbs in the imperative form.

Healthy Connections in FSL

À Votre Santé!

What's in a Name?

Students stand in circle formation.

Teacher selects a student to start the activity and asks student, « *Comment t'appelles-tu?* ».

Student answers, "*Je m'appelle...*" and displays a large movement or aerobic action to go with the syllables of their name (jumping jacks, spins, star jump). For example Isabelle has 3 syllables, as such, when presenting herself she would demonstrate 3 large movement actions for the class to watch and repeat.

All other students repeat, "*Il/Elle s'appelle...*" and repeat action. Continue to next student in circle until everyone has been presented with a creative name action



Materials:

Variations :

- Repeat student actions from start to finish as a form of Memory game
- Adjust expression to « *Je suis...* » or « *J'ai* » and create actions to reflect expression, "*Je suis heureuse!*", "*J'ai un chien!*"

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level such as expressions, "*Comment t'appelles-tu?*", "*Je m'appelle...*", "*Il/Elle s'appelle...*".

Show understanding of the use of singular pronoun subjects (*Je, Tu, Il, Elle*).

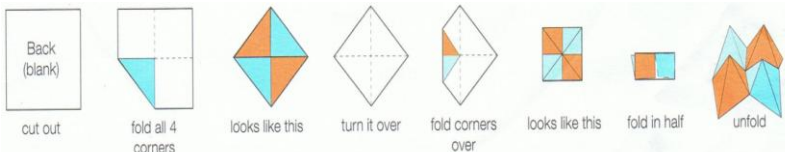
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À Votre Santé!

Origami Fitness

Create with students the traditional Origami Fortune-Teller paper game using physical activities in the final fold. Students practice writing, reading and communicating vocabulary related to colours, numbers, and finally verbs in the imperative form.

Students play with a partner. They ask their partner to choose a colour, or practice “*Quelle est ta couleur préférée?*”. They open and close the game piece, counting out the letters in the chosen colour *V-E-R-T*. Then they ask their partner to choose a number and again count out aloud up to the chosen number, opening and closing the game piece. Finally, they ask their partner to select another number, but this time they open the fold to reveal an action to complete together (*sautez à la corde, sautez sur un pied, squattez 10 fois, courez*).



Curriculum Links . . .

Reinforce basic vocabulary such as colours, numbers, animals and a variety of verbs (*Toucher, Marcher, Courir, Sauter, Squatter, Faire, Jouer*) and adverbs (*courez rapidement*).

Practice asking questions regarding preferences and demonstrate understanding of commanding verbs in the imperative form.

Materials:

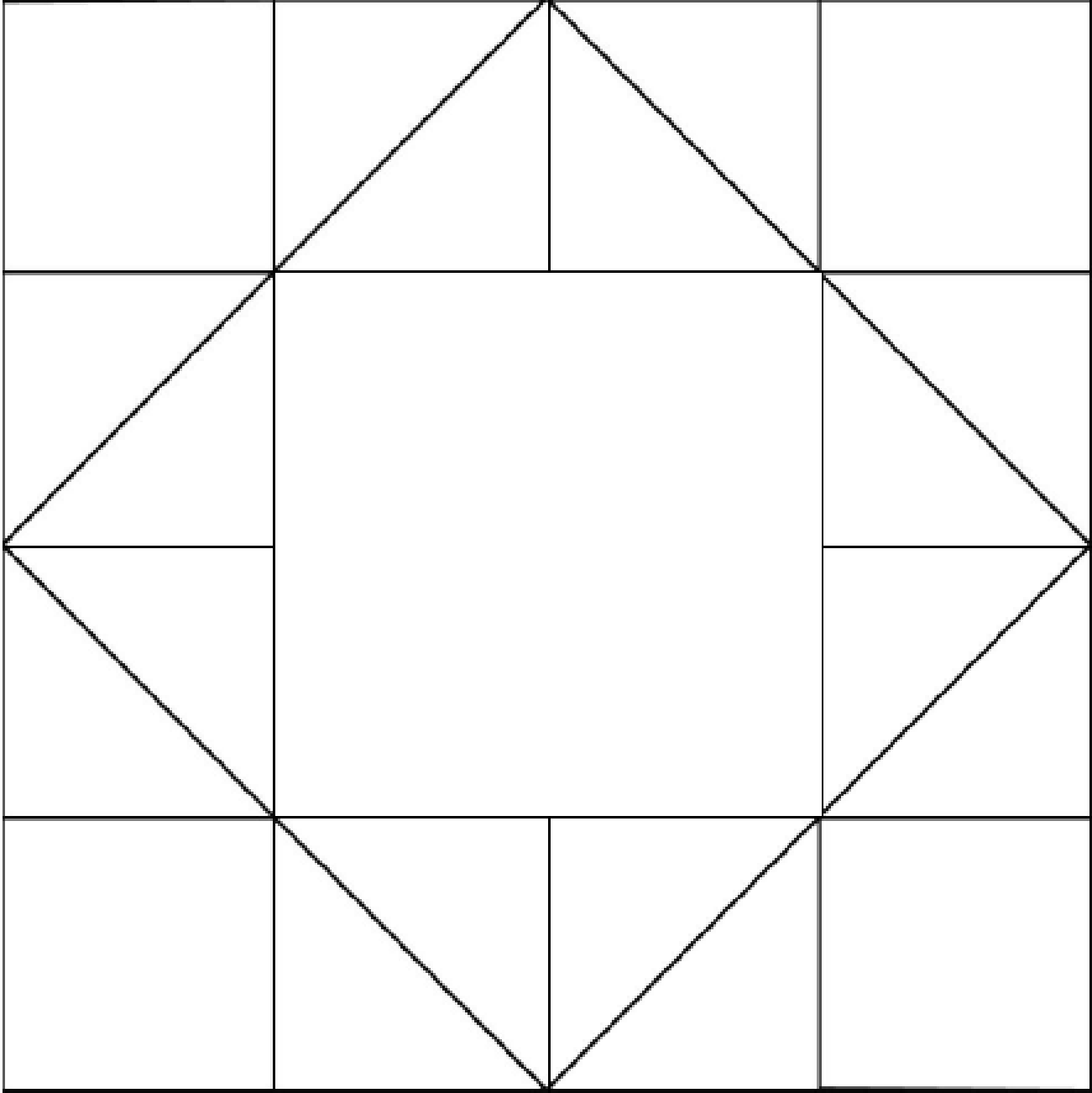
Paper
Scissors
Origami template
(optional, see following page)



Variations :

- Relate actions to animals (*sautez comme un lapin*) or sports (*jouez au tennis, faites le ski*)
- Replace colours and numbers with vocabulary under study
- Include adverbs in commands

Origami Fitness Template Blank



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Animal Moves

Create student teams of three or four children. Students line up in their groups, using an area of the classroom where students can move from one side to the other in relay formation.

The first student in line from each team moves from one end of the room and back like the animal called. Call out the next animal selection after the entire team has finished.

As students wait their turn in line, they march on the spot.

La grenouille/ le cheval/ la singe/ le kangourou/
l'aigle/ le lapin/ la pieuvre/ le pingouin/ le serpent



Materials:

Animal flashcards
(optional)

Curriculum Links. . .

Identify and use vocabulary and language structures appropriate for grade level such as Animals and reinforce a variety of verbs (*Marcher, Courir, Sauter, Voler, Nager, Glisser*) and adverbs (*Sautez rapidement*).

Listen to and demonstrate understanding of commanding verbs in the imperative form (*Sautez comme un lapin*).

Variations :

- Include imperative verbs (*Volez comme un aigle*) and adverbs in commands (*Glissez silencieusement comme un serpent*)
- Use visual aids such as flashcards
- Have student leaders call out animal moves

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À Votre Santé!

Guess Who?

Students walk around the classroom, mingling with their peers and speaking in French, using grade level expressions. As they mingle and chit-chat, they are also shaking hands with each person they meet.

A pre-selected secret student leader participates in the mingling; however, he gives a light squeeze during handshaking to some of his peers. If you are “squeezed”, you must stop mingling and participate in a large movement aerobic activity (i.e. ten star jumps), then move to the outer perimeter of the room while continuously marching on the spot.

All other students continue mingling until someone attempts to guess who the leader is. They may only guess if they are still in the game. Any student wishing to guess must whisper their guess to the teacher. If they are correct, the secret leader is revealed. If they are incorrect, they must also complete a large movement aerobic activity and join the others marching on the classroom perimeter. The game continues until the leader is revealed or everyone is out.

Curriculum Links. . .

Use language appropriately in spontaneous oral communication with peers, using familiar grade-level vocabulary and expressions.

Ask and answer simple questions using complete sentences (e.g., *Comment ça va? Comment t'appelles-tu? Quel temps fait-il? Est-ce que je peux deviner? Est-ce que c'est...?*)



Materials:

Variations :

- Encourage students to practise specific language structures or expressions during their chit-chat with peers

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À Votre Santé!

Circle of Emotions

Have students walk briskly in a circle.

Call out a series of emotions, one at a time (i.e. *triste, fâché, heureux, fatigué, fort*).

Students try to use their whole body to express the emotion in a pose.

Students freeze in place, posing until the teacher's cue to continue walking in a circle.

Repeat the sequence.

Try creating a list of emotions in full sentences, using a variety of pronouns. When calling out "*Elles sont tristes*", for example, only the girls in the class perform the action. Point out the agreement of the adjective with masculine, feminine and plural pronouns.



Materials:

List of emotions using Être verb demonstrating agreement of adjectives (optional)

Variations :

- Rather than walking in a circle, have students march on the spot
- Encourage student leaders to call out emotions
- Use a variety of adjectives (*petit, grand, rapide, sportif*)

Curriculum Links. . .

Listen to and demonstrate understanding of a variety of adjectives.

Demonstrate an understanding of the *Être* verb and practise its conjugations followed by a variety of adjectives, (*Tu es triste, Vous êtes fâchés*).

Reinforce the agreement of adjectives in masculine, feminine and plural forms.

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Weather Walk

Students stand and march on the spot. When a weather condition is called, students perform the appropriate action.

Il fait chaud – Students pretend to fan their faces and begin swimming

Il fait du soleil – Students march, making a large circle with their arms over their heads

Il fait froid – Students pretend to step into their snowsuits, shivering, and squat down to make a snowman

Il neige – Students squat down to collect snow and back up to throw imaginary snowballs

Il pleut – Students show rain falling with their fingers and jump into puddles

Il fait du vent – Students march, making large swaying arm movements

C'est un orage! – Students run on the spot, clapping hands and yelling "Boum!"

Play again silently, showing weather condition flashcards. Students will read weather expression and perform corresponding action.

Curriculum Links. . .

Demonstrate understanding of expressions related to seasons and weather, "Quel temps fait-il? Il fait chaud."

Read and respond to briefly written material.

Materials:

Weather condition flashcards (optional)



Variations :

- Show only images of weather conditions and have students respond with action and expression
- Discuss appropriate clothing for each season and pretend to dress for weather between actions
- Perform actions to song "Quel temps fait-il? », **Acti-vie 1 ...Et Maintenant la Météo** (Nelson)

Healthy Connections in FSL

À Votre Santé!

Me too! Me neither!

Materials:

Students begin this activity seated at their desks.

A leader stands and calls out a sentence about themselves, related to their likes/dislikes, physical characteristics, family, pets, etc. For example, the leader might say "J'aime la couleur rouge!"

Other students who also like the colour red will stand and respond, "Moi aussi!". Once standing, they will remain standing and marching on the spot.

The leader will call other sentences with peers responding, "Moi aussi!", standing and joining the march.

Continue until all students are marching.

Once all students are marching, continue the game in reverse. This time, the leader will use the negative form in their sentences "Je n'aime pas la couleur rouge," "Je n'ai pas de soeurs". If the phrase called out applies to them, the students will call out "Moi non plus!" and return to their seats.

Curriculum Links. . .

Demonstrate understanding of and respond to oral texts.

Use and demonstrate understanding of the direct infinitive to show personal preferences, "J'aime manger la pizza", expressions with *avoir*, negative *ne...pas* and contractions if necessary "Je n'aime pas...", partitive article with negation "Je n'ai pas de...", use of *être* verb with pronoun *Je* and appropriate adjectives, "Je suis sportive."



Variations :

- Have students lead the activity
- Rather than marching on the spot, have students join a conga line
- Use expressions applying double-verb construction with *vouloir*, *future proche*

Healthy Connections in FSL

À Votre Santé!

Knowledge Knots

Form small groups of six to eight students. Students stand in a circle, shoulder to shoulder. Students all reach with their right hands and hold the hand of someone in front of them. It cannot be someone on either side of them. Next, students reach in with their left hands and hold the hand of another student, different from the student holding their right hand. Again, it cannot be a student on either side of them.

Reinforcing prepositions, (*sur, sous, dans, devant, derrière, à côté de*) and the imperative form, students will attempt to untangle the knot while still holding hands. Usually the knot can be untangled if students step over and under arms of their peers, taking care not to let go of either hand they are holding.

Curriculum Links. . .

Listen to and demonstrate understanding of commanding verbs in the imperative form (*Allez, Montez, Retournez, Descendez*).

Identify and use a variety of prepositions appropriate for their purpose (*sur, sous, dans, devant, derrière, à côté de*).

Practice group skills and problem solving in a co-operative learning activity.

Materials:



Variations :

- Rather than using hands to create knot, toss a ball of yarn to create a giant spider web
- With students holding hands in a circle, have a hula-hoop traveling around the circle. Students work co-operatively to climb in, over and under hoops

Healthy Connections in FSL

À Votre Santé!

We're going on a Hunt!

Provide students with the lyrics of the chant *La chasse à l'ours* for a shared reading experience (see following page).

Have students repeat the words chorally and perform the actions, reinforcing prepositions *devant*, *à coté de*, *dans* and verbs *grimper*, *monter*, *marcher*, *nager*, *courir*.

Brainstorm collaboratively other places where they could have a hunt (outer space, the desert, a zoo, a jungle, school). What obstacles might they encounter in those environments? Have students write their own chants in small groups and present to the class with appropriate actions. Create an illustrated story book based on their hunts.

As an extension, read aloud the illustrated story by Michael Rosen, reviewing vocabulary, prepositions *dessus* and *dessous*, and adjectives.

Curriculum Links. . .

Read and respond briefly to a written text.

Identify and apply a range of verbs and a variety of prepositions appropriate for their purpose (*sur*, *sous*, *dans*, *devant*, *derrière*, *à coté de*).

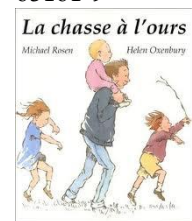
Write simple sentences, following a model, using learned and familiar vocabulary and language structures.

Give an oral presentation and read aloud with expression, gestures and correct pronunciation.

Materials:

Chart paper or photocopy with lyrics of chant

La chasse à l'ours
Michael Rosen
ISBN : 978-2-211-05101-9



(optional)



Variations :

- Change pronouns to *Je* or *Nous* throughout the chant and note conjugations
- Integrate music by performing actions while listening to song performed by Serge Bonnafont

La chasse à l'ours

On va à la chasse à l'ours. (bis)
On va en prendre un très gros. (bis)
La vie est belle! (bis)
On n'a peur de rien. (bis)

On arrive devant une forêt (bis)
On ne peut pas passer à coté (bis)
On ne peut pas passer de l'autre coté (bis)
Alors il faut marcher (bis)

Refrain

On arrive devant une montagne (bis)
On ne peut pas passer à coté (bis)
On ne peut pas passer de l'autre coté (bis)
Alors il faut grimper (bis)

Refrain

On arrive devant un lac (bis)
On ne peut pas passer à coté (bis)
On ne peut pas passer de l'autre coté (bis)
Alors il faut nager (bis)

Refrain

On arrive devant un arbre (bis)
On ne peut pas passer à coté (bis)
On ne peut pas passer de l'autre coté (bis)
Alors il faut monter (bis)

Refrain

On arrive devant un trou (bis)
On entre (bis)
C'est tout noir (bis)
On touche (bis)
C'est tout mou (bis)
C'est un ours (bis)

AAAAAAAAAAAAAAAAHHH!!

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