

# Games

## The Name Games

- Name games are great back to school icebreakers. These games include some aerobic and skill benefits as well.
- Equipment: None for Game 1; One ball for every three to four students for Game 2; Two small index cards per student for Game 3.
- The games:

### Name Game 1:

- Begin with students standing in personal space.
- Ask them to skip or gallop throughout general space.
- On the go signal (music works great), each person attempts to tag anyone else.
- If tagged, that student must tell the tagger his or her name and one game or activity they like to play.
- No one may be tagged while they are talking to each other.
- At the end of the game, see how many names the students can remember and the activity mentioned.

### Name Game 2:

- Divide the students into groups of three or four.
- Give each group one ball that can be tossed or bounced.
- Each group finds some space to work in.
- On the go signal (music is wonderful as in the Game Hot Potato), they pass the ball to each other.
- They must say the person's name before passing the ball.
- Each time they say a name and that person catches the ball, both the tosser and the catcher receive one point.
- On the stop signal the person with the ball moves to a new group.
- Points continue to accumulate with each new group.
- Alternatively, you can start them at zero with each group change.
- At the end of the game, the students should know everyone's name.
- You may ask them how many points they have, but it is not absolutely necessary.
- Many will likely lose count.

### Name Game 3: Grades 2 and up.

- Have the students write their names on two index cards.
- Collect the cards. Mix them up.
- Give out one card to each student.
- If they get their own name, they give it back.
- The students find personal space.
- On the go signal, they attempt to tag the student whose card they have (skipping or galloping only).
- In the meantime, that student will be attempting to tag someone else.
- If a successful tag is made, find out one fact about that student. No one may be tagged while two students are talking.
- Discuss the kinds of information one may acquire before playing the game.

- For example: number of brothers or sisters, what they did on vacation, favorite food, movie, book, show, etc.
- After gathering this information, return the card to the bottom of the pile, and pick the top card on the pile.
- If you get the same person, get some other information.
- If you get your own card, place it on the bottom and pick the next card.
- At the end of the game, compare information.

### **1 VS. 1 PIRATE BALL**

- Divide the class into 2's or 3's and match up groups to play each other
- Set up a series of playing areas about 20' X 40', enough to have all groups playing
- Divide each playing area in half and place a cone with a tennis ball on top at each end of the playing area
- The students line up their groups at the end of a playing area opposite another group.
- On signal, the first student from each group enters the playing area and has two options (which can change at any time)
  - The first option is to play offense and try to take the other group's tennis ball
  - The second option is to play defense and try to stop the opponent by tagging him/her before they can take the ball off their cone
- If a ball is taken, the team receives one point, they put the tennis ball back and play starts again with the next student in line
- If a student tags another, the tagging team receives one point and both players return to their lines and high five the next student

### **3 On a Tree**

- 2-3 students carrying an object to designate them as taggers
- 6 or more students (depending on the size of the class) have a noodle to hold (tree)
- The taggers try to tag other students, who when tagged, take the object and become taggers
- The safe base is the held noodle; however, only 2 students are allowed holding the noodle at one time. When a third student joins the group, the first 2 must leave the base (tree).

### **4 Square Jump Ropes (Jim Ross)**

- Create 4 large connecting squares
- Designate one square as the "scoring square."
- Designate a second square as the "entry point," (it should be adjacent to the scoring square)
- Start the game with a student on each square and a line of extra students just outside the entry square
- Students in the squares need a jump rope
- The student in the entry square calls out a jump rope skill to perform
- The student in the scoring square yells GO! and everyone begins to perform the skill
- When a student misses, the round is over
- The student who misses is out and goes to the end of the entry line
- All the other students move one square toward the scoring square and away from the entry square
- For every round a student stays in the scoring square, they score a point

### **6 of a Kind**

- 4 to 6 students in a line at one end of the gym with 1 die, and 6 cones numbered 1 through 6.
- The action begins with the first student rolling the die, and taking that numbered cone out on the court in front of their line.
- The second person immediately rolls and does the same thing. So...if the first person rolls a 3, they take the 3 cone out and place it in front of their line at half court. If the next person rolls a 1, they take the 1 cone and place it at the closest foul line. Let's say the next rolls a 6, they take the 6 cone to the far end line.
- Now the "catch"...if the next person rolls a 6...they must bring the 6 cone back! This makes it very difficult to get all 6 cones out on the floor at the same time!
- This can also be done in reverse (bring the cones back), and can be done with any objects numbered 1 – 6 (examples – playing cards, numbered spots, numbered paper plates, etc.).
- The Human Variation (6 people needed) –
  - When the die is rolled, that person runs out to the spot and stays there (a human cone).
  - If someone rolls that same number, they run out, high five the "human cone" and bring them back.
  - The speed-up version of this is the same roll and run, but if you roll a number that is already out front, you go and give them a high 5 and stay there while they return to the start.

### **13 hoops**

- Students get a partner. Use enough hoops so there is one hoop for each pair of students
- Put something different in each hoop, beanbags, koosh balls, Frisbees, yarn balls, etc.
- One partner stands behind the retraining line while the other partner stands behind the hula hoop 10 – 15 feet away. Partners face each other
- On the signal, the student behind the hoop will select one of the items to throw to his/her partner. They continue to throw and catch for 30 seconds
- After 30 seconds, the teacher signals for all students to stop and put the item back in the hoop. Each pair then moves down one position, with the end partners going to the first hoop. Now students begin again by throwing and catching a different type of ball
- After rotating a few times, try to improve the student's concentration by giving them a challenge: if you and your partner can catch more than 20 times, give your partner a high-5
- Vary the types of passes; bounce pass, roll, soccer throw in, underhand, overhead, etc.

### **22 Skidoo**

- Equipment: Long pool noodles (2-3); cones to mark off play area (jail/safety lines)
- Organization: 2-3 taggers stand in guard area, 5 players start in jail, all others scatter around perimeter behind safety line
- To rescue players from jail a rescuer must cross the guard area and shake hands 22 times.
- The player in jail is responsible for keeping his or her own handshake count.
- If a player has 20 shakes, they must stay in jail until a rescuer shakes their hand 2 more times.
- If a rescuer is tagged in the legs by one of the guards, they must go to jail.
- If a rescuer steps in jail, they are stuck there!
- Stop every 3-4 minutes to switch guards. Rescuers may shake two jailed players at a time.
- Safety: body control while moving from safety area to jail and back.

### **842 Chicken (MarkBanasiak)**

- Grades: K and above
- Equipment: Several cones, bagels (sliced pool noodles), poly spots, and rubber chickens. Each pair of students will need 1 bean bag. You can vary the equipment depending on what you have in your closet.
- The students will partner up and sit on one side of the gym.
- Spread out a bunch of cones about 8-15' in front of them. You can then skip a few feet and spread out some bagels. Skip a few more feet and spread out some poly spots followed by some rubber chickens.
- On the signal to begin, partner #1 will go and stand beside a cone.
- Partner #2 will toss/throw the bean bag to partner #1.
- If partner #1 catches it, then they will pick up their bean bag, collect the cone, and return back to their line.
- If the partner drops the bean bag, misses the bean bag, or has to move BOTH feet to catch the bean bag, they shall return with only their bean bag.
- Once you and your partner collect eight cones, you can move to the next area and attempt to catch the bean bag while standing next to a bagel.
- Once you collect 4 bagels, you may attempt to catch the bean bag while standing next to a poly spot.
- Once you collect 2 poly spots, you may attempt to catch the bean bag while standing next to a rubber chicken.
- Once you collect one rubber chicken, you start the process all over!

### **ACTIVITY SPELLING**

- Spread scrabble letters throughout the area
- The object is for the students to travel throughout the area spelling different words
- Words are given to the students verbally by the teacher or on cards
- Students then relay down to the letter area one at a time to get a letter that's in their word.
- After the word is spelled correctly the group gets another word. Most words spelled correctly in designated time wins
- **Variations:**
  - Change locomotor patterns
  - Have different spelling themes
  - Use spelling lists from teachers
  - Add taggers to the area. If tagged student needs to go to exercise area and perform exercise or go back to line and give high five to next student

### **A TIE WINS!!**

The whole idea behind these activities is to work together to create a tie. In small groups:

1. Throw a ball at a target so that each ball hit the target at the same time
2. Bounce or dribble a ball (one per person) so that the balls bounce at the same time
3. Everyone stands inside their own hula hoop and together drop the hoops so that they land at the same time
4. Walk (or skip, jog, gallop, etc.) arm in arm from one line to another – crossing the final line together
5. Lock feet and perform a group curl up
6. Perform popsicle push-ups

7. Everyone drops a panel mat at the same time attempting to create a “sonic boom”
8. Try some of these activities with eyes closed!

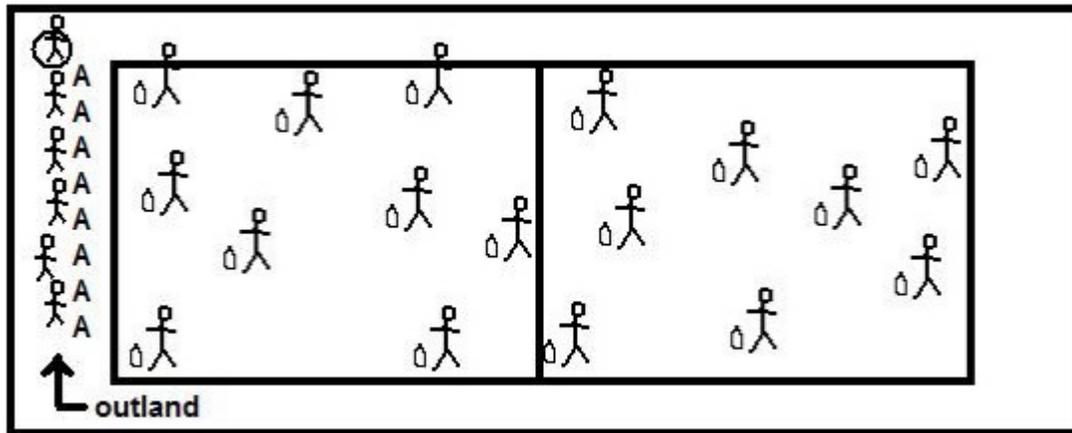
**Air Raid** (Chad Triolet from the 1994 VAHPERD Conference in Norfolk, VA)

Equipment: 15 – 20 plastic bottles, 25 – 50 soft balls, cones to designate “outland”, 1 hula hoop

Skills: Throwing/ Rolling at a Target, Defense, Strategy

Organization: Open space with an “outland” area designated using cones at one end of the playing area (see the picture below)

- The object of the game is to eliminate players by knocking their bottle over by either throwing or rolling a ball.
- If a ball or the person guarding the bottle knocks the bottle down, the player is “out” and must take their bottle and move to the “outland” line and hand it to the next person in line (the person in the hula hoop).
- To start the game, the teacher will choose 15-20 players to begin the game.
- Those students will get a bottle and some balls and find an open space INSIDE the boundary lines to place their bottle on the floor.
- When the music starts, they may try and knock other players out.
- The students who are not in the game will be waiting in “outland” (behind the cones in a line).
- Remind all students that NO ONE in “Outland” may throw a ball to knock someone out. Students may NOT throw a ball until their bottle is standing up. And, if bottle is knocked down by someone who broke the rule, the bottle may be stood up again (but be honest).
- Adaptations/Tips:
  - Remind students that they may NOT partner with others
  - Allow students to perform “sneak attacks” (move close to other players to get a better shot at their bottle)
  - While students are waiting in “outland”, the teacher can have the students perform a fitness activity until they get back into the game.



**AMERICAN GLADIATORS**

Equipment: hampers or large trash cans to be used as baskets, large hula hoops to surround the baskets to serve as a crease, or use floor tape, one ball per game

- Students get a partner to play two on two
- To begin the game play “Rock, Paper, Scissors” to determine which team begins with possession of the ball
- Teammates must pass the ball back and forth attempting to score a goal by tossing the ball into the hamper, without having the ball intercepted by the opposing team
- Rules:
  - Players may not touch or grab the other team
  - Players must pass the ball to their teammate and move towards the goal without fouling the other team players
  - If the opponents intercept the ball, they must take it back as in half-court basketball and start play over again
  - A player may not run and place the ball in the hamper or shoot it as in basketball
  - Defensive players may not cover the opening hole of the hamper
  - Each goal counts as one point if you choose to keep score
- Variation:
  - Play the game using two hampers as in full court
  - Two offensive players vs. one defensive player, rotate defensive player after each goal

### **Alaskan Baseball (Gr. 3-5)**

- Students are divided into two teams, one of which is at bat while the other is in the field.
- A straight line provides the only out of bounds line, and the team at bat is behind this line at about the middle. The fielding team is scattered around the fair territory.
- One student propels the ball, either batting it like a volleyball or kicking a stationary ball. His/her teammates are in a close file behind the batter.
- As soon as the batter puts the ball in play, he/she starts running around his/her team.
- Each time the runner passes the head of the line, the team gives a loud count.
- There are no outs. The first fielder gets the ball, stands still and begins passing the ball back overhead to the nearest teammate who moves directly behind the fielder with the ball.
- The remainder of the fielding team runs to the ball and forms a single file behind it. The ball is passed back overhead with each student in the file handling the ball.
- When the last student in the line has the ball they shout, “Stop!” at this signal a count is made of the number of times the runner ran around his/her team
- Five batters or half the batting team should bat; then the teams should switch places
- Variation – regular bases can be set up, and the batter can run the bases. Scoring can be in terms of a home run made or not, or the batter can continue around the bases, getting a point for each base.

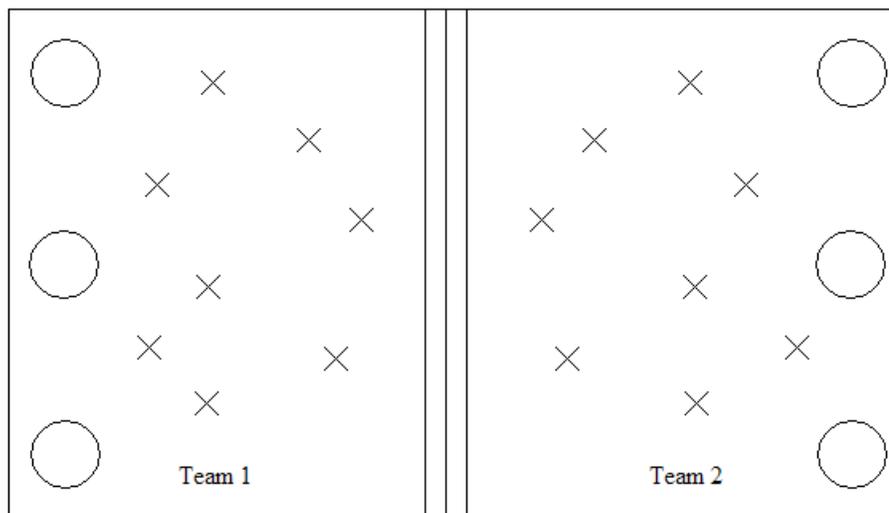
### **Angry Birds**

Grades: 1-5

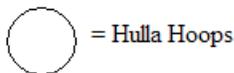
- Equipment: 20 + small gator balls, volleyball net & pole, 36 hula hoops, score board.
- Object of the game: Earn 1 point by knocking down all 3 sets of the opponents hula hoop structures at the same time by throwing the balls over the net.
- Divide class into 2 teams.

- Teams must remain on their own sides.
- Each set of hula hoops should have 6 hoops (1 floor 4 walls, 1 roof).
- Students must use team work to build the hula hoop structures before starting the round.
- Once ready, students may begin as you roll out the gator balls.
- Students must toss or lob the ball over the net to hit the hoop structures.
- Once knocked down, students should begin repairing the structures before the other hoops are knocked down.
- Students are not to aim for a hoop structure that is being repaired.
- If all 3 are knocked down at the same time, the opposite team is awarded 1 point.
- Pause the game and have the students reset for the next round.
- Remind students to keep off of the net for safety, and not to slide or dive for the ball.
- Grades 1 & 2 may need help setting up hoops.

### Angry Birds



Volleyball Net



### Asteroid

- Objective: Throwing; catching; quick reaction; agility; teamwork; aerobic endurance.
- Equipment: 1 soccerball(or similar) and 1coated foam ball for every four players.
- Place the children in teams of two. The game is played two v. two.
- One team has a soccer ball (called the planet) and the other team has a foam ball (called the asteroid).
- The team with the planet must kick the ball around the field, keeping it away from the asteroid.
- The team with the asteroid must throw the asteroid at the planet and hit it.
- When the asteroid hits the planet, the team who threw the asteroid takes possession of the

planet and the teams switch roles.

- The person with the asteroid cannot travel with it, they must throw it to a teammate to get close to the planet.
- The team with the planet can only use their feet to move the ball around the area.

### **Ball Passing**

- Class is divided into two or more circles, with no more than 15 students in a circle. Each circle consists of two or more squads, but squad members need not stand together.
- The teacher starts a ball around the circle and it is passed from student to student around the circle in the same direction.
- The teacher then adds more balls until there are five or six moving around the circle at the same time and in the same direction.
- If a student drops a ball, he/she must retrieve it and a point is scored against his/her team.
- After a period of time, a signal is given, and points against each squad area totaled.
- Bean bags, softballs, chickens can also be used.

**Bandits** - Recommend 3rd - 6th grade (younger students play an easier to understand version of this game).

- Each student in the class will need to partner up to play this game.
- Have students aligned across from their partner at an appropriate distance for the age of the students (students should be far enough apart to throw a catchable ball to one another, but not too close where students are not being challenged).
- Having lines in the gym are helpful but not necessary if poly spots or cones are used. Select 3 to 7 students to be the bandits (class size determines # of taggers).
- The bandits will start in the middle area between the partners, in the “bandit forest.”
- On the start command, the partners will begin by playing catch, however if for any reason the ball touches the ground the partners must attempt to cross the treacherous bandit forest.
- The bandits can either tag or throw their ball to tag any individuals crossing through the forest.
- If tagged, that tagged student becomes the new bandit and the original bandits takes over with that person’s partner.
- The game continues in this fashion.

**Discussion Points** - Start the skills unit by doing a pretest to see where the students are at. For teachers that see their students year after year much of this knowledge may already be known. During many of our of skill activities focus is spent on giving the struggling students specific feedback on their performance. Discussion with the students may involve (throwing) accuracy, developing power from legs and hips, trajectory, (catching) showing partner a target with hands, moving your feet to get into a good catching position, etc.

### **Balloon Bopper**

- Equipment needed: 4 hockey goals, 8 cones, 10 – 20 inflated balloons
- Class divided into 2 teams
- 4 goals are placed at 4 sides of the area with 2 cones at each goal to mark the goalie’s box
- The game begins when both teams understand which 2 gals they defend
- Any student may score on opponent’s goal(s)
- A balloon may be handled in any manner, but may NOT BE CARRIED

- Goals must be scored by hitting or kicking the balloon from outside of the goalie box
- 1 point is scored for each goal
- 2 points are scored for opposite team if balloon is burst
- Only goalie is allowed in goalie box
- When a student scores a goal, he/she must then try for the second goal station

### **BALLOON VOLLEY & MOVE**

- The object of the game is to have 2 people volley the balloon back and forth while traveling clockwise around the area
- In a circle, place various kinds of equipment, hoops, buckets, boxes, etc. things that the balloon can pass through or land in.
- As one student volleys the balloon the partner picks up the piece of equipment and attempts to pass the object so that the balloon either lands in or through the object. Remember, the balloon cannot touch the ground
- After each object, quickly volley the balloon into the air and volley back and forth until you get to the next object'
- Set a time limit or have students stop and move out of the way when they get all the way around

### **Barker's Hoopla**

- Four hoops are arranged in the corners of the playing area. Any distance between the hoops can be used, but 25-30' is challenging. 5-6 bean bags are placed in each hoop the class is divided into four teams, one behind each hoop. This is their home base.
- The object of the game is to steal beanbags from the other hoops and return them to their own hoop
- A student can only take one bean bag at a time. That bean bag must be carried to the players' home base before they can return to get another bean bag.
- Bean bags cannot be thrown or tossed to the home base, but must be carried over the vertical plane of the hoop before being released.
- No student can protect their home base or its bean bags with any defensive maneuver.
- Bean bags may be taken from any hoop
- When the signal is given, every student must freeze immediately and release any bean bags in their hands. Any follow through of activities to get a final score is penalized. The team with the most bean bags is declared the winner.

## **Battleship Game**

### **Overview**

The battleship game is a fun game that allows students to practice game situations, team building and cooperative learning. They also get practice in following rules and in improving overhand throwing. The needed equipment: mats, bowling pins (small soccer cones or solo cups could also be used) and gator balls.

- **Description**
- Spread nine mats out around your gym (eight in a circle and one in the middle). See this diagram for reference. Four bowling pins (or items mentioned above) should be placed on the long side of each mat. If you want to increase the difficulty, they could be placed at each

corner. Students will be divided into eight groups and will go to a mat (“battleship”) at the border of the gym. The middle mat is reserved for the team that wins the first round.

- Each student is a crewmember and must stay on the mat at all times.
- The crewmembers are to throw balls at other ships, trying to knock their bowling pins down. Crew members are not allowed to stand up and throw – they must stay seated or on their knees.
- Four crewmembers on each ship are called “protectors”. Their job is to protect the team’s pins from getting knocked down. Protectors are not allowed to hug, cover up or touch the pin.
- One crewmember per ship is designated as the “tugboat”, whose job is to collect ammunition (balls) to throw back at other ships’ pins. The “tugboat” is not allowed to throw any balls, but is allowed to hover around their battleship and collect balls for his/her team.
- Each ship also has a captain who stands behind the protectors. He/she lets crewmembers know when all pins on the ship are down and the crew must swim to shore.
- The goal of the game is to knock down other ships’ pins and sink their ship.
- Once a ship’s pins are knocked down, that ship is “sunk” and the crewmembers have to “swim to safety” (stay behind their ship on the sideline). While the crewmembers are behind their ship waiting for the battle round to end, you can have them perform a physical activity – like 10 jumping jacks, 10 push ups or 10 crunches.
- The last ship that still has pins standing wins that battle round and moves to the center battleship (mat) in the next round.

- Rules

Once a pin is down, even if accidentally knocked over by a crewmember, it’s DOWN.

Tugboats cannot throw balls at other ship’s pins

Protectors must stay seated or on knees at all times.

No blocking pins (that is cheating).

Rotate crew members to different ships after each round

- Variations

The below variations can be introduced if you want to mix it up a little:

1. Don’t have a mat in the middle, just have eight around the perimeter.
2. Don’t rotate ships after each round.
3. The winning ship can pick their next ship.
4. Put the pins or cones at the four corners of the mat.
5. Add more or less pins/cones per ship.
6. Change up physical activities for losing ships each round.

### **Beach-Ball Batball**

- Two games are played across the area. Teams are scattered throughout the area without restriction as to where they can move
- To begin the game, the balls are placed on the centerline dividing the playing area. Four to six beach balls are in play at the same time
- A score occurs when the beach ball is batted over the end line. Once the ball is over the end line it is dead
- If a ball is on the floor, it is picked up and batted into play. At no time is a ball to be carried.
- After all the balls are scored, the game ends and a new game is started

- Variation – after a ball cross the end line it can be put back into play at the centerline and points are given to teams who bats the balls over the end line.

### **Beanbag Target Toss K-2**

- Students choose partners and then take 3 beanbags, 1 hoop, and 3 cones/polyspots
- Take turns throwing the beanbags, one at a time underhand at the numbers targets (hoops)
- Start behind #1 cone which is 2 giant steps away from the 1<sup>st</sup> hoop which is worth 3 points
- Upon scoring 50 points, move to #2 cone (2 giant steps back from the 1<sup>st</sup> cone) and is worth 5 points
- Upon scoring 50 points, move to #3 cone (2 giant steps back from the 2<sup>nd</sup> cone) and is worth 7 points
- Upon scoring 50 points again return to 1<sup>st</sup> cone and use opposite hand to toss.

### **Bean Bag Freeze Tag**

- All students are given a bean bag and spread out in the playing area
- 5-6 students are selected to be taggers and are given tag objects (foot long noodles)
- Play begins with the taggers fast walking toward other students and attempting to tag them.
- When a student gets tagged, they must take the tag object and tag another student to hand off the tag object.
- If a chased student loses or drops their bean bag from the top of their head, they become frozen and must wait for another “non-it” student to come by, squat down pick up the frozen player’s bean bag and put it on top of the frozen student’s head. Either student can be tagged during this process.
- Only the taggers can pick up their bean bag from the floor and place it on their own head

### **BEE HIVE (Jim Ross)**

- Split the class into smaller groups of 5-6 players.
- Each group will play its own game.
- Create a playing area of approximately 20’x30’ (the older the players, the larger the playing area).
- In the center of each playing area place a hoop or mat.
- At each end of the playing area place 3-4 hoops.
- To begin the game, all the players stand in a hoop (except for the middle hoop).
- One player is designated as defense.
- To score players must cross to the opposite end, touching the middle hoop/mat on the way over. If successful, the player scores 1 point.
- If tagged by the defense no points are scored.
- First player to score 5 points wins and a new game is started.

### **Beginning Cricket** Created By: Andrew Duncan and Kyle Cordes

- A simplified the game of Cricket in a novel way. At the beginning of each inning, eliminate a baseball rule and replace it with a little of the European custom.
- First Inning – Objective: Understand the wicket.  
Four bases were used as in baseball, but a wicket was placed behind home plate. A large paddleball racquet was used with a yarn ball to make it easier to hit. Like baseball, if the ball was caught in the air, the batter was out. Otherwise, the fielders had to knock the “bail” (the

top of the wicket) off the wicket to stop play.

- If any runner was caught between bases when the bail fell, the runner was out. As in baseball, after three outs, the teams switch sides.
- Second Inning – Objective: Understand two-base running and tagging the base with the bat to score.
- Second and third bases were removed for this inning.
- The paddleball racquet was replaced by a regulation cricket bat.
- The students were instructed to carry the bat with them and touch the base to score.
- All players had a turn at bat before changing sides.
- Give the runner an option to score a second run if the batter could return to first base without the fielders knocking the bail off the wicket.
- The runner would risk an “out” if the fielders were successful.
- Third Inning – Objective: Understand that batters could score multiple runs during their turn.
  - During this inning, the batters could score as many runs as they felt they could during their turn. The batters could run from base to base, scoring runs by touching the bat to each base, as long as the bail was not knocked off the wicket.
- Once again, if the runner was caught between the bases when the bail was knocked off, he or she was out.
- Allow all players an opportunity to bat.
- Use a tennis ball or ragball for this inning.

### **Bombs Away**

- Rolling and throwing practice
- Students in groups of 4; two rollers and two throwers
- Rollers (standing) roll a ball back and forth between them
- Throwers are spread apart facing each other on opposite sides of the rolled ball
- Points are awarded every time a thrower hits a rolled ball
- After a certain time limit or # of throws, the students switch

### **Bomb the Pins**

- Divide the students into two teams and the playing area into two courts. Place 8-10 pins on each team’s end line. Each team should begin with 5-6 balls
- The object of the game is to knock over the other team’s pins, not to throw at opponents.
- Students throw the balls back and forth but they cannot step over the center line to do so
- When a pin is knocked over by a ball or player (accidentally or not), that club can be removed or set back up (keep track of the knock downs).
- The team with the most knockdowns or the most pins left standing is declared the winner.
- Can start by having the teams roll the balls instead of throwing.

### **Bombard the Pins**

- Divide the class into 2 teams and position each team on the opposite sides of the playing area.
- Spread 8-10 pins on top of poly spots throughout each team’s side of the playing area.
- All students begin throwing the balls across the center line at their opponent’s targets.
- Student cannot guard the targets, they must keep moving

- If the targets area hit and knocked down, they should remain down for the rest of the round. First team to knock down all (or half of) the opponents pins wins the round
- If a student accidentally knocks down one of their own pins, it stays down.

### **Bone Relay**

- **Prerequisites:** Students should have been introduced to bone names, what they look like and their location prior to this lesson.
- **Suggested Grade Level:** 3-5
- **Materials Needed:** Volleyball net, clothes pins, x-rays or pictures of human bones and joints
- Label clothespins with the names of bones that students are expected to know, at least one for each student. Make sure you have pictures of bones that match the labeled clothespins.
- Split the class into teams of 4 students. Pick one color for each team you will have. Mark the back of each clothespin with one of the colors so that the clothespins are evenly divided among teams.
- Set up the volleyball net on one end of the gym and use extra clothespins to pin the x-rayed pictures of bones to the volleyball net.
- Teams line up on the opposite end of the gym. Clothespins are scattered near the centerline. Each team is assigned a color.
- On start, each team sends two students at a time to find a clothespin of the correct color and then correctly match the bone name on the clothespin to the bone x-ray on the volleyball net, and then go tag the other two players on their team. (both pairs on a team will go twice)
- Award points for finishing.
- When all teams are finished, have class move close to the net and check answers. Give points for each correct answer.
- Discuss the answers with the class reviewing the bones and their locations in the body.
- **Assessment Ideas:**
  - Note the number of correct and incorrect placements of the clothespins.
- **Teaching Suggestions:**
  - This activity can be modified to use pictures of muscles or other body parts.

### **Borrow It (Chip Candy)**

- Randomly scatter hoops around the area and place 4 objects and four students in each hoop
  - The object is to run around and “borrow” one object from another group, bring it back and place it in your hoop
  - The goal of the game is to end up with 1 object per student in your hoop at the end of time period
  - This is a great game to work on skills - basketball, soccer, lacrosse scoops/cradles, field hockey stick dribbling, etc.
  - Variation: Have one student rotate at the hoop while the others throw/pass the object back to the receiver. Student who tosses object switches paces with receiver (You may only take ONE object from one hoop)
- Bottle Kick Ball**
- Students form a large circle around 10-15 pins (in the middle of the circle) and 10 foam balls
  - On the signal the students kick the balls and try to knock over all the pins

### **BOUNCE BRIGADE (2-8)**

**Objective:** To reinforce the skills of cooperation, hand-eye coordination, patience, strategy, and teamwork in the wacky, nerve-racking game of Bounce Brigade.

**Equipment:**

- Whiffle balls or tennis balls (3 per team; preferably colored whiffle balls. For example, three red, blue, green, etc. per team or number the three tennis balls with #1, three with #2, etc.). This helps players keep track of their team's balls.
- 100-110 ounce cans (2 per team; can be found in most school cafeterias)
- 5-Gallon buckets (8)
- Hula Hoop (1 per team to place balls and cans inside)
- Optional: Ricochet ball (1 per team; sometimes referred to as a Z-ball or reaction ball; these balls are small, but bounce all over the place)

**Procedure:** The following procedures are based on a class of 48 students with 6 players per team. It is recommended that team size be between four to eight players per team. Before classes arrive, set out the eight buckets as depicted in the diagram. Place four hula-hoops at each end of the gym with three tennis balls, two 100-ounce cans, and one Ricochet ball inside each hula-hoop. The object of the game is for all teams to successfully transfer each one of their four balls to each bucket and trashcan located at the opposite end of the gym. Teams will race against each other to determine who will accomplish this feat the fastest. Note: no positions will be assigned. Players are responsible for choosing what equipment to use and how they want to contribute to the game.

Divide the class into eight teams of six and send each team to a hula-hoop to sit down and await further instructions. Explain that each team must decide who will be “throwers” and “Canners.” To Begin: Play begins by standing inside the team's hoop to advance a ball to a teammate down the court. “Throwers” can toss or throw the balls, but one bounce (no more) must occur before a “canner” can catch a ball. Note: a “thrower/canner” progression must be followed to advance any ball down the court. For example, throwers, starting from inside their hoop must toss the ball and the canner (allowing the ball to bounce one time) must catch it with the can. Note: “Canners” hold the cans and may switch positions with teammates at any time. The canner may then rotate and toss it to the next thrower waiting further down the court. All balls that are caught before bouncing or are dropped or make more than one bounce must go back and start from the beginning. Each team will continue the “thrower/canner” progression until each ball is very close to one of the four buckets. Finally, a score can only be made by a one bounce into the bucket or trashcan. All misses result in going back to the team's hoop and reentering each ball to start over. The only exception to this rule is with the Ricochet ball. It is advanced the same way as all other balls, but it must be dropped (not bounced) into a bucket or trashcan by a canner.

Teams will need to be encouraged to never give up because patience will be tested due to the sometimes-difficult degree of accuracy needed to get the balls into the buckets. Each team will continue the process of advancing each of the four balls to all four buckets. The team to successfully get one ball into each bucket and trashcan the fastest will be declared the winners for that round. Clean up and start a new round.

**Rules and Safety:**

1. A ball cannot be exited from a team's hoop unless a player stands in the hoop to throw to another teammate.
2. Balls can only be advanced by a one bounce to a teammate. All balls that are caught before bouncing or are dropped or make more than one bounce must go back and start from the beginning.

3. All throwers or canners who catch balls may rotate their bodies to then bounce the balls to teammates.
4. Players may not walk or advance toward a bucket while in possession of a ball.
5. Players can make overhand or underhand throws for short or long distances to teammates. Note: make sure players are careful with the Ricochet balls since they are much heavier than the other balls.
6. A player may only be in possession of one ball at a time. A “thrower/canner” progression must be followed to advance any ball down the court.
7. Canners may not shield balls into the can with their bodies and may not touch a ball with their hands.
8. Teammates may use any grouping strategy to accomplish the task of getting balls into buckets. Hint: the “assembly line” method works well, especially when a team gets to the last ball.
9. Each team must score at the buckets located on opposite ends of the gym. A team may not have more than one ball in the same bucket or trashcan. Remember, all balls must be scored with a one bounce with the exception of the Ricochet ball, which must be dropped by a canner into a bucket or trashcan.

### **Bounce Ball**

- Area is divided into halves and students form two teams
- Each team occupies one half of the area and is given a number of foam and/or volleyballs. One or two students from each team should be assigned to retrieve balls from their end line
- The object of the game is to bounce or roll the ball over the opponent’s end line. A ball thrown across on the fly does not count.
- Two scorers are needed, one at each end line.
- On the signal, the balls are thrown back and forth.
- Students can move wherever they wish in their own area but they cannot cross the center line.

### **BOWL, SHOOT, OR PASS**

This will be explained as a basketball skills activity but may be modified to meet many skill challenges.

- If you are fortunate to have a gym with goals use them, but you can do the same activity with 5 gallon buckets or 30 gallon trash cans.
- Divide the group into two teams, but have each team divided so you have one group in each of the 4 corners of the ends of the basketball court. All members of the same team will be on the same end of the basketball court. There will simply be half in one corner and half in the other corner.
- Place a 2 liter bottle in the center of the jump circle at midcourt.
- Each of the four groups will have a basketball. On a signal one player from each of the four groups will bowl the basketball and try to hit the bottle in the center of the court.
- If no one hits the bottle, each group retrieves a ball and waits for the signal to bowl again with the next player in line taking the turn to bowl. Everyone must wait for the signal to bowl.
- If the bottle is knocked over, the team that hit the bottle retrieves two balls, (one for each group) and each group will shoot the designated shot at their assigned basket, while the

opposing team retrieves one ball and lines up facing each other the width of the foul lane apart and complete 25 passes without throwing the ball to the person who threw it to you. A dropped pass does not count as a completion. The group does not start over on a dropped pass, it just doesn't count as one of the 25.

- When the 25 passes are completed they yell "Stop". The shooting team gets one point for each shot made at each basket during that time.
- Set the bottle up in the center and begin another round.

### **Box Ball**

- Divide the class into four teams with 6-10 students on each team. Each team occupies one side of a square facing in and numbered off consecutively from right to left.
- A box containing four balls is in the center. The teacher calls out a number and the student who has that number from each team runs out to the box, takes a ball, and runs to the head of his/her line, taking the place of student number one. The other students in the line should have moved down one space to fill in the room left by the student called.
- On reaching the head of the line, the runner passes the ball to the next person and so on down the line to the end student, who runs forward to replace the ball in the box.
- The first team to replace the ball in the box gets a point.
- The runner may not pass the ball down the line until they are in place at the head of the line.
- The ball must be caught by each student in the line

### **BUBBLE BALL (Jim Ross)**

- Divide the class into groups of 4-5.
- Each group makes a circle joining hands.
- In the middle of the circle is a ball.
- The group's objective is to move the ball from one end of the playing area to the other, without losing shape and without letting the ball leave the circle.

### **Bucket Blitz**

- Create 4 teams and give each a beanbag or something equivalent
- Set each team at one of the four corners of the playing area behind a designated starting line
- Set a bucket in the center & scatter about 15-20 polypots that have a visible point value on them
- On go, the first student on each team runs to any spot and attempts to toss the beanbag into the bucket
- One foot of the tosser must be on the polypot he/she chooses
- If the beanbag lands in the bucket, the student gets to pick up the spot and claims it for their team. The tosser then retrieves the beanbag and runs back to hand it to the next student who continues the play
- If the beanbag misses the bucket, the student is unable to claim the polypot and retrieves the beanbag and returns it to the next student and play continues
- Beanbags must be HANDED to the next student NOT thrown
- Duplicate students may choose the same spot, but a line must be formed so that only ONE thrower is placing a foot on the spot at a time
- The game is over when all the spots have been conquered

- And now the math begins as teams total their points
- **Variation:** instead of bringing the spot back have the student run back to team and write down the points received for tossing beanbag into bucket, at end of round teams add up all points. Team with most points wins the round.
- Students choose partners and then take 3 beanbags, 1 hoop, and 3 cones/polyspots
- Take turns throwing the beanbags, one at a time underhand at the numbers targets (hoops)
- Start behind #1 cone which is 2 giant steps away from the 1<sup>st</sup> hoop which is worth 3 points
- Upon scoring 50 points, move to #2 cone (2 giant steps back from the 1<sup>st</sup> cone) and is worth 5 points
- Upon scoring 50 points, move to #3 cone (2 giant steps back from the 2<sup>nd</sup> cone) and is worth 7 points
- Upon scoring 50 points again return to 1<sup>st</sup> cone and use opposite hand to toss.

### **Bucket Chuck-it K-9**

- Set up 6 buckets in the middle of the area surrounded by numbered poly spot (or polyspots with playing cards under them). Set up the low numbers closer to the buckets and the higher numbers further away.
- Students line up in groups of 2-3 around the outside of the playing area with one throwing object (beanbags, animal beanbag, Koosh ball, etc.) per group
- When the activity begins, one student from each group runs in, stands on a spot, and attempts to throw their object into one of the buckets
- If the object goes onto a bucket, the student collects that spot and carries it back to their group, along with their throwing object.
- If the object does not go in, the student does jumping jacks the number determined by the polyspot, and then carries the object back to group for then next student to go.
- In both cases the beanbag is NOT thrown back
- The object is to collect as many points as possible

### **BUCKET HEADS**

- Partners stand 6-10 feet away from each other depending on their skill level.
- One partner has a bucket on his/her head which he/she holds with both hands while standing in a circle (hoop)
- The partner has six beanbags which they will attempt to throw, one at a time underhanded, into the bucket
- The partner with the bucket may assist by bending and moving his head, but may not leave his/her circle.
- After all the beanbags have been tossed, the partners switch places
- The object of the game is to see how many beanbags each group can catch in the allotted time
- Rules:
  - Students may not leave their circle
  - Only one beanbag can be tossed at a time
  - All throws must be underhanded

### **BUILDING BLOCKS (2-8)**

- **Objective:** To utilize teamwork and critical thinking in a race to earn the most building blocks in order to build the tallest building. The terminology of “building blocks” may also be used to introduce and reinforce the F.I.T.T. Principle.
- **Equipment:** (needs are based on a class of 60)
  - Mini-noodles (300-1000; the more, the better). Simply cut long foam noodles into one-to-two-inch mini-noodles; an electric carving knife works best. Create mini-noodles by recycling the old, long noodles. Foam building blocks may be substituted.
  - Large containers (2; for storing noodle pieces)
  - Hula-hoops (12)
  - Yard stick (1)
- **Procedure:** Before classes arrive, place both containers of noodle pieces at opposite ends of the longest length of the gym against each end wall. Finally, spread out six hoops against the end wall on each end of the gym. When classes arrive, instruct students to get into groups of five, go to one of the 12 hoops and sit down to await further instructions.
- The object of the game is for each team to earn as many building-blocks (mini-noodles) as possible to build the tallest building.
- To Begin: Each group must quickly brainstorm and determine how to travel from their hoop, to the opposite end line and back to collect one building block.
- Teams must keep in mind the following rules when attempting to earn a building block:
  - All five players from each team must be connected or in contact with each other before traveling to an end line and back.
  - A **new and unique** way to travel to an end line and back must be performed each time a team attempts to earn a building block. A team may not perform the same locomotor skill twice. For example, all five players hold hands and skip to the end line and back. Traveling by skipping may not be used anymore by this team. The first four to five skills will be easy, but as the game continues, creating new ways to travel as a team will gradually get tougher, requiring teammates to critically think.
  - One building block per team may be earned at a time with each new team locomotor skill performed. Each team, upon returning to their hoop, must drop their building block inside their hoop before performing a new team movement.
  - **To review:** each team must travel to the opposite end line and back, while staying connected, and upon returning home, send one teammate to collect one block.
- Teams at anytime may begin construction of their building by stacking each building block.
  - **Note:** help teams realize that they must be careful when stacking the mini-noodles because most mini-noodles differ in shape and width. Teams must collaborate and work together when attempting to build the tallest and sturdiest building.
  - Note: encourage teams to not spend too much time building because they may lose valuable time necessary to collect more building blocks.
- Teams must stop building when the designated time limit has expired or when there are no more building blocks. The teacher travel from hoop to hoop measuring each team’s building height to determine which team has the tallest building.
  - Note: a building may not be repaired if it falls down while the teacher is measuring buildings. Clean up and start a new game once a team has been declared a winner.
- **Option:** take the opportunity to discuss some “building blocks” to establishing and maintaining a healthy lifestyle. The following four building blocks to optimal health can be introduced and discussed:

- 1) Cardiovascular Fitness,
- 2) Flexibility,
- 3) Nutrition, and
- 4) Physical Strength. Introduce and illustrate how the F.I.T.T. Principle (Frequency, Intensity, Time, and Type) can be applied to each building block. For example, explain that cardiovascular fitness is crucial to maintaining optimal health. Aerobic workouts burn calories, reduce stress, and decrease the risk of heart disease. The F.I.T.T. principle can be applied to cardiovascular fitness by discussing how Frequently (3 to 5 times a week), the Intensity (activities that makes your heart beat slow, medium, and fast), Time (20-60 minutes), and Type (Finding something fun that you enjoy doing) to achieve cardiovascular fitness.

- **Rules and Safety:**

- All players in each group must participate and be connected or be in contact with one another to earn a building block. Teams must go down to the end line and back before retrieving a building block.
- A new and unique way to travel to an end line and back must be performed each time a team attempts to earn a building block. A team may not perform the same locomotor skill twice. For example, all five players hold hands and skip to the end line and back.
- One building block per team may be earned at a time.
- Teams at anytime may begin construction of their building by stacking each building block.
- Teams must stop building when the designated time limit has expired or when there are no more building blocks.
- The teacher travel from hoop to hoop measuring each team's building height to determine which team has the tallest building.

### **Busy Bee**

- Half the students form a large circle facing in, and are designated the stationary players.
- The other students seek a partner from the stationary players and stand in front of them.
- An extra student(s) is in the center and is the "busy bee." The bee calls out directions such as back-to-back, face-to-face, shake hands, kneel on one knee (or both), or hop on one foot and the students follow these directions.
- The busy bee then calls out, "busy bee," and the stationary students remain still while the moving students race to find other partners while the busy bee also gets a partner. The student left without a partner is the new busy bee.
- After 2-3 times, switch the stationary students with the moving ones
- Give a point to all students who, at the end of the game, did not have the same partner twice.

### **Cageball Kick Over**

- Students are divided into two teams and sit facing each other (3-6" apart), with legs outstretched. While maintaining the sitting position, each student supports their weight on the hands, which are placed slightly to the rear.
- Teacher rolls out the cageball between the two teams. The object of the game is to kick the ball over the other team, scoring a point.
- After a point is scored, the teacher rolls the ball into play again.
- A good system of rotation is to have the student on the left side of the line take a place on the right side of the line after a point is scored, thus moving the students one position to the left.

- When the ball is kicked out at either end, no score results and the teacher rolls the ball again.

### **Cageball Target Throw**

- 20' wide area marked across the center of the playing area with the cageball in the center.
- The object of the game is to throw smaller foam balls at the cageball, forcing it across the line in front of the other team.
- Students can run up to the line to throw, but may not step over the throwing line into the cageball area.
- A student may be assigned to retrieve balls in the cageball area, but they can only toss the balls back to their teammates behind the throwing line.
- No one is to touch the cageball at any time, nor be pushed by a ball.

### **CALCULATOR TOSS & CATCH**

- Students work in partners facing each other and try to make accurate throws to each other so they might catch the object (ball, fleece ball, chicken, beanbag, koosh ball, etc.)
- To encourage accurate throws have the students count the number of correct attempts and report to the teacher after one minute
- One partner from each group lines up to tell the teacher their score and the teacher will press the calculator for the grand total of the class and then read out that score to the class.
- After this ask the students if they can improve that score and create a "World Record" for their grade if they can add a few more to their total the second time around
- **Variations:**
  - Use various size and shape objects
  - Different types of throws – underhand, overhand, bounce passes, chest passes, etc.

### **CAPTURE 3**

- This is a simple activity with many possibilities for aerobic work and skill building. You will need five hoops, 8 beanbags, and 4 polyspots for each game.
- Set your playing area up by having one hoop in the center of the space and place all 8 beanbags in this hoop to begin the game. Place one hoop in each of the 4 corners of the playing area or at least an equal distance from the center and from one another.
- Place a polyspot beside each hoop in the corners. Divide the group into 4 teams and have a team line up behind each polyspot with one player on the spot.
- On the signal to begin, the player on the spot runs to the center and may get one beanbag and return it to his/her hoop. The beanbag must be placed inside the hoop and that runner must go to the end of the line before the next runner may leave.
- The first two runners will try to get the beanbags from the center hoop. All other runners may go to any of the other three hoops to get a beanbag.
- No one can guard the beanbags or hinder a player from taking one.
- The object is to keep sending runners until one group has three beanbags in the hoop. (Object - "Capture 3" )
- A good distance to make the game challenging and manageable is the area the size of a volleyball court or half of a basketball court. You may vary the way students move to get the beanbags by having them dribble a basketball, dribble a soccer ball, jump a rope, or move on a scooter board.

## **CAPTURE THE FLAG**

Equipment: 2 hula-hoops, 3 flags per hoop (or as many as you want in each hoop), 8 cones (jails), 6-8 balls

Set Up: set jails diagonally from each other on opposite sides of the area. Place one hoop on each side of the area about 10-15 feet away from the jails. Place balls and flags inside hoops to start game

- Divide class into 2 teams
- No throwing balls at each other
- Can throw flag, but flag must be carried over centerline. Wherever a thrown flag lands, stays.
- If tagged on opponents side or center court line, must go to their jail
- If tagged on opponents side with flag in hand, drop flag where tagged and go to jail
- To get out of jail, your teammates must throw a ball into the jail. In order for a free walk back, everyone must be linked to the student with the ball
- You may go for the flag when you get out of jail as long as you do not have the ball
- Once ball is thrown, you do not get it back.

## **Castle Defenders 3-5**

- Divide class into teams of 6 students
- Each team will build a castle using 5 hoops
- Each team has three builders and three attackers
- The attackers roll the balls at the other team's castles attempting to knock them down. Ball must be rolled from in front of their own castles
- When a castle is knocked down the builders work quickly to rebuild the castle
- After a couple minutes (2-3) switch roles
- 10 points for each castle knocked down

## **Castle Walls**

- Assign 3-4 students to each side of the net
- Each group should be opposite another group
- The task is to volley a "birdie" as many times in a row as possible
- The two groups work together
- After hitting, the student must travel to the opposite side of the net (around the net NOT under)

## **Catch 100 K-5**

- Each pair of hoops has a throw/catch manipulative (basketball, volleyball, Koosh ball, etc.)
- Partners stand with pivot foot in hoop facing across from each other and on signal, toss and catch counting each catch out loud
- Pairs keep running total as they move to the next set of hoops
- So if partners counted 11 at Koosh ball, the first catch at volleyball will be 12
- Set of partners begin in each set of hoops
- Rotate to next hoop every 60-90 seconds
- Continue until all manipulatives have been attempted, or all hoops completed

Hoop #1 beanbag, #2 Koosh Ball, #3 basketball, #4 football, #5 foam ball, #6 volleyball, #7 wiffleball, etc.

	1	2	3	4	5	6
X	O	O	O	O	O	O

X	O	O	O	O	O	O
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### **CATCH 100 II**

- Set up a pairs of hoops 10 feet apart, each with a different object to throw/catch
- With partners facing each other in hoops they throw and catch back and forth counting out loud
- Every 25 catches, one student reports score to teacher then returns for more attempts
- Rotate to next hoop on signal (about 1-2 minutes), keep counting going 100, 200, 300, etc.
- **Variations:**
  - Volley/ catch with beach ball, knee volley/catch with soccer ball, hit with short paddle for catch

### **Crab Soccer Across One End of the Gym**

- Divide the class into two teams and position each team inside its half of the playing area in a crab-walk position.
- Place a large beach ball/physio-ball in the center of the court.
- On the signal, students begin kicking (in crab position) the ball toward the opposite wall while moving down the playing area
- Students can move all over their own half of the playing area and their opponents half. When a ball touches the goal line (wall), one point is scored and the ball is placed back in the center of the area.
- Can use more than one ball to keep more students involved.

### **Crazy Hockey**

- Equipment needed: 4 goals, 4 pucks, hockey sticks for each student
- 2 goals are placed at each end of the playing area and class is divided into two teams
- Each team must defend 2 goals so 2 goalies are needed for each team
- The game begins with a face off and 4 pucks will be placed into the game at 10 second intervals
- Teams will follow offense/defense game play with offense crossing center line and defense remaining on team side to protect goals
- All hockey rules apply
  - No high stick
  - No pushing/checking
  - No lifting stick
  - No off-sides

### **CARD SHARKS** (inspired by Percy Hill, NH and Lynne Landis & Ed Davis, NJ)

- Each player starts with a playing card.
- When the music begins, the game starts. If tagged, the players swap cards.
- When the music stops, the tag game ends. The students look at their card and perform an exercise/activity the number of times indicated by the card (face cards = 15).

### **CHANCE**

- Line up students across from a partner in the middle of the gym 10 feet apart. Place a deck ring between the partners
- Teacher rolls dice; the number up (odd or even) indicates which team will chase and which will flee.
- The fleeing team tries to reach the baseline before the chasing team can pick up the deck ring and tag the partner who is fleeing.
- Throwing the deck ring is prohibited
- Sliding or falling counts as a tag

### **Change Sides**

- Two parallel lines 30' apart are established with half the students on each line.
- On signal, the students cross to the other side, face center and stand at attention. First group do this correctly gets a point
- *Students must be cautioned to move carefully when moving through the other students. They should be well along each line; this allows room for them to move through each group.*
- The locomotor movements should be varied and the position at the finish can be varied as well.

### **Change Sides Dodge Ball**

- Divide the class into 2 teams and position each team on opposite sides of the playing area.
- All students begin by throwing balls (yarn, foam balls) across the center line at their opponents.
- Student change teams if they get hit or attempt to catch a ball and drop it.
- The round goes until one team is down to 4-5 students.
- Variation – have students perform 10 jumping jacks, 10 curl-ups, 5 push-ups, 10 crab kicks, etc. when they get hit or drop a ball.

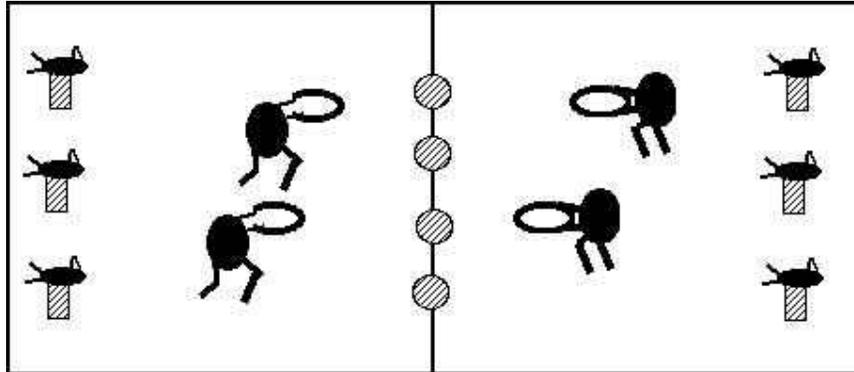
### **Charlie Over the Water**

- Students in circle formation with hands joined. One student in the center is “Charlie.”
- Students skip around the circle and chant:  
*Charlie over the water*  
*Charlie over the sea*  
*Charlie caught a bluebird*  
*But he can't catch me!*
- On the word, “me,” Charlie tosses the ball into the air and the students drop their hands and scatter away from the circle. When Charlie catches the ball, he/she shouts “Stop!” All the students must then freeze

- Charlie rolls the ball in an attempt to hit one of the students. If he/she hits that student, then that student becomes the new Charlie. If he/she misses, then they remain Charlie. After two tries Charlie must switch places.

### CHICKEN NOODLE SOUP (Kevin Tiller)

- What happens when you “cook up” a game using rubber chickens and foam pool noodles? You get chicken noodle soup! For grades 5-8.
- **Equipment Needed:** Foam noodles, one per student, Six rubber chickens, Six foam pins, Four gatorskin balls



- Divide the class into two teams.
- Each team is placed on one side of the gym.
- On each side of the gym are three rubber chickens placed on foam pins.
- Each student is given a noodle that they hold to make a “U” shape.
- This is used to hit the gatorskins balls towards the other team’s chickens.
- The object of the game is to be the first team to knock down the other team’s three chickens.

### Circle Straddle Ball

- Students in circle formation facing in standing in a wide straddle stance with the sides of their feet against their neighbor’s and hands on their knees.
- Two balls are used and the object of the game is to roll one of the balls between the legs of another student before they can get their hands down to stop the ball.
- Each time a ball goes through the legs of an individual, a point is scored. Students with the fewest points scored are the winners
- Students need to catch and roll the ball, not hit it and the students must keep their hands on their knees.

### Circle Stoop

- Student in a single circle facing CCW.
- A march or similar music can be used.
- Students march in good posture until the music stops. When the music stops the students must stoop touching both hands on the floor without losing balance.
- The last student to touch the floor and those students who lose balance must then go to the mush pot (center of the circle) and wait out the next round of the game
- Variation – use different locomotor movements; vary the stopping position, push-up, crab, lame dog, or balance on one foot, or touching one hand and one foot, etc.

### **CLEAN UP THE TRASH (Chad Triolet)**

- Split the class into two equal teams.
- In the middle of the gym the teacher will place any noodlettes. In the center of the gym, the teacher will mark the center using large cones.
- This area marks the space where the yards are.
- When the teacher says “go”, the students will throw or kick as many pieces of the trash (noodlettes) into their neighbor’s yard.
- The students may not go on the other team’s side.
- The team with most noodlettes on their side loses the round.

### **Colors**

- Five or six different colored markers should be used, with a number of students having the same color.
- Students are seated or standing in a circle with a marker in front of each student
- Teacher calls out a color and any student having that color runs CCW around the circle and back to place.
- First student seated upright and motionless is declared the winner.
- Different kinds of locomotor skills can be specified.
- After a short time, the students move one marker to their left.
- Shapes can be used instead of colors, as can numbers or categories, such as animals, birds, fish, etc.

### **Concentration**

- Divide class into 6 groups and space them evenly around outside of area.
- Assign each group color, number, or word
- Place 5 beanbags/paper (with color or word written on them) under 5 different cones in scattered formation in the middle of the playing area
- On signal first student from each team runs out and looks under 1 cone to find their color
- If successful, the student returns to their group with the beanbag and the next student runs out
- This continues until one of the groups finds all their beanbags

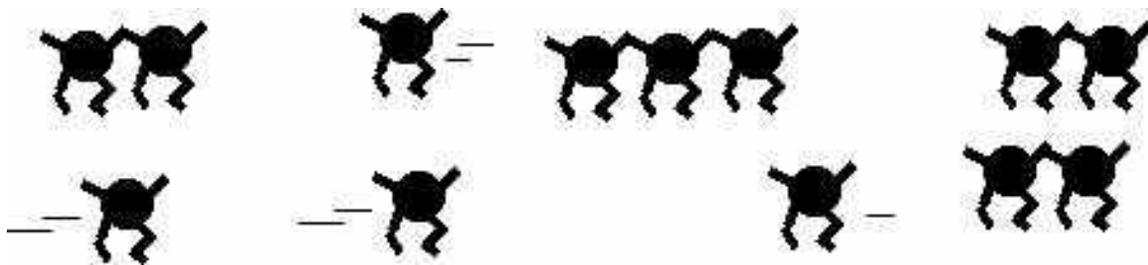
### **CONNECT FOUR (Kevin Tiller)**

This is a great multi-age game that can be played at all grade levels, kindergarten to 8th grade.

#### **Equipment Needed:**

- 4 pinnies

**How We Play It:** Select four students to be the taggers. The rest of the class scatters in the playing area (i.e., gym). When a person is tagged, he joins hands with the tagger to make a group of two. The object of the game is to be the first group who is able to “connect four” by getting four players. When this happens, select four new students to be the taggers and start a new game.



### **Continuous Bowling**

- Divide the class into two teams and position each group on opposite sides of the playing area.
- Each team begins with 8-10 balls
- On the signal, students on each team attempt to bowl the balls into the opponent's court through defending students to the back line in order to knock down a pin.
- Opposing students retrieve the balls, run toward the center line and bowl them back.
- Scoring – bowling team receives 3 points for a knocked down pin and one point for a ball crosses the back line.
- Teams can set up their knocked-down pins as soon as they are knocked down.
- Set a score for a winning round 15 points.

### **Continuous Capture the Flag**

- Hoops, beanbags, bases
- Divide class into 2-4 teams
- Playing area is divided according to how many teams are playing
- Each team has a home area with an 8" square to house their beanbags
- Team members are always safe in their own area
- Each area will have three hoops to serve as a safe places for opposing students. This will encourage students to be more daring in attempting to capture the beanbags
- The object of theme is for one team to capture all the beanbags from the other teams
- When playing with more than two teams, this becomes very difficult so you may want to play timed rounds and see which team acquired the most beanbags in the allotted time
- If a student is tagged while in an opposing team's area, they must go to jail, which is a predetermined area outside of the playing area. The student must stay in jail until a second team member has been tagged and reports to jail. When the second team member enters the jail the first student may return to the game
- You can only have one team member in the jail at a time
- Students can not advance the beanbags by throwing them to a teammate and if they have a beanbag when they are tagged, the beanbag is returned to the holding area it came from
- The use of safe areas and multiple flags (beanbags) make this game very active for all the participants

### **Continuous Flag Tag (Don Puckett)**

- Flags, cones, beanbags

- The playing area is divided by a center line and as long as the students are other side they are safe. There is also an end line behind each team, and a sideline to create a neutral area so team members can rescue students who have been caught
- Divide the class into two teams
- The object is to get all the objects behind the end line of the opposing team
- You must pass through there area without losing your flag
- If your flag is pulled, you report to the designated area and get perform an exercise designated by the teacher
- If a student makes it to the end line they are safe and then must take a beanbag back to their team's side
- If a student is carrying a bean bag and gets their flag pulled, the bean bag must be returned before the student does their exercise
- First team to get all the other team's objects wins, or play to a time limit and team with the most objects wins

### **Cookie Jar**

- Place 6-8 hoops on floor with 6-8 beanbags/noodles in each hoop
- Students stand in on carpet squares/hoops (or behind a line) in a circle away from the hoops
- 2-3 students kneel in the middle of the circle pretending to be parents in the kitchen baking cookies and setting them out to cool
- The other students try to snatch the cookies ONE at a time and get back to their carpet/hoop without getting tagged
- If they are tagged they must put the cookie back; if not they keep the cookie

### **COVER ALL (Jim Ross)**

- This is a throw and catch game.
- Within the playing area place hoops in a grid formation of 5x5 or larger (depending on the number of students in the class). Approximately 10 feet from the first line of hoops establish a line the students must remain behind while throwing.
- To start the game, divide the class into groups of 2-3. On the "go" signal 1 player from each group runs to a hoop.
- The player left behind is the thrower who attempts to throw the ball to his/her partner for a catch attempt.
- If the ball is caught, a marker is placed inside the hoop and the players switch roles.
- If the ball is dropped or the throw is not accurate, players switch roles for another attempt.
- The **objective** of the game is for the group to cover all the hoops with markers within a specified time limit (5 min works well).
- If any hoop is without a marker before the time limit is up, the attempt is considered unsuccessful.
- Players must be in the hoop when making the catch.
- Bounces may or may not be allowed (teacher decision).
- The class should discuss strategies to ensure everyone receiving an opportunity to add to the overall group success.

### **Crazy Colors**

- **Purpose of Event:** To help learn about and improve students cardiovascular fitness.
- **Suggested Grade Level:** K-2

- **Materials Needed:** 36 small (index-size) cards -- 6 each with the color "red", "green", "purple", "orange", "yellow", or "blue" written on them; 36 small color cones (6 each of red, green, purple, orange, yellow, and blue; up-beat music at least 4-5 minutes long; CD/Tape player.
- Place cones in a **scattered formation** around the activity area, as far apart as possible. Under each cone, place one small index card that has a color written on it. Be sure not to put a color card under a cone of the same color (i.e., a card with the word "red" written on it should not be placed under a "red" cone).
- Students begin in a scattered formation in the activity area.
- When the music begins, students jog (medium speed) to any cone and look under it, **read the color** which the card says, replace the card under the cone (demonstrate to students how to place the cone over the card so the next person does not see the color on the card), and then jog to a cone of that same color (e.g., if the color "green" is written on a card, the student would jog to a "green" cone).
- Students continue moving from cone to cone until the music stops.
- At the end of a minute or so, stop the music. Have students **feel their heart** and how fast it is beating. Remind them that their heart loves for them to be active like this!
- Call out a new locomotor movement for children to use, challenge students to move to as many cones as possible, and begin the music again.
- After repeating the activity a few times, have children sit in a group. Discuss why the **heart** was going fast (they were moving, etc.) and how being active like this is important to keep one's heart healthy. Ask students to name other activities which are good for their heart.
- Use music which of varying tempos so children speed up and slow down to the beat.
- Have students move in different directions (forward, backward, sideways, etc.)
- Pair a child who does not know his/her color words with a child who does.
- You can also arrange the cones around the perimeter of the playing area.
- Children can be challenged to see how many cones they can go to in a specific time span, for added fun. Or, have them count how many total cones they go to throughout the whole activity.
- For some added fun "**confusion**", write the color words on the small cards in a magic marker color different than the word you are writing. For example, write the word "green" using a red marker. This really makes students read the words carefully!
- If you do not have different colored cones, you can use colored poly spots or even cones of all one color. Students have to move from cone to cone until they find a card with a different color than the one they just read. This is a little more difficult!

### **Crows & Cranes**

- Two goal lines 50' apart
- Students are divided into two teams – the crows & the cranes. The groups face each other at the center of the area (about 3-5' apart)

- Teacher calls out either crows or cranes using a c-r-r-r-r sound at the start of either word to mask the result.
- If crows is the call, then the crows chase the cranes back to their end line. If cranes is the call, then the cranes chase.
- Any student tagged becomes part of the team that tagged hem/her.
- Variations-
  - Instead of facing each other, the students stand back to back about a foot apart, in the center.
  - Use heads or tails coin...one team is heads, the other tails.
  - *Blue, Black, or Baloney*- on the command blue or black, the game proceeds as described. On the command baloney, no one is to move. Again draw out the b-l-l-l-sound

### **Dome Baseball:**

- Set up a home plate for the batters to hit from
- At the opposite side of the area, scatter the domes (with numbers underneath)
- After a batter hits the ball, he/she may pick up one dome and attempt to deliver it back to the batting area without being put out.
- Batting team receives the point value of the domes that are brought back safely to home
- Runners may wait in the dome area as long as they want until it is their next turn to bat
- Runners who have not made it home by their next at bat are out.

### **Dome Dynamics**

- With domes stacked by color, begin numbering 1-6 and repeat through all the domes
- Spread the domes randomly behind one end line of the area
- Divide class into 6 teams and have each team set up in a relay line behind the end line at the opposite side from the domes
- Assign each relay team a number from 1-6 that corresponds with the numbers under the domes
- On “go” the first student in each line runs to any dome and looks underneath. If the number under the dome they chose is the number of their team, they carry the dome back to their team and tag the next student who continues
- If the number underneath is not their number, they must set it back down and run back to their team empty-handed and tag the next student.
- A team has won when they are the first to collect all 8 domes of their number
- Follow up this activity with **Color Stacks:**
- After each of the 6 teams has 8 random domes of random colors, assign each team one of six colors and have the first student in line pick up a dome of that color
- On go, the first student runs to the opposite end line directly across from their team and sets the dome on the line
- When the following team members are tagged, they take a dome of any color and place it on the pile of that color

### **Don't Tag Yourself (Jim DeLine)**

- We always play Don't Tag Yourself before we introduce a new tag game or play an old

- Large Group Game. Set up space suitable for a tag game. Music for stopping and starting.
- Helps students to practice traveling safely and reinforce the expectations for responsible movement.
- Object is to travel around the area without “tagging yourself.” This means that students must:
  - Avoid bumping others.
  - Stay inside the boundaries.
  - Stay on their feet (not fall down).
  - Go the designated speed limit (we always start with fast walk, then skipping/galloping, and finally running).
  - Keep voices calm and quiet.
- The objective of the game is to score 5 points.
- You score a point if you can safely travel through the activity area without tagging yourself (see above).
- You do this by traveling at a designated speed limit when the music is on and stopping when the music is off.
- If you tag yourself you must do 5 jumping jacks and you cannot earn a point that round.
- If you freeze when the music stops and you didn’t tag yourself, then you earn one point.
- Play a few rounds and challenge students to move faster each round.

### **Double Down**

- Equipment needed: 4 cones, tennis racquet, foam ball
- Place the 4 cones at the corners of the playing area and divide the class into 2 teams
- One team begins as fielders and the other as batters/runners
- Each student receives a turn at bat
- Pitcher must throw the ball in such a manner that the ball can be hit
- When the batter hits the ball, the batter will run around the play area to knock down 2 of the cones at the far end of the playing area while the fielders attempt to knock down the 2 cones at the batting end of the playing area
- Batter must knock down the cones with a hand touch only
- Fielders must also knock down the cone with a hand touch BUT they must have possession of the ball when they do so
- Fielders are not allowed to obstruct the runner in progress and the runner may not obstruct the fielders in any way
- Point may be scored on each play by runner or fielders

### **Eye Contact**

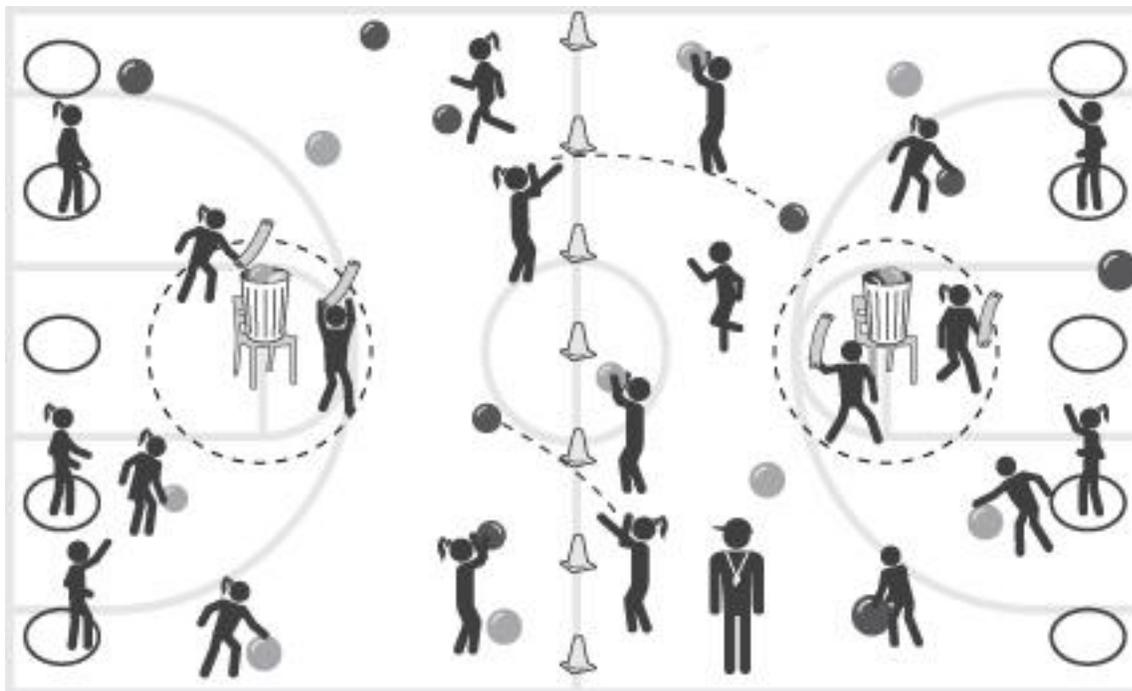
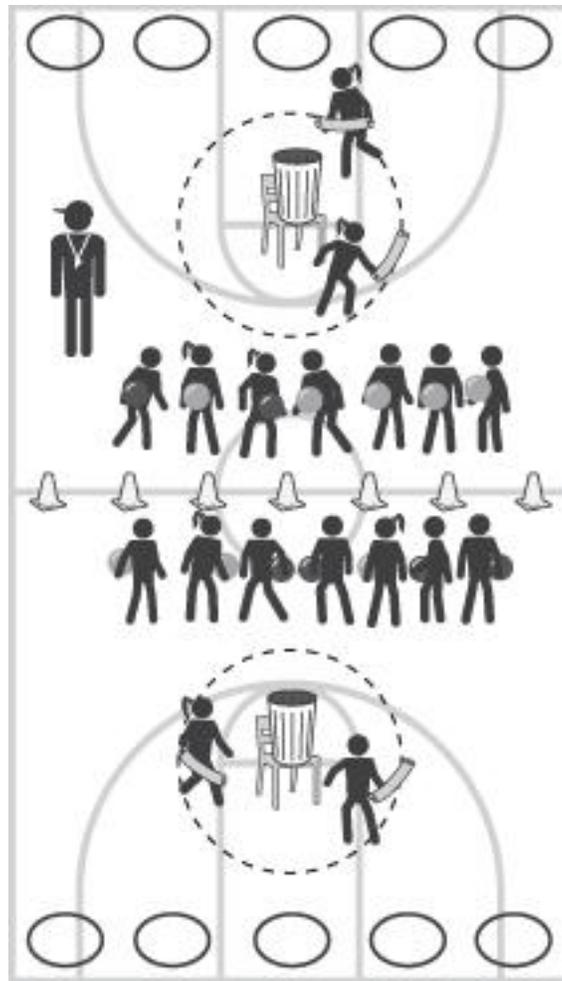
- Divide class into circle of approximately 10-12 students per circle
- Have each circle form on the perimeter of the area so that the circles create a large circle of circles
- Teacher stands in the center of the area to effectively call out directions, “Look down!” “Look up!”
- Students look down, then look up and lock their eyes on another student in their circle. If that student is not looking directly back at them, the student stays right there and waits for the next command. BUT if the student looks up and the same student is looking at him/her so

that the two students are making eye contact, both students scream out loud and run to the next clockwise circle.

- As soon as the students are ready again the teacher continues again with “Look Down” “Look up” and play continues

### **Eyes Up Hands Up**

- The objective of this game is to get as many balls in the barrel as you can before the time limit is up.
- Set-up the game as seen in the diagram. Please note that this game does take a bit of time to set-up. The teacher can do the set-up for this while students are engaged in an opening “instant activity.”
- The students are divided into two teams.
- On the teacher’s signal, the students start throwing the balls to get them to land in other team’s barrels during a 2-minute round.
- Once the balls are inside a barrel, they may NOT be taken out.
- Students must stay on their own side of the playing area when throwing a ball. However, they may cross the Center Line if they decide it is safe to retrieve a loose ball.
- Each team may assign up to several “defenders” who will stand 3-4 feet in front of the team’s barrel.
- Have a designated “restraining line” if needed so the defenders don’t get too close to the barrel
- Students crossing the Center Line may be tagged by players on the other team.
- When a student is tagged, he must leave the ball on the ground and return to his side of the playing area.
- Optional: If older students are tagged, they must go to the designated “Holding Zone” area as seen in the diagram (hula hoops). If one of the tagged players is able to catch a ball thrown by a teammate, all of the students are free and get a “free walk” back to their side.



- Try these variations!
  - Use two barrels per side instead of one.
  - Have students toss the balls or do an underhand volleyball serve instead of throwing them into the barrel.
- Switch the defenders after every 2-minute round.
- Remind your students to “pay attention” as the title of this game implies.
- Try asking your students how they can make the game easier, harder, or different after each round as well.
- Instead of trying to get more balls in the barrel than your opponent, emphasize trying to get at least one more ball in the barrel than in the previous round.

### **Fast Pass**

- Divide class into an even number of teams consisting of 5-6 students & divide the area into quadrants.
- The object of the game is to complete five consecutive passes without the ball touching the floor.
- Team without the ball attempts to intercept or deflect the pass.
- Each time a pass is completed, the team shouts the consecutive pass completed. Each time a ball touches the floor or is not caught the ball changes possession
- Students may not make contact with each other. Emphasis should be placed on spreading out in the area

### **FIFTY FIFTY UNITED STATES**

- Each student is given a one or two cards at the start of the game
- On each card is a picture of a state and on the opposite side some information about the state.
- On the signal, students try to tag each other.
- When tagged, the two students stop and face each other. The student who was tagged must show his/her card to the tagger. If the tagger guesses the name of the state shown on the card, they get the card
- The object is to gather as many cards as possible
- **Variations:**
  - Divide the class into teams
  - If a student guesses the state AND correctly answers a trivia question about the state, they get all the cards

### **Frisbee Frenzy (3-5)**

Objective: To improve Frisbee throwing accuracy, strategy, and teamwork.

- Equipment: Hula hoops (10-12), Frisbees (10-12), Tennis balls (10-12), Traffic cones (10-12)
- Frisbee Frenzy is a fast-paced and cooperative game. If possible, divide children into 10 to 12 equal groups of three and send them to one of the 10 to 12 hoops on the ground. Each team must start from inside of their hoop.
- To begin, the teacher gives the signal “go.”
- The first person in line picks up the Frisbee and the second person in line runs toward the cone on the other side of the field and stops.

- The first person in line then throws the Frisbee to the second player.
- When the Frisbee is caught, the player who caught it must stop and pivot toward the cone at the end of the line. T
- The third person in line runs past the second person and stops to try and catch the Frisbee once again.
- The object of this game is for each team to continue moving the Frisbee down the field until they get to their end line, designated by a final cone that has a tennis ball resting on it.
- Once at the end line, the student with the Frisbee must make a choice: throw the Frisbee at the cone to attempt to knock the tennis ball off or make one more throw to a partner to get it as close as possible to the cone to make a safer and easier throw to knock the ball off. Either way, if they miss and the Frisbee hits the ground, the team must start over.
- Whenever the Frisbee hits the ground, the three players must start over from their hoop.
- The first team to knock over the tennis ball must stand together waving their hands to acknowledge they won: first place gets five points; second place is awarded three points; and third place is awarded one point.
- The teacher, at any time, can award a “Double Points” round for the winners of that particular round.
- At the end of each round, blow the whistle to tell students to immediately go back to their hoops to start again.
- Continue until the end of class. The team with the most points wins.
- If a team is unsuccessful, the teacher at any time can move a team’s hoop closer to the cone. Or, if a team is dominating each round, the teacher can move their hoop farther away.
- **Hints:** Don’t stand too close to your partner to catch the Frisbee. The quicker you can get the Frisbee down the field, the better chance your team has to win or score. Also, don’t get too far away from the person throwing the Frisbee. If too far, it is extremely tough to catch the Frisbee. Not too far and not too close—remember to find a happy medium.
- Emphasize teamwork! It’s what we’re all about.
- **Variation:** Combine teams by hoop color. To get an overall score, add each team’s total together. At the end of class, tell which team won.

### **FITNESS WAR (3-8)**

**NOTE TO TEACHERS:** *A prerequisite to teaching Fitness War is being familiar with the card game of War.*

- **Objective:** This game allows students to practice honesty, fairness, honorable sporting behavior, and fitness skills. Fitness War, derived from the classic card game of War, is an energetic and exciting game, requiring a little strategy and a lot of luck. Ultimately, perseverance makes the difference.
- **Equipment**
  - Playing cards (2 decks; there are 52 playing cards plus 2 jokers per deck. Make sure the decks are easily distinguishable. For example, a red deck and a blue deck).
  - Hula Hoops (15-20)
  - Optional: traffic cones to designate each corner is highly recommended (see diagram)

- **Procedure:** Before classes arrive, place all hoops, side by side, on the midline. Next, place half of one deck in each corner on one side of the gym and half of another deck in each corner on the opposite side of the gym (see diagram for setup).
- The object of the game is to win more cards than the opposing team.
- To Begin: Divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions.
- On the signal “go,” each player will go and get one card off of the floor from either of their team’s corners and will go meet inside any of the center hoops to face-off against one of the opposing team’s players.
- Players are allowed to pick one card that is laying face down each time a trip is made to their team’s corner. Note: Cards may not be traded or returned once they have been chosen.
- A “face-off” is when a player meets an opposing player inside one of the hoops to show his or her card to determine who has the higher card. Hint: do not reveal your card until getting inside a hoop.
- The player with the higher card gets to keep both cards and will go and place them face down on the floor at either of their team’s corners.
- All players must remember that they cannot pick up new cards from the corner where they dropped off their winning cards. For example, if a player drops off cards he won in the left corner, then he must now go to the right corner to select a new card to continue play.
- Players with the lower of the two cards will always give their card to their opponent and perform an exercise before being allowed to get a new card to continue play.
- Performing 5-10 jumping jacks, push-ups, sit-ups, knee bends, or mountain climbers are a few examples of exercises that students can choose if they lose.
- Note: Jokers are the highest cards, followed by the ace, king, queen, jack, 10, 9, 8, 7, 6, 5, 4, 3 and, finally, the 2.
- A “war” occurs if two players who face-off have cards that contain the same number. These players will now have to play Rock, Paper, and Scissors to break the tie.
- The losing player must perform an exercise before being allowed to get a new card to continue play.
- As a bonus, the winners of war get to keep both cards and go to either of the opposing team’s corners to take any three cards to go and place them face down on the floor at either of their team’s corners.
- The game is over and a team is declared the winners if the following situation occurs:
  1. A team wins all of the cards in the game.
  2. One team has more cards than the opposing team when the teacher stops the game after 10-20 minutes.
  3. A player is caught turning over more than one card or a player picks up new card from the corner where he dropped off his winning cards.
- Clean up by performing a 10-second count down while students return the correct cards to their appropriate team’s corners before starting a new round.

**RULES AND SAFETY:**

1. Players are allowed to pick one card that is laying face down each time a trip is made to their team’s corner. The opposing team will be awarded an automatic win if any player is caught turning over more than one card.
2. Cards may not be traded or returned once they are chosen.

3. The player with the higher card gets to keep both cards to go and place them face down on the floor. Jokers are the highest cards, followed by the ace, king, queen, jack, 10, 9, 8, 7, 6, 5, 4, 3 and, finally, the 2.
4. Players cannot pick up new cards from the corner where they dropped off their winning cards.
5. Players who lose a face-off or war will always give their card to their opponents and perform an exercise before being allowed to get a new card to continue play.
6. A “war” occurs if two players who face-off have cards that contain the same number. These players will now have to play Rock, Paper, and Scissors to break the tie.
7. The winners of war get to keep both cards and go to either of the opposing team’s corners to take any three cards.

**Variations:**

1. Add an additional deck to each team’s corner.
  2. Create new skills to be performed for the losing players.
  3. Play Human rock, paper, and scissors.
- Quickly determine in your head if you want to be a rock, paper, or scissors.
  - Jump up and down (at the same time as your opponent) for two counts and on the third count, land in a rock position, paper position, or scissors position.
    1. Rock Position: land while squatting down like a frog.
    2. Paper Position: land while standing with your arms stretched wide.
    3. Scissors Position: land with your feet stretched wide.
  - Play the game at the same rhythm. For example, players must show their symbol on the third count of 1-2-3 or when scissors is said in “Rock, Paper, Scissors.”

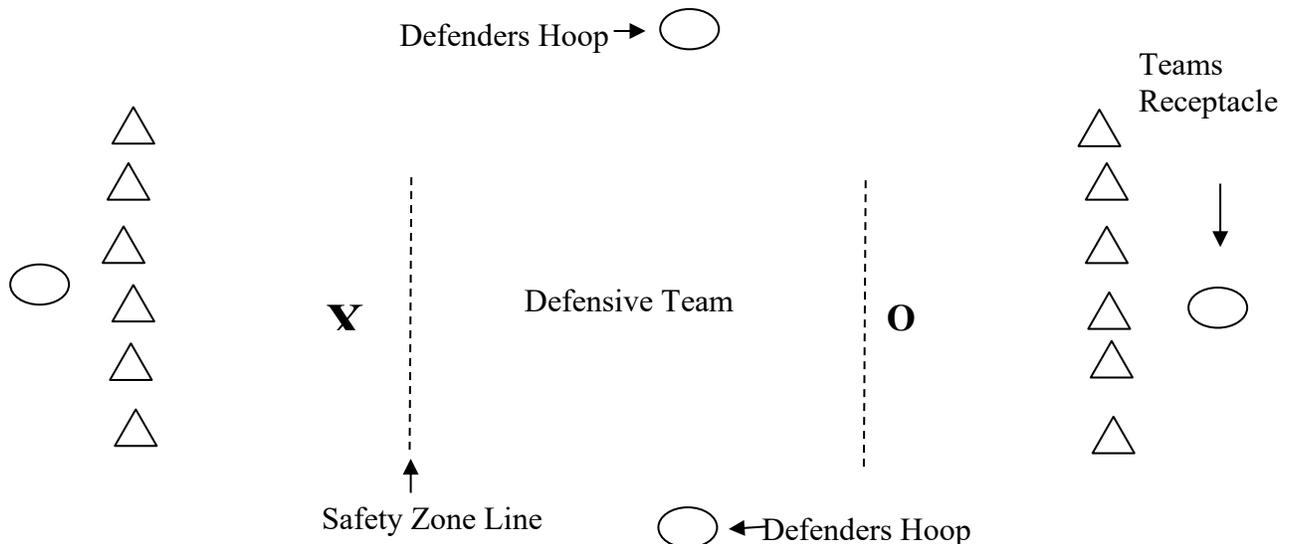
**Flag Invade**

**Object of Game:** The object of the game is to invade the other team’s territory to retrieve the flags on the cones and bring them back to your side and place them in the hoop without getting tagged to score points.

**Number of Players:** Three teams with an equal number of players on each team

**Equipment Needed:** 12 cones, 4 hoops, 5 sets of different colored pennies

**Organization:**



**Rules:**

1. Teams X and O try to cross through the defensive team's area to get to their flags on the other side of the playing area. If tagged by the defense, you have to go back to your safety zone and start again.
2. If you have an object when tagged by the defender, you must put it in the defenders hoop.
3. Innings will last 30 seconds. With the start of each inning, teams will rotate positions (i.e., X will go to O's area, O will go to defense, and defense will go to X's area.).
4. Defenders may go anywhere in the middle area but may not enter either safety zone.
5. The team with the most points, after all innings have been played, wins.

**Four-Sided Activities \*\*\*\*\***

**Four-Sided Battle Royal**

- Divide the class into 4 equal teams with 8 students per team.
- Each team stands on one side of the square and the students are numbered 1-8
- Place two sport-foam balls on top of poly spots or deck rings about 2' in front of each team line. (eight spots/eight balls)
- Call out two numbers at a time. The students called step forward from their lines, pick up a ball and throw it at any of the other students out in the center of the square.
- If a student gets hit by a ball, they return to their line and they become a line player.
- Inside students are not out if they catch a ball that is thrown at them, but they are out if they drop the ball or get hit.
- The last remaining student wins a point for their team. Set the balls back up and call two new numbers
- If a ball comes to a line player, they throw from the line at opponents that are inside the square.
- Students in the center must stay in the center until they are hit. If they leave the center, they are automatically out.

**Four-Sided, Big Beach Ball, Crab Soccer**

- Divide the class into 4 equal teams, with about 8 students on each team. Give each student a number from 1-8
- Teacher calls out two numbers; both those numbered students from each team crab walk to the center and attempt to crab kick the ball through or over the any other team.
- The line players immediately get up onto their knees and raise their arms and hold their hands with their palms open, ready to bat the ball back into the center.
- When the ball finally goes out through or over one team, play is stopped and that team takes one point. The ball is put back into the center and the players return to their line and two new numbers are called.
- If a student raises up off their knees to stop a ball, that team automatically takes a point

**Four-Sided, Beach Ball Bombardment**

- Two squares are set, one inside square lined with long jump ropes and cones on the corners and one outside square lined with markers and cones at the corners

- Divide the class into 4 teams; about 8 students per team and each team should have 8 yarn balls (or other soft type balls).
- Play begins when students throw the small balls at the beach ball.
- All players continue to throw the balls until the beach ball crosses an inside line. Can either allow the students to retrieve balls from the inside or not allow any student into the center.
- Play is stopped when the beach ball crosses an inside line. That team takes a point and the beach ball is put back in the center and all the balls are retrieved to resume play.
- The outside line should be at least 4-6' away from the inside line. Any student touching the beach ball causes their team to get the point.
- Student may only have one small ball in their hand at a time.

#### **Four-Sided, Big Beach Ball, Crab Soccer**

- Divide the class into 4 equal teams, with about 8 students on each team. Give each student a number from 1-8
- Teacher calls out two numbers; both those numbered students from each team crab walk to the center and attempt to crab kick the ball through or over the any other team.
- The line players immediately get up onto their knees and raise their arms and hold their hands with their palms open, ready to bat the ball back into the center.
- When the ball finally goes out through or over one team, play is stopped and that team takes one point. The ball is put back into the center and the players return to their line and two new numbers are called.
- If a student raises up off their knees to stop a ball, that team automatically takes a point

#### **Four-Sided, Small Beach Ball Soccer**

- Divide the class into 4 teams with 8 students per team. Each team stands on one side of the square and the students are numbered from 1-8
- Place 4 beach balls in the center of the square
- Callout two numbers at a time. Those students run to the center and attempt to kick the beach balls through the other teams
- The beach balls are thrown back into the square until the *third* beach ball goes out. The *third* beach ball is the important ball for the score. The team that the *third* ball goes through gets a point
- Set the balls back up and call two new numbers
- Students need to cover the gaps in the line
- Variation- have a time limit (one minute) for center students to score as many points as possible.

#### **Four Team Capture the Flag**

- Equipment - Colored vest or something for team members to wear so players can tell which group is in their safe area. Four distinct objects that belong to each group. Group one may have four soccer balls, Group two may have four beanbags, Group three may have four footballs, and Group four may have four empty 2 liter drink bottles. Practically anything will work for objects to be captured. You will need four hoops, carpet squares, or some object to place in the center of each area for a holding space. Hoops work the best.
- Divide the playing area into four equal spaces. Have one team assigned to each space. This

will be only space in which they may not be tagged by the other teams.

- Each team will keep one of their objects. The other three are placed in the other three teams areas. When you start the game, there will be one object from each team in each of the four playing areas. These should be put in the corner opposite the center.
- When play begins, the players may go into any space and get one object. The object taken does not have to be theirs. If a player can get an object and get back to his/her space without being tagged, they place that object in their corner and go for another one. The object is to try and be the first team to get all four of your objects.
- If you are in another space and get tagged, you must go the hoop in that area. You stay in the hoop until one of your teammates can get to you without being tagged. When a teammate gets to you, the two of you join hands, and this will give you safe passage back to your area. You must go back to your area after being rescued from the hoop, and then you may continue playing by going after more objects.

### **Four Team Ultimate Frisbee**

- Cones and frisbees (or other throw and catch objects)
- Four teams play at 4 goals on a square field. (North, South, East and West)
- Each team attempts to score in their own end zone as well as defending the other three end zones.
- Variation: Use more than one Frisbee.

\*\*\*\*\*

### **\*\*\*\*\*Speedball/Football**

- Divide the class into 4 teams with each student having a flag tucked into back of pants. Each team should also be wearing a different color pinnie for ID.
- Teams are placed on side-by-side small fields with one team on each field beginning the game with the ball about  $\frac{1}{4}$  of the way up the field.
- Students move the ball across the opponents goal line by running it, or passing the ball across
- Turnovers can be made by:
  1. Letting the ball hit the ground on a pass or by getting the pass knocked down by the opponents
  2. Getting your personal flag pulled when the ball is in your possession.
  3. Getting a pass intercepted by the opposing team

All three of the above mentioned actions result in a turnover on the spot. The ball goes to the other team and the action is going in the opposite direction

- **The big consistent rule:** the ball must go to at least three students on each possession before the team can score a touchdown. If a team intercepts the ball on the one foot line, the ball must be passed backward for three passes before it can go forward for a score.
- Use a football for one game and a soccer ball for the other, then switch halfway through the period.

### **FOX HUNT**

- Students in groups of three. Two students form trees by facing each other and holding hands. The third student is a fox and stands between the hands of the trees.

- Three students are identified as foxes without trees and three students are identified as hounds
- The hounds try to tag foxes that are not in the trees.
- The extra foxes may move to a tree and displace the fox that is standing in the tree.
- In addition, foxes in the trees may leave the safety of their tree at any time
- If the hound tags a fox, their roles are reversed (no tag backs) the fox now become the hound.
- Stop the activity at regular intervals to switch trees and foxes/hounds
- Different locomotor skills can be specified to add variety to the game

### **Germ Tag (Chad Triolet)**

- Equipment: A large collection of noodlettes (place containers in the four corners of the playing area) which will represent the germs in this game.
- The class can discuss the ways to avoid spreading germs (cover your mouth with hand or elbow, wash hands frequently, do not directly share food with others, use tissues when appropriate, etc.). The class can also discuss different types of germs, the fact that germs are so small they cannot be seen, and practice the hand washing song (from the CDC).
- The teacher will select 4-6 students who are infected with a germ.
- Each infected person will hold a noodlette which will represent the germ.
- The class will see how quickly germs can spread to the entire class.
- When the game begins, the infected students will try and tag other players who are not holding a “germ”.
- When a tag is made, the infected player will hand the germ to the newly infected person and then run to the corner of the playing area collect a new germ and resume tagging.
- This will continue until all players have been “infected”.
- For fun , the teacher can time each round to see how long it takes to “infect” the entire class.
- For safety reason, be sure to use an appropriately sized playing area or modify the game so that students can only walk.

### **Gemstones**

- Need 30-40 Frisbees, 4 large hoops, pinnies, 20 cones
- Set up play area by using cones to mark out a large rectangular space, divided in half by a midline
- Place a two hoops apart at the end of each half to serve as goal areas
- Place a quarter of the Frisbees (gemstones) in each hoop
- Divide the students into two teams
- Object is for the students to capture their opponents gemstones while protecting their own
- Students are safe on their own side of the area even if one foot is over the midline; once they cross into their opponent’s area they can be tagged. They can be safe with just one foot inside the hoop on the opponents side
- If tagged the student must freeze by placing their hands on their hips.
- A teammate can unfreeze student by tapping elbows with the frozen student
- The now unfrozen student must go back to his/her side before doing anything else (trying to grab a gem or unfreeze a teammate)
- Students try to get into opponents’ circle, grab a gem, and return to their own circle without being tagged

- If a student is tagged with a gemstone in hand, they must give the gemstone back and go back to their side (they are not frozen)
- Students guarding the gemstones pile must stay six feet away from the pile
- You can have a time limit or end the game when one team has all the gemstones on their side

### **GIANT JACKS**

- Divide the class into teams of 3-4 students and teams start behind starting line. Each group has a basketball.
- A hoop is placed behind the each team and another hoop is about 30 feet away
- 10 beanbags/noodlettes are placed in the away hoops
- On signal, the first student dribbles the ball toward the hoop. Once at the hoop the student will toss the ball up, pick up one object & attempt to catch the ball after one bounce
- If successful, the student dribbles back to group places the beanbag/noodlette in their hoop and gives the ball to the next student
- The next student dribbles to the hoop and repeats the process
- Try twosies

### **Giants, Wizards, Elves, and Dragons (K-5)**

- Four different colored jerseys (8-15 of each). Other: Juggling scarves placed at the hips can be substituted as well. Four different colored hula hoops (1 for each team)
- Divide the class into four groups. Each group has a designated hoop (their home base) located in one of the corners of the gym.
- Instruct each group to put on their particular colored jersey, which is inside their designated hoop. Assign each team a name: one group is the Giants, then the Wizards, Elves, and Dragons.
- Instruct all players that Giants can only tag Wizards; Wizards can only tag Elves; Elves can only tag Dragons; and Dragons can only tag Giants.
- On the signal, players must perform some type of locomotor movement (teacher's choice) and attempt to tag their designated targets.
- Teammates must form a chain with their other tagged teammates, starting from the center circle and extending all the way to someone standing inside their designated hoop (home base). Once they can touch someone in the home base, the entire team can be set free. A player standing in the home base cannot be tagged, and players forming their chain cannot tag opponents or be tagged.
- Only one person may stand in their team's home base.
- Students must move around the gym in the locomotor movement prescribed by the teacher.
- Students must link together in some way—feet to feet, hands to hands, and so on.
- Players may not reenter the game after being tagged until they connect to their team's chain, which must go from the center circle until it reaches home base.

### **GOTCHA**

- Students form a circle around the teacher.
- When the activity begins, students try to squat down and touch the floor with their fingertips, then return to a standing position.

- The teacher stands in the middle of the circle and tries to catch a student while doing a squat.
- If the teacher catches a student doing a squat he/she yells “Gotcha” and the student has to run one lap around perimeter of area then return to the circle.
- Every time a student completes a squat without getting caught, they get one point
- Remind student to keep their backs straight when doing a squat
- Students need to run the same direction around the circle (CW or CCW)

### **Great Snowman Chase**

- Students are chased by designated snowmen
- If tagged, the student must freeze in place
- To become unfrozen, another student must join hands with the tagged student and they both must jump up & down reciting 3 times “Warm up with exercise!”
- Students must not be tagged while chanting
- Might provide “warming huts” (mats) as safe zones

### **Grids (Chip Candy)**

- One of the quickest skill building tools...grids.
- Use 4 poly spots to create a grid (square) large enough for a 3 v 3 keep away game.
- Try to complete 6 passes in a row with teammates.
- Try a mini game of 3 on 3 football, or team handball, or soccer.
- What about a mini ultimate game in the grid?

### **GRINCH DRIBBLE (extended edition) (Jim Ross)**

- Divide the class into teams of 4-5. Scatter “presents” (bean bags, deck rings, etc.) around the playing area.
- Give each team a “home base” somewhere around the playing area. Create a “cave” for the grinchies (a hoop or mat).
- One team is selected as the Grinchies.
- On “go” the grinchies must travel/dribble around the playing area 3 times.
- While Grinchies are dribbling, the Whos (everyone else) dribble out into the playing area to pick up 1 present.
- The Whos dribble back home and drop the present off before dribbling for another present.
- When the Grinchies have completed the 3 laps, they may each dribble to the Whos homes and begin taking the presents back to their “cave”.
- This part of the game should be timed (1-2 minutes).
- The Grinchies may not take presents from the floor and the Whos may not take presents from the Grinchies’ cave.
- At the end of the time limit, count up the number of presents. Select another team to be Grinchies and start another round.

### **GUARD THE TOWER (Chad Triolet)**

- Split the class into four equal teams.
- The playing area needs to be separated into 4 equal quadrants (separated by cones).
- Each quadrant is a castle and near the far corner in each castle is a hula hoop (the tower).
- Inside each tower are the crown jewels (10 noodle pieces).

- Each team will line up in the far corner of the castle behind or next to a cone.
- Players on the team will have one of two jobs.
- The “royal guards” will have a noodle piece (sword) and will protect the treasure by tagging any opposing “knight” who is in their castle.
- The “knights” must attempt to collect treasure from the other teams’ castles one piece at a time.
- If a “knight” is tagged, they must leave the opposing teams’ castle and let another “knight” from their team take a turn.
- Only “knights” carrying a flag (football flag) may attempt to capture the treasure.
- Other “knights” must wait by the cone for their turn when another “knight” from their team is either tagged or has collected a piece of treasure successfully.
- For games of 30 players or less, 2-3 “knights” can collect treasure at one time.
- For games of over 30 players or more, 4-5 “knights” can collect treasure at one time.

### **Havoc Hockey**

- Equipment needed: 2 color pinnies, 25 safe foam balls, 2 goals, 1 “tool” stick for each student, music
- Divide class in half, give each student a “tool” (stick)
- Team attempts to put all of the balls in Team B goal while Team B attempts to put all the balls in Team A goal
- Games begin when the music starts
- Game is for offensive play so there is NO defense allowed
- Allow play for 2-3 minutes, then switch goalies
- **Variations**
  - Try defending goal
  - Introduce goalie
  - Introduce defense

### **Home Base**

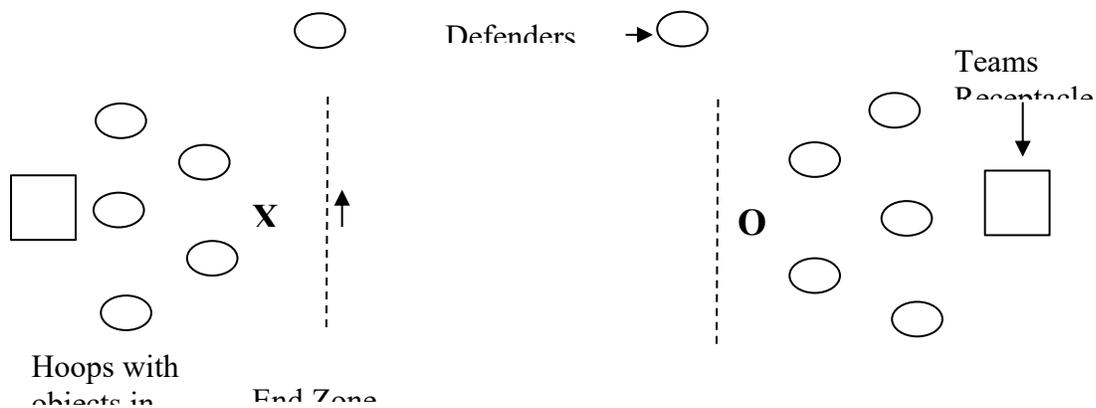
- Playing area is divided into four quadrants with cones or floor lines.
- Each quadrant is the home base for one of the squads with the captain of the squad wearing a pinnie for identification.
- The teams begin in a straight line sitting in the floor and the teacher calls out a locomotor movement that the students use to move throughout the area.
- When the teacher calls out, “home base,” the students return to their quadrant and their starting position behind their captain. First team to do so earns two points; second team earns one point.

### **Hoop Invasion (Ellen Martin, Ann Klinkenborg, Gary Gibson)**

**Object of Game:** The object of the game is to invade the other teams territory to retrieve the objects in the hoops and bring them back to your side and place them in the teams receptacle without getting tagged to score points.

**Number of Players:** Two teams of at least 5 players w/one defender who holds the noodle

**Equipment Needed:** 1 hoop and 3 objects per player, 2 pool noodles, pennies, 8 cones, 2 extra hoops



### **Rules:**

1. If tagged by the person with the noodle (the defender) on the other team, you have to go back to your end zone and start again.
2. If you have an object when tagged by the defender, you must put it in the defenders hoop.
3. Innings will last 30 seconds. With the start of each inning a new player must become the defender.
4. Defenders may go anywhere in the end zone area but cannot tag people outside of the designated area.
5. The team with the most points, after all innings have been played, wins.

### **Variations:**

**Easier:** To begin spread the hoops out in the designated area (end zone). Assign each player a home hoop where he/she will retrieve only the objects in that hoop.

**Harder:** Add another defender (noodle), and assign point values for the different objects.

### **Hoop Keep Away**

- Equipment - hoops and balls
- Students in groups of 4-5
- Each group has one ball and one less hoop than students
- Student without hoop is the chaser
- Keep away students must have one foot inside their hoop and they may not move the hoop around the playing area
- As the keep away students throw the ball to one another, the chasers try to intercept the throw
- If a chaser intercepts a throw, they exchange places with the student who threw the ball
- If a ball is loose on the floor, and is picked up by a chaser, they change places with the student who threw the ball
- If a keep away student leaves their hoop, the chaser closest to the hoop becomes the keep away student in that hoop.
- Emphasize good throws

## HOOP TAG I

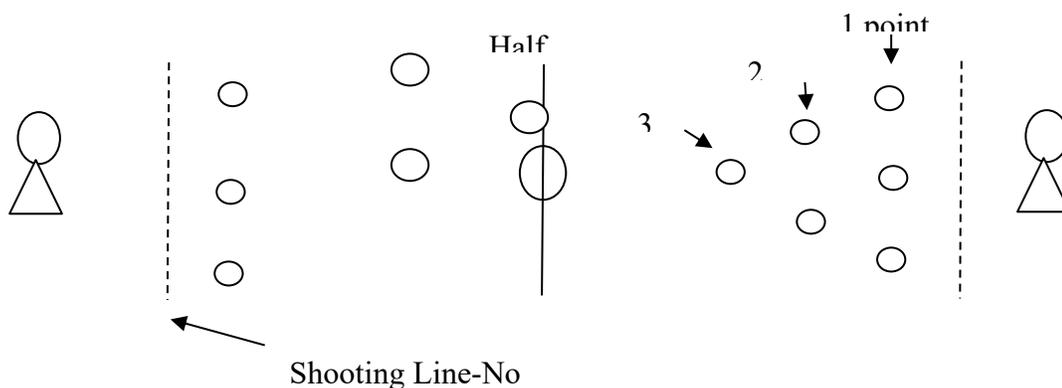
- Game is played with taggers, runners, and helpers. The taggers need to wear a pinnie and their job is to try to tag and freeze all the runners in the game
- The taggers also try to capture helpers when the helpers are outside their hoops
- Runners try to avoid being tagged by taggers. If a runner is tagged, the runner is frozen and must put both hands above their head.
- The only way a frozen runner may re-enter the game is by catching and throwing a ball thrown by a helper and exchanging places with the helper so that the helper becomes the runner
- Helpers are allowed to move from hoop to hoop; however, they can be captured when outside the hoop
- Only a helper may pick up a ball that was dropped by a runner
- A frozen runner who catches the ball is given free passage to a hoop
- No taggers may deflect a throw
- No guarding frozen runners
- **Variations:**
  - Helpers cannot be captured/frozen
  - Add more taggers
  - Have fewer taggers, helpers
  - Allow frozen runners to catch a ball off a bounce
  - Helpers cannot switch hoops
  - Allow runners that fail to catch a ball to move one step closer to the helpers

## Hoopla

**Object of Game:** The object of the game is to invade the other team's territory to score by throwing a ball through a goal.

**Number of Players:** Two teams of three to five players

**Equipment Needed:** 1 ball, 2 goals, 12 large spots or hoops, pennies



### **Rules:**

1. The ball can only be advanced down the court by passing.
2. No one is allowed in the area behind the shooting line.
3. Only one step may be taken after catching the ball.
4. A player may air dribble three times before passing to a teammate.
5. If the ball is dropped, it is a turnover and the other team gets the ball.
6. It is illegal to touch anyone with the ball or knock the ball out of the opponent's hand/s. To do so, results in the other team getting possession of the ball.
7. When a shot is taken, the shooter must yell "Hoopla", then all action ceases. The defender may only stand with his/her arms overhead. If the shooter fails to say, "Hoopla", the other team gets possession of the ball.
8. A player must be standing on the spot when catching the ball to be eligible to shoot.
9. If a shot is taken and missed, the other team gets possession.
10. The game starts with one team in possession of the ball at half court.

### **Variations:**

1. Use a smaller ball or a Frisbee
2. Add a goalie
3. Use more or fewer spots
4. Allow dribbling

### **Hula Hut Throwdown**

- Hoops, foam balls
- Objective: To have the most hula huts standing after the time limit has expired
- In the game there are 5 student positions:
  - Scorer – shoots baskets to score hula hoops
  - Builder – builds hula huts once their team scores 6 hoops
  - Destroyer – tries to throw a ball and knock down the opposing teams huts
  - Protector – protects the huts from being knocked down
  - Gatherer – Gathers balls from the other side for Scorers and Destroyers
- Rules:
- No guarding the baskets/trashcans or whatever scorers are throwing the ball into
- Any time you step over the midline when throwing = 60 seconds in the penalty box

### **Why the Game is so Awesome:**

- Allows for student choice (choosing between different jobs/positions during the game) – this increases engagement and helps differentiate between multiple skill levels and interests
- The game is cyclical – never ending game that the teacher can place a time limit on so that it fits specific needs for your lesson plan, class or schedule
- Strategy – the game is stock full of different strategic elements that you can discuss with students and apply to tons of different sports and game situations

### **Hunger Games**

- Equipment: bean bags (enough to keep the game going for at least 6-8 minutes), pool noodles cut in half (about 6-8 per side matching the color of the pinnies), 4-5 hula hoops per side, agility ladders (optional), 1 different color pinnie per side (or something to hold to show that a

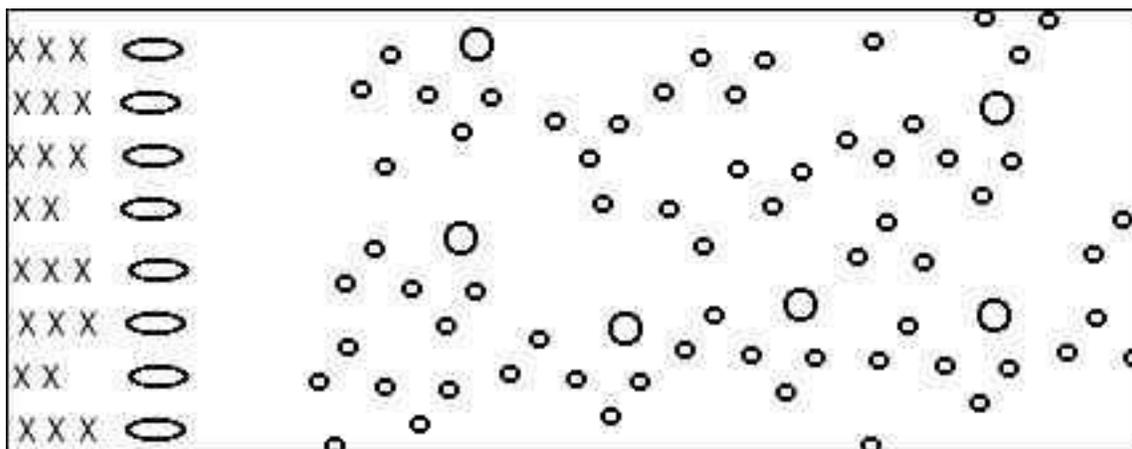
player is immune from being tagged), cones for boundaries-this equipment varies depending on the needs/size of the classes;

- To get all the bean bags brought back to your end zone, or whichever team has the most bags on their side when time expires
- This is an invasion game, so there are 2 teams/2 sides/2 color jerseys, and 4-6 people start off as taggers for each team
- If a player makes it to the opponent's end zone, they may grab 1 item (bean bag, safety jersey, hula hoop, noodle, ladder) and attempt to bring it back to their side of the field.
- If they make it, they “activate” the item so it can then be used; the “immune jersey” means the player wearing it can’t be tagged and gets a free pass back and forth (it can be shared), the noodle is an extra tagging device, the ladder can be used to build a “safety bridge” in enemy territory (I give 2 students 30 seconds to do this with a free pass), and hula hoops can be tossed like a frisbee on the other side for a safety zone.
- If a bean bag is brought over to their side, the team places it in their team hoop in their own end zone-bean bags can be constantly changing teams
- If tagged (knees or lower) in enemy territory, players must have a consequence (5 jumping jacks, math problem), or be frozen and must be rescued by a teammate with a free pass back to their side.
- If tagged trying to bring an item back, players must give the item to the tagger, and the tagger must put the item back into the team end zone
- Players must watch for collisions
- Variations:
- Add/subtract bean bags, hoops, noodles, other equipment-your imagination is key!
- Add flag belts, but keep noodles for longer tagging devices,
- Different consequences for being tagged

### HUNGRY HIPPOS (Kevin Tiller)

This is a great “non-stop action” game. Successful at all grade levels.

**Equipment Needed:** 100+ Balls, all shapes and sizes



- Divide the class into groups of 2-3 students. Each group has a hula hoop as shown above. Scatter all the balls on the floor.
- On your signal, the first student in each group runs to a ball and attempts to pick it up with

their elbows only.

- The student returns to the group's hoop and places the ball inside.
- When this happens, the next person in line runs out into the playing area and does the same.
- When all the balls are gone, each team counts up the number of balls they have collected.
- The object of the game is to be the team with the most balls in the hoop.

### **Indianapolis 500**

- Students start in a large circle and are numbered off in threes or fours.
- A race starter (teacher) says, "Start your engines," and then calls out a number (1-4). Students with the corresponding number run CW around the circle and try to pass the students in front of them
- If the starter calls out, "pit stop," all runners stop and return to their original starting position.
- If the starter calls out "accident," all runners must reverse direction and run CCW.

### **Inuit Ball Pass**

- Students form a circle and kneel
- Hands are held in front, palms up and flat
- The object is to pass a ball around the circle as quickly as possible without dropping the ball
- Hands remain open and flat, rather than cupped, and the ball is passed without tipping the hands
- Try different size balls and passing in both directions
- Can also be done seated with legs outstretched; the ball is passed from lap to lap without the use of hands

### **Jack Frost and Jane Thaw**

- Students are scattered and move to avoid being frozen (tagged) by Jack Frost, who carries a demi-noodle to freeze students with.
- Frozen students must remain immobile until being thawed (tagged) by Jane Thaw, who is carrying a demi-noodle of a different color.
- Freezing occurs instantly, but thawing is a more gradual process.
- Two Jack Frosts can help keep the action moving.

### **Jedi Knights (Jason Tresidder)**

- Equipment: cone and noodle stick
- Organization: circle formation, teams sitting behind team cone in relay formation, and each team has a noodle stick
- First player on each team enters the playing circle with their noodle stick.
- The object of the game is to tag other Jedi Knights (knee and below) and not be tagged.
- A Jedi is out if they step out of the playing circle, are tagged from the knee below, or they tag another player outside the tag zone.
- Safety: Have a "No Fly Swatting" rule. That means a player cannot come up to a challenger and start swatting them all over. If that occurs the player is out!

### **Jolly Ball**

- Divide students into four teams, each team forming one side of a large square.

- Students sit down facing in, with hands behind them, (crab position), and the students are numbered consecutively.
- Each student waits until their number is called. Then the four students whose number is called crab walk out to the center and try to kick the cageball over any of the other sides of the square, hopefully not over their own team.
- Sideline students can also kick the ball; hands are not allowed to be used.
- A point is scored against the team that allows the ball to go over its line. A ball that goes out at the corner between two teams is a dead ball and must be replayed.
- When a point is scored, the active student return to their team and another number is called.
- Team with the fewest points is declared the winner
- Can also call two numbers at a time.

### **Jump Rope Multipliers**

- To begin the activity divide the class into groups of 3-4
- The activity is performed in rounds, with each completed round causing joy and celebration of success!!
- **Round 1:**
  - All students must jump one time in a rope turned by their partners. When each group is successful, the group sits down and waits (cheers) for the class to finish. When the entire class has completed round 1, celebrate and move to round 2. **No one may move on to the next round without the class first completing the current round!**
- **Round 2:**
  - The class will have to divide again, but this time into groups of 4-5. Two jumpers must complete 2 consecutive jumps within a turning rope. When completed the group sits down
- **Round 3:**
  - The class will have to divide again, but this time in to groups of 5-6. Three jumpers must complete 3 consecutive jumps
- **Round 4:**
  - Four jumpers, 4 consecutive jumps.
- **Round 5:**
  - Five jumpers, five consecutive jumps
- Continue as far as possible. How many rounds can the class be successful performing?

### **Jump the Shot**

- Students stand in circle formation
- Teacher stands in the center with a long rope with a soft object attached to the end to give the end of the rope some weight. Teacher then turns the rope around and under the feet of the students, who must jump over the rope.
- Students who miss the jump step out and perform 5 jumping jacks and then return to the game.
- Have a student turn the rope by sitting crossed legged in the center and swinging the rope over their head.

### **Jump the Shot Variations**

- Squads line up in spoke formation; each student does a specified number of jumps (3-5), and then exits. The next squad member must come in immediately without missing a turn of the rope. A student scores a point for their squad when he/she comes in on time, jumps the number of prescribed jumps, and exits successfully. Squad with the most points wins
- Partners line up in the same formation, join inside hands and stand side by side when jumping.
- Two or more squads in file formation facing the rope turner. Each student runs CW (against the rope), jumping the rope as often as necessary to return to their squad
- Each student runs CCW with the rope and tries to run around the circle before the rope can catch up to them. If this happens, he/she must jump to allow the rope to pass under them. The best time for a student to begin their run is just after the rope has passed them.
- Students try some stunts in which the hands and feet are on the ground – to see whether they can have the rope pass under them. The rabbit jump, push-up position, lame dog. And others are possibilities

### **Junk Food Junkie**

- Six junk food junkies carry sugar sticks (noodles) and tag the other students, taking their strength from them
- Eight other students have a healthy snack (beanbag)
- Once tagged, the student freezes with hands out prepared to catch a healthy snack from someone
- When the student catches a healthy snack, they are free to join in the game again. while looking for other frozen

### **Kabaddi**

- Divide the class in half for this invasion tag game from India
- Each group lines up 20' from center line, which divides the playing area in half
- On the starting signal, a player from group one runs into group two's area trying to tag as many students as possible
- The tagger is only safe by yelling "Kabaddi, Kabaddi, Kabaddi..." without taking a breath.
- If the tagger runs out of breath he/she may be tagged by the other team before getting back to home team
- All students who are tagged join the opposing team
- As soon as team one's tagger is finished, team two sends their tagger over.
- No tagger can go a second time until everyone has had an opportunity to be the tagger.

### **KICK THE CAN (Jim Ross)**

- The playing area is set up with a "home base" at one end of the playing area and a "jail" at the opposite end. In the middle place a "can" (a ball or other object that may be kicked).
- Select 3 players to be taggers.
- The object of the game is for the taggers to tag all of the players sending the players to prison.
- The taggers have 3 minutes to accomplish this goal.
- The players not designated as taggers attempt to last the entire 4 minutes without being tagged.
- If tagged, the players go to the jail.

- If one of the players is able to kick the “can” without being tagged, all players, including those in jail, must return to the home base before the ball is retrieved and placed back on the mark by the taggers.
- Any player not in home when the ball is placed on the mark must go to jail.
- The home base may or may not be designated as a “safe area”.

### **King/Queen of the Hill**

- This is an offense/defense game that is best played with 3-6 players. Set up by placing three spots in a triangle with two spots about 5yds apart and the other about 10yds in front.
- The defensive player must stand between the two spots that are closest together.
- The offensive player begins on the spot farthest away and faces the defensive player.
- When both players are ready, the offensive player fakes and runs to one of the other two spots. The defender sees the direction that the offensive player is moving and attempts to beat the offensive player to that spot.
- NO sliding is allowed and the first person to hit the spot with their foot wins.
- The winner then becomes the defensive player, their opponent goes to the end of the line and a new opponent enters as the offensive player.
- Students should challenge themselves to stay as the “King or Queen” for the whole group.
- Can you beat everyone twice?

### **Knock Down**

- Objective: Throwing; catching; hand/eye coordination; quick reaction; agility; teamwork; aerobic endurance.
- Equipment: 1 Koosh(soft) ball for every group of 6-8 students.
- Set up two hoops approximately 40-60 feet apart.
- Place a plastic water bottle in the center of each hoop.
- Place the children in teams of 3 or 4 players.
- One team is on offense and begins with the Koosh ball.
- The object is to use the Koosh ball to knock down the other team’s water bottle.
- A player with possession of the Koosh ball cannot travel with the ball, however they can pivot (as in basketball).
- To advance the ball down the court players must pass the ball to each other.
- A ball that hits the floor goes to the team that didn’t have possession. A team scores one point when they knock down a water bottle.
- The bottle is then stood back up and play resumes with the other team in possession of the ball.
- Defensive players and intercept and knock down passes.
- Defensive players are not allowed to touch offensive players.

### **LORDS OF THE RINGS (Jim Ross)**

- This is a multi-team game. Teams should be made up of 3-5 players.
- Line the teams up at one end of the playing area giving each team a hoop to indicate where their “home base” is located.
- In the opposite 1/2 of the playing area (use cones to indicate the 1/2 way line) scatter deck rings all around.

- Set up a prison area (1 hoop for each team) somewhere beyond the 1/2 way line (on the sidelines or behind the rings).
- One team begins the game as the taggers.
- The tagging team's job is to tag players and send them to prison.
- The other players attempt to cross over the 1/2 line and steal a ring.
- ONE player from each team goes at a time. If successful, s/he brings the ring back to home base and the next player on the team attempts to steal a ring.
- If tagged beyond the 1/2 way line, the player must go to prison.
- Players are released from prison when a teammate enters the prison without being tagged.
- All ex-prisoners put their hands up and have a free pass back to home base.  
Set a time limit of 2-3 minutes.
- Count up the number of collected rings and designate a new team as "Lords Of The Rings".

### **Make It Take It**

- Place a large bucket/bin in the center of the playing area and scatter polypots around the bucket all over the area. Place 6 cones on one side of the playing area.
- Divide the class into 6 teams and have them sit behind one of the cones
- On the signal, the first student from each team runs out and stands on a poly spot. While standing on the spot they throw their ball (overhand, underhand, chest pass – teacher choice) in the bucket
- If a student misses, they retrieve their ball and returns to their line so the next student can go.
- If a student makes it, they pick up the polypots and retrieve the ball. And return to their team
- Students must pickup the polypots after making the bucket, because if another student steps on the on the spot, it can no longer be picked up.

### **MASTERMIND**

- Divide the class into pairs. Give each student 4 objects of the same color (Playing cards also work).
- Tell the partners to sit back to back. One player is the Leader and arranges his/her objects in a straight-line pattern.
- When ready, the second player arranges his/her objects in what s/he thinks is the same order as his/her partner.
- When ready the second player reads his/her pattern from left to right. The leader indicates how many objects are in the correct order - but does not reveal which ones are correct. For example, if the leader's pattern is red-blue-yellow-green and the second player guesses blue-red-yellow-green. The leader would respond with two is correct (yellow).
- After which the second player re-arranges his/her objects and guess another pattern.
- When the second player guesses correctly, the roles are switched.

### **Match Up**

- This activity is a great way to cover theory content or can be aimed at a revision exercise that keeps students active.
- Equipment: 2 x buckets, 2 x clipboards, activity sheets (attached)
- Divide students into two teams, lining up at each corner of the baseline.
- One student at a time runs the figure 8 course (see diagram below), and

retrieves one answer from their bucket on the lap.

- Once the student gets back to their team, the next person has their turn.
- Students continue running until they have retrieved all answers from the bucket.
- When the team has all of their answers, they attempt to match them to the answer sheet. The first team with all correct answers is the winner.

### **MATCHING HOOPS (Jim Ross)**

- Divide the class into smaller teams 3-4 students
- Give each team a hoop, positioning the teams around the perimeter.
- In the middle of the playing area place a hoop containing various groups of objects (6-8 of each kind of object).
- The objective is to be the first team to gather all the objects of one type of group (ex. 8 blue tennis balls).
- On the starting signal, each team sends out one person to collect an object.
- Players may take objects from the middle or from other team hoops.
- No defending the hoops.
- Only one player from each team may be in the playing area at one time.

### **Math Bucket Ball**

#### ***Grades 3-5***

- Objective: cooperation, tossing/shooting, math computation
- Equipment: beanbags, buckets/baskets, 30 numbered polyspots
- Place the students in groups of two.
- This game is played 2 v. 2. Each group of 4 students has one bucket/basket, four beanbags, and five polyspots.
- The buckets are placed on the floor around the area, away from each other. Five polyspots are placed around each bucket. The number on the polyspots can be random at each bucket. Place the spots with the lower number on them closer to the bucket and the higher numbered polyspots further away.
- The game is played similar to the HORSE basketball game.
- In 2 v. 2 the first player to start the game stands on one of the polyspots and tosses/shoots her beanbag into the bucket.
- If it goes into the bucket, the first player on the other team must now make a successful toss from the same spot.
- If her toss goes in the bucket, neither team scores a point. I
- f she fails, the first team scores the number of points depicted on the polyspot from where the toss was made.
- The game continues with the next player on the starting team tossing from the same spot and then the next player from the other team.
- If one team gets it in the bucket and the other team doesn't, they score the number of points on the spot.
- Remember, if both players get the beanbag in the bucket, no points are awarded.
- After all four players have thrown from the first polyspot; they move to another spot and continue the game.
- Players must remember to add their score from each round.
- The game can be played to any number of points, such as 30, 40, 50, etc.

- Variation:
  - 1 v. 1 – Play the same way as above but each player is his own team and tosses continue until a player fails to toss/throw it in the bucket.
  - The player who had the most recent successful toss is awarded the points depicted on the polyspot.
  - Each player adds her own score.

### **MATH JUGGLE**

- Have students stand in a circle of 6-8 students
- Each group should have at least two number balls
- Have students pass the balls in the same direction
- On command, stop passing; the students holding the ball call out the top number and the first group to correctly add the numbers together wins one point
- **Variations:**
  - Subtract, multiply, odd, even, greater than, less than, etc.
  - Use different passes; underhand, overhand, chest, roll, etc.

### **Midnight**

- A safety line is established 40' from a den in which one student (Or the teacher) the fox, is standing
- The other students stand behind the safety line and move forward slowly, asking, "Please Mr. Fox, what time is it?" The fox answers in various fashions such as, bedtime, pretty late, three-thirty, etc.
- The fox continues to draw the students closer and at some point, the fox answers the question by saying, "Midnight," and then chases the others back to the safety line trying to tag the students.
- Any student caught joins the fox in the den and helps the fox catch the other students. No student in the den may leave before the fox says midnight.

### **Mini Ultimate:**

- Frisbees or other objects to throw, cones, pinnies
- Groups of three
- Each team will setup their grid and break up into a 3v3
- This will be a small game of keep away where you are trying to move the Frisbee to the other end but you cannot move when you have the Frisbee in your hand
- Variation: 4 complete passes before scoring.

### **Monkey in the Middle**

- Use soft tossable objects – foam balls, rubber chickens, cones
- Two students tossing object back and forth, trying to keep the ball away from the student in the middle
- The passers are stationary and the student in the middle must guard the student with the ball
- Variations:
  - Place two cones on either side of the passers, about 5-10' apart. Allow the passers to move between the cones without the ball

- Allow the student with the ball to move to any open side – put down cones to create square
- Add a third passer, allowing the passers without the ball to move to an open side
- Allow a second defender (3 vs. 2)

### **Mosquito Tag**

- Need 4 cones, 3 noodles (1 per 15-20 students) set up cones to mark off 20x20 stride area
- Three taggers w/noodles try to freeze entire class.
- If tagged you must kneel down
- To be freed, *two* students have to Hi-10 above you and yell “OFF!” or any other type of bug repellent.
- Students can kill the mosquitoes by getting 8 students together (shoulder to shoulder) and at the *same time* clap their hands in *unison* as if they crushed the mosquito in their hands.
- If they don’t clap in unison, the mosquitoes live, and if they do three more students become the mosquitoes
- Mosquitoes love to tag people in line before they can clap

### **Mousetrap**

- Half the students form a circle with hands joined and facing the center. This is the trap.
- The other students are outside the circle. They are the mice.
- Three signals are given for the game. These can be word cues or other signals. On the first signal, the mice skip around outside the circle playing happily. On the second signal, the trap is opened, (circle students raise their joined hands to form arches) the mice run in and out of the trap. On the third signal, the trap shuts (students lower their arms). All mice caught join the circle.
- The game is repeated until most of the mice are caught, then the students exchange places.
- Students should not run in and out of the circle on adjacent openings.
- Game is excellent with the parachute.

### **Multi Ultimate (Chip Candy)**

- This is a two-team game played with any number of players on each side determined by field/court space available.
- Each end of the field needs a goal zone the width of the field, and about 5 yards deep.
- The object of the game is to score into the opponent’s goal zone by catching a pass with both feet in the goal area.
- Many throwable/catchable balls of any variety are used and are only advanced in the game by throwing and catching (no moving while possessing the ball).
- This is the game of Ultimate Frisbee played with multi balls!
- The easy rules are these:
  - a. No touching an opponent...call your own fouls...no contact of any kind.
  - b. No running/moving with the ball.
  - c. Any pass that is not completed between teammates is a turnover and possession goes to the opponent.
  - d. When a goal is scored, the player who caught the ball puts it down in the goal, runs to mid court to slap the teachers hand (registering the goal). The ball is then the possession of the defending team.

- e. When a player is in possession of the ball they may only be guarded by one opponent.
- f. Players may move anywhere on the field (including the goal zone area).

## **MULTIPLICATION/SKIP COUNTING CARD ACTIVITY**

- Grades: K-5  
Integration: Math and Locomotor Skills
- Purpose: To increase ability to count and skip count while also working on locomotor skills and increasing heart rate. (such as running, sliding, skipping, jumping, etc)
- Materials- Index Cards that are numbered with 2, 4, 6, 8....all the way to 20- with only one number on each card. You will need enough sets so that every 2 children have a set of cards. You will need a large place card that is divided into 10 squares. These squares need to be big enough for the index cards to fit in and need to have the multiplication problems in them. For example,  $2 \times 1 = \underline{\quad}$ , in the first square.  $2 \times 2 = \underline{\quad}$  in the second square and so on.
- Activity: Place your index cards in the center of the gym.
- Pair students up and give them each a place card and have them spread out around the gym.
- When the teacher signals "go," the first student in each pair will move out into the general space as directed (skip, hop, gallop, slide, etc.) and return with the first card (2).
- The student that is waiting at the card should do the same locomotor skill in place until the partner returns.
- When the first student returns, both students, working together, will place the numbered card in the correct area of the mat. There are exactly 10 squares in a row, so there is only one place each number will fit numerically.
- Together, the students must then jump and say " $2 \times 1 = 2$ ".
- The next student moves (as directed) bringing back the next card in the set (4). Together, the students must again jump, but this time, they must jump and say " $2 \times 1 = 2, 2 \times 2 = 4$ ".
- The first student then goes again and finds the next card (6). Again, the students jump and say " $2 \times 1 = 2, 2 \times 2 = 4, 2 \times 3 = 6$ ".
- It is important that when they say the answer they only jump once, for example, say " $2 \times 1 =$ ", then jump and say "2". Do this all the way to 20.
- The students continue with this activity, taking turns until all squares are filled up and answers are in the correct order.
- When they are done, student raise their hands and jog in place, until the teacher comes over and has both students jump all the way through the cards, saying all problems and answers.
- You can do this with all multiplication problems.

*Teacher Tip: Laminate the 10 square place card and use dry erase markers to change the multiplication problems on the place cards.*

- Variation: You can use this activity to establish skip counting memorization. Simply take the multiplication problems off the 10 square placemat and have the students skip count.

## **Muscle Snatchers**

- Equipment: Poly Spots, Beanbags, Hula Hoops, Cones
- Bones, muscles and organs grow as a person grows, and they are all included in fat-free mass. At the same time, fat mass is an important part of body

composition. We need fat for our bodies to work properly. A healthy body composition is similar to having 3-4 pounds of fat-free mass like muscle per 1 pound of fat.

- Divide class into 4 teams.
- Explain to the students that each team has a hula hoop representing a body.
- The teams are responsible for building muscle and decreasing fat in their hula hoop body.
- Inside each hula hoop, there is a varied amount of fat (poly spots) and muscle (bean bags) to show that each body is different.
- At the signal, teams take a fat (poly spot) out of their own hoop and take it to another team. After they drop off the fat inside the other team's hula hoop, they pick up a muscle (bean bag) and bring it back to their own hula hoop (body).
- At the signal, the students count how much muscle and fat they have in their body and determine if they have a healthy body composition (3-4 muscles for every pound of fat).
- Check each body and comment on whether there is a healthy composition of muscle and fat.
- Play this game several times to emphasize the objective.

### **Muscle & Fat**

- Tennis balls, beanbags, & hoops
- Divide the class into groups of 2-4. Each group lines up behind a hoop facing the center of the area.
- Each group will have 3 tennis balls (Muscle), and 3 beanbags (Fat) to start the game
- Explain to the students the importance of both muscle and fat in the body, healthy ratio of muscle to fat, how to change that ratio in their body (exercise & healthy eating)
- One student from each group is allowed to take one piece of equipment from their hoop, drop it in another group's hoop, and take something from that group's hoop (always ONE item at a time)
- That student then brings the object back to their hoop and goes to the end of their line, allowing the next student to go
- The teams are exercising in order to gain more muscle (tennis ball) than fat (beanbag) in their bodies (hoop)

### **Musical Ball Pass**

- Students stand in a circle facing center, one ball is given to a player and is passed around the circle when the music starts.
- When the music stops, the student with the ball goes into the "well" in the center of the circle.
- Student stays in the center until another student is caught.
- More than one ball can be used depending upon the skill of the class.

### **Mystical Wave**

- Two lines of students facing each other with arms extended
- A walker moves through the middle, as the arms move in front of the person, and then down behind them
- Send the walkers through quickly. It creates a wave of arms
- Variations:
  - Pass a ball underneath

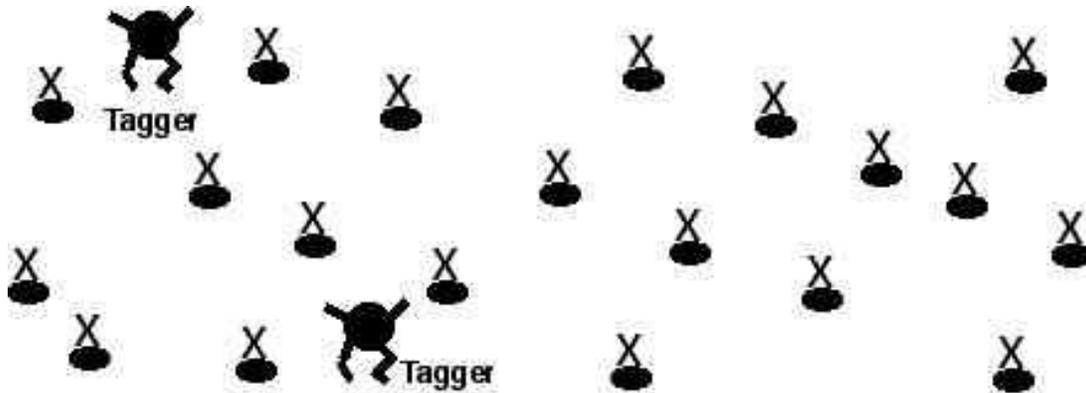
- Use an overhand grip thus creating a tunnel with the hands

### **The NEW Kicking Game (Jim Ross)**

- This is a multi team game
- Place 3-4 goals on the middle of the playing area
- Place one goal in each of the four corners of the playing area
- One team defends the goals in the middle of the playing area. They may not use their hands
- The other teams are stationed around the periphery of the playing area. They do not defend the corners
- The teams on the periphery are assigned specific spots to kick the ball from - aiming for the center goals. These players may travel anywhere to obtain a ball, but must return to a kicking spot before attempting a goal.
- The team defending the middle goals may kick at the corner goals but may NOT travel with the ball - they must kick from where they stop the ball
- After scoring, a player adds a tennis ball to their team's scoring bucket
- Count up the goals at the end of a time period
- Begin another round with a new team in the middle

### **NEW NUMBER NOW (Kevin Tiller)**

- Another neat game for upper elementary students in grades 4-6.
- **Equipment Needed:** Numbered poly spots (1-12), A pair of numbered dice
- One or two students are selected to be the Searchers.
- The rest of the students stand on one of the numbered poly spots that are placed on the gym floor.
- The Searchers roll the dice.
- The number that appears is the number that the searchers are trying to find.
- The Searchers go from student to student, tapping a player on the shoulder and asking to see the number.



- If it is the number that was rolled, that person yells out “NEW NUMBER NOW!”
- All of the students on the spots and the Searchers run and quickly touch five numbered spots in a row.
- The last one or two players to be on a spot become the new Searchers.

### **Nonda's Car Lot**

- Class selects four brands of cars (e.g., Honda, Chevy, Toyota, Cadillac, Jeep, etc.)
- Each student selects a car from that four but does not tell anyone what it is
- One student is chosen to be it and stands in the center of the area between two lines about 50' apart.
- Tagger calls out a car name and all students who selected that name attempt to run to the other line without getting tagged. Tagger calls out the cars until all students have run. Tagger can also call out, "car lot," and all the cars must go.
- When a student gets tagged they must sit down at the spot of the tag and cannot move from that spot, but can tag other students running by.

### **Noodle Hockey (Chip Candy)**

- Play with 7 – 8 players on each team, plus one goalie.
- Goals are set up using 2 cones on the end-lines the width of the lane.
- Each team has a set of 7-8 pool noodles that are the same color, but different than the opponents, and a different color for the goalie.
- The noodle is held with 2 hands at either end, bending it into a U shape...that is the hockey stick...and use 3 Gator skin balls in the game.
- When the game begins, scoring on the goal is from the front or the back, and the ball must roll or bounce through to be counted (below cone level).
- The rest of the rules-
  - a. No playing the ball with the feet.
  - b. No checking, no tripping, etc.
  - c. No sliding, or going down on the knees to play the ball.
  - d. The ball may be played off the wall, but players may not contact the wall.
  - e. A score is only counted when the player comes and high 5's the teacher.
  - f. Subbing is done "on the fly", meaning that when you get tired you come out and give the stick to the first person in line on your team, and then go to the end of that line.
  - g. All penalties for infractions are 30 seconds out of the game (with your stick... your team plays short). Repeat infractions carry a longer time in the penalty box!

### **NOODLE RELAYS (Chad Triolet)**

- The teacher will arrange the group so there are 4 to 10 lines (depending on class size).
- Each line will be located on the office side of the gym and will face the stage.
- Once the lines have been made the teacher will have the students review the relay rules.
- The teacher will also introduce the use of a flag or baton to the race. NOTE: The teacher can use more than one flag or baton so that multiple students are moving at the same time.
- After the classes practice their first relay the teacher will introduce the word "pattern" and "sequence".
- The teacher will ask for examples.
- The teacher will then provide a pattern using noodle pieces (ex. Single row of noodle pieces colored – red, yellow, blue, red, yellow, blue, etc.).
- Once the students understand the concept, they will attempt to recreate the pattern by collecting piece of noodle one at a time from the other side of the gym.

- The teacher can make the patterns more challenging by stacking the noodle pieces, covering the pattern once it's introduced, or allowing students to create their own pattern.

### **NOODLE SOUP (Chad Triolet)**

- Split the class into 4 equal teams.
- The students may line up behind the cones facing the center of the game area. Two players will be picked to be the “crazy chefs”.
- The “crazy chefs” will attempt to protect their noodle soup (small noodle pieces) from the hungry students by hitting them with their spoons (longer noodle pieces).
- Each team will have two players at a time attempt to collect the food in the middle (they may only take one noodle piece at a time).
- The players who are attempting to collect food will be holding flags in their hands.
- If the “crazy chef” hits a hungry student, the student must go back to their team without some food and let another player go.
- After a few minutes, pick two new “crazy chefs” and continue the game. See how many pieces of soup each team can collect.

### **Ocean Rescue (PECentral)**

- Equipment Needs: Poly spots or hula hoops; various throwing objects; cones
- Use the cones to mark off a throwing line on each side of the playing area; spread out the polypspots and/or hula hoops around the playing area
- Divide the class into two groups, one is the “sailors” with the other being the “rescuers”.
- The “sailors” spread out around the playing area standing on either a polypspot or a hula hoop.
- The “rescuers” must get a throwing object and stand behind the throwing line.
- On the go signal, the “rescuers” must throw the ball (use underhand or overhand throw depending on focus of lesson) to one of the “sailors” to try to rescue them.
- If the “sailor” catches the ball, they are pulled to shore and become one of the “rescuers”.
- Continue until all the “sailors” are rescued or for a specific time limit.
- Modifications: Move the throwing line closer to the “sailors”; allow the “sailors” to catch the ball off of one bounce.

### **One on Three Whiffle Ball**

- Groups of 4 students
- The set up- 2 bases set up like home plate and the pitcher’s mound about 10-15 yards away
- The players will take one of the four positions; outfielder, pitcher, catcher, & batter
- The batter hits the ball into the field and begins running from home to the pitcher’s mound and back and continues until the fielders relay the ball into the catcher who tags home plate
- The batter scores a run for every base touched
- Players then rotate in a circle to assume a new position and the next batter is up
- Rules:
  - Fielders may not run with the ball, they must throw it
  - Both fielders must touch the ball before the ball is thrown home
  - 3 swings and you’re out, even on foul balls
  - a ball caught in the air is not an out, the ball is in play

### **One vs Five Tag (Chip Candy)**

- Divide the play area in half with side lines and end lines
- Two teams are assigned to either side of the playing area
- Have five times as many students as taggers (Taggers need some kind of designation. like pinnies) on one half, with the rest of the students on the other half. So if you have 30 students then you need 6 taggers
- The object of the game is for the runners to make it to the opposite side of the floor without being tagged
- If you make it, you walk up one side of the playing area (out of play) and high five the teacher to register your score
- This student then starts back on their side line and tries again
- If tagged, you go to the other side line and perform a quick exercise, then return to your sideline to try again
- The goal is to score as many points as possible in one minute.
- Allow one minute for teams to strategize, then each group can try to break the previous games record (taggers under the number, runners over the mark)

### **ORCHARD 500 (NateHeath.NH)**

- Use cones or markers to create an oval race-track in the gymnasium.
- Designate “pit stops” on the outside (or inside) edge of the track. In the diagram, the triangles are the pit stops and the circles are the cones.
- Each group is a “race car”.
- This can be done several different ways such as by simply running, dribbling a ball, traveling on a scooter, or by placing a mat on scooters and being pushed by teammates.
- On the “go” signal, each group completes one lap and returns to the pit.
- At the end of the activity, teams will add up the total value of the cards to determine their scores.
- Playing cards are worth the face value x 10 (ex. 5 is worth 50 laps) with the exception of the face cards which have penalties that must be performed immediately by the entire group:
  - Jacks: 10 jumping jacks (flat tire penalty – no lap value)
  - Queens: Partner Skip around the track (sponsor penalty – no lap value)
  - Kings: 10 push ups (race commission penalty – no lap value)
- The teams switch the driver after each lap.
- Teams may be given a black flag for unsafe racing. If “black flagged”, the team returns to the pit and is not eligible to receive a lap card.
- When time is up (all the cards in the deck are gone), the activity is over. All groups calculate the total number of laps from the lap cards.

### **Ouch!** Created By: Alex deBeers and Ron Raymond

- **Equipment:** One small foam ball per student
- In the activity, there are two games going on at the same time.
- Divide your class into two groups.
- Each group stays on their half of the gym.
- On your signal, all of the students will try to “tag” other players in their group by throwing the foam ball at a player’s toes.

- If a player is hit by the ball below the knees, the player is out.
- After 2 minutes, a whistle is blown signaling “everyone for themselves.”
- The students who are still in the game may go anywhere on the court to tag other players.
- You can also modify this game by having the players switch sides when they are tagged. This keeps the kids more active. When the whistle is blown, all of the players are now able to tag anyone in the gym. If a player is tagged at this point, he or she is out. But not for long, as the end of the game is just a moment away!

### **Partner Stoop**

- Game follows the same basic principles of circle stoop, but is played with partners.
- Students form a double circle, with partners facing CCW, which means that one partner is on the inside while the other is on the outside.
- When the music begins, all march in line of direction. After a short period of marching, a signal is sounded and the inside circle reverses direction and marches the other way CW. Partners are now separated.
- When the music stops, the outer circle stand still and the partners making up the inner circle walk to rejoin their respective partner. As soon as a student reaches their partner, they join inside hands and stoop without losing balance.
- The last couple to stoop and those who lose balance, go to the center of the circle and wait out the next round

### **PASS N SPELL**

- Scatter letters in face up position on the floor
- The object of the game is to spell words by throwing an object (type of ball) to partner from letter to letter
- The first pass starts from one of the outside perimeter lines
- If a pass is dropped, start from the beginning
- When students successfully spell the word, trade for a new one
- With older students use around 3-4 of each letter; with younger students, use 7-8 of each letter

### **PEAKS AND VALLEYS (Jim Ross)**

- Split the class into 2 groups - mountain goats and antelopes.
- In the playing area scatter some hoops and cones.
- Add tennis balls to the playing area, placing some on top of the cones and some in the hoops.
- On the starting signal, the mountain goats dribble to a hoop and take the tennis ball placing it on top of a cone (mountain).
- Meanwhile, the antelopes take tennis balls off the cones and place them in a hoop.
- One tennis ball per hoop or mountain (bean bags may also be used).
- At the end of the playing time (2- 3 minutes) teams count up their scores.
- Play again!

### **Personal Space Hoopball**

- Equipment needed: 2 carpet squares, 2 hoops, one beachball, pinnies and team markers (polyspots, carpet squares) for student’s personal space

- Divide the class into 2 teams & choose one from each team to be a goalie. The goalie will be given a hoop and each student will be given a matching marker
- Students will be instructed that the object of the game is to score as many points in their hoop as possible
- Students must position themselves within their own personal space and may not move until instructed to do so by the teacher
- The goalie must remain seated but may move the hoop in any direction to obtain a score
- Teacher begins game by tossing the ball into the air at the midcourt
- Students will begin passing the ball toward their goal until a score happens
- Following a score, the teacher will begin the play again
- Teacher is responsible for keeping the ball in the playing area
- After 2-3 minutes, teacher will allow the students the option of changing their personal space
- Goalies must always remain in their personal space

### **Pin Ball**

- Pins and foam balls
- Give each student a pin and yarn ball
- Have students find a personal space on the playing area.
- On the signal, students try to throw their ball and knock over the other student's pins
- Students can only throw their ball while their pin is standing
- If a student's pin is knocked over, they must do 5 jumping jacks (or any exercise Teacher decides) to put their pin back up and get back in the game

### **Pin Knockout**

- Teams of equal number play the game. Each team is given 5-6 foam balls and 6 pins.
- The teams set up the pins in their area and each team stays in their area for the game.
- The object of the game is to knock down the other teams' pins
- The balls are used for rolling at the pins and students are not allowed to step out of their area to retrieve or throw a ball.
- Students cannot hold a ball for more than 5 seconds.
- Student may guard their pins, but must not touch them. When a pin is knocked down it is removed. Game is over when one team loses all its pins
- Variation – put pins back up when knocked down and keep track of pins knocked over.

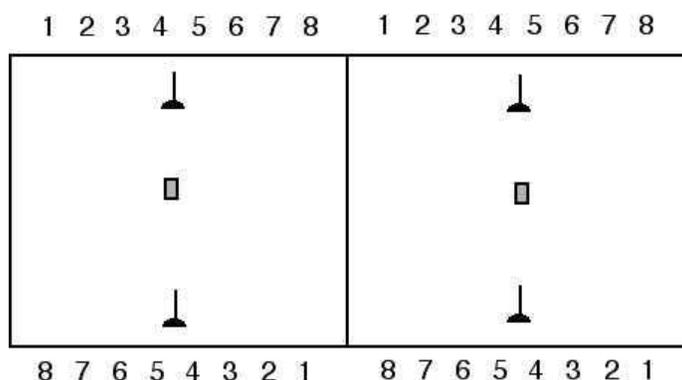
### **PIRATE BALL**

- Divide the area in half and assign  $\frac{1}{2}$  the class to each end
- Place 5 cones at the end of each playing area
- The task is for each group to take all the tennis balls from the opposing team
- If tagged on the opposing team's side, the tagged student goes to jail. The jail is only large enough for one student, so when a teammate goes to the jail, the other student may reenter the game again.
- If a ball is captured, the student has a "safe passage" back to their own side and the captured ball is placed in a bucket
- After crossing to the opposing team's side, a student may choose to take back his/her team's captured ball or take one of the other team's balls

- When a team has captured all of the opposing team's balls, the game ends.

### PLUNGER BALL (Kevin Tiller)

- This game is like "Steal the Bacon" with a twist! For grades 5-8.
- **Equipment Needed:** Plungers (two per game), Toilet paper roll that has been wrapped with clear packaging tape (one per game)



- Divide the class into several teams of 6-8 player each.
- Make as many teams as your space can accommodate.
- The students stand facing each other and are numbered as shown.
- Each team has a plunger.
- The roll of toilet paper is placed in the center of the court.
- When a number is called by the teacher, that student on each team runs out, picks up the plunger, and tries to hit the roll of toilet paper past the other team who now are the goalies.
- A goal is worth one point.
- The plunger must remain below waist level; if it does not, the other team is automatically awarded the point.
- The object of the game is to be the team who scores the most points.

### Poly Spot Tag

- Spread poly spots throughout the play area so that the students will be able to stand on one spot and leap to another spot. I don't make a big deal if they don't quite reach the spot in one leap. The poly spot's distance apart depends on the age and ability of the class. The spots do not have to be the same distance apart, and they can be arranged so that the students often have a choice of which way to go. Some distances can be more challenging than others.
- Begin the game with each student standing on a spot. You may choose their spots or they may choose their own spot.
- Use a pair of different colored dice. Half the students are designated as one color and the other half are designated the other color. You may also use only one die and simply alternate which group moves. One group may be designated as 1 or A and the other group as 2 or B.
- Roll one die. The students aligned with that color die leap that number of poly spots. If they land on another student's spot (must be exact number on the die), a tag is automatically made. Then roll the other die. Those students now leap. Keep alternating the die rolls.
- When a tag is made, the student who made the tag receives one point. The tagged student steps off the spot and is frozen until any other student lands on his or her spot. She or he is

then free to return to the game. As an alternative, you can have the frozen students do some exercises in place. The student who freed him or her also receives one point.

- Play for about five minutes. Students see how many points they have acquired and then try to beat their previous score in the next round.
- **Variations:**
  1. Instead of everyone able to tag, designate three or four taggers. Give each tagger something that identifies them as a tagger; for example, they can tag with a foam ball or foam Frisbee. Each tagger has a hoop home outside the play area, but near at least one poly spot. When a tag is made, the tagged student must go into that tagger's hoop home. The students in that home may be freed if any student lands inside that home. The home counts as one leap. For example, if the number on the die is five, the last poly spot before the hoop home must be the fourth leap so that the fifth leap lands inside the hoop. All students in that hoop are freed and may leap out on the next roll. Alternate rolls - one for the taggers and one for the rest of the students as in the above game. After five minutes, change taggers. See which group of taggers had the most captured students at the end of the game.
  2. Players manipulate a piece of equipment while leaping from spot to spot. For example, dribble a basketball, tap a volleyball, toss a tennis ball.
  3. Use four different colored die and create four teams. Give each team something to designate which team they are on. For example, use different colored pinnies. On the command "roll", one student from each team rolls his or her die outside the play area. This student is not actually playing this round. She or he calls out the number on the die. Every player must move the number that his or her teammate rolled. Everyone moves at the same time. In order to insure that everyone moves at the same time, do not allow anyone to move until you (the teacher) gives the command to go. Each team must only be allowed to chase one of the other four teams. For example: red chases blue, blue chases green, green chases orange, and orange chases red. If anyone on one team overtakes someone on the team they are chasing, a tag is made (does not have to be exact roll). That student is frozen until someone on his or her team lands on his or her spot (must be exact roll). At the end of five minutes, see which team has the least number of frozen students. Change the rollers and play again.
  4. Try some of the above variations without using dice. This will make the game more aerobic and certainly more hectic. The students keep moving continuously.

### **PUSH-UP PINBALL**

- Divide the class into two teams & have them spread out in the area.
- Players assume the push-up position
- The object of the game is to pass the object (any object that will slide across the floor) from teammate to teammate and make into the other team's goal
- Goals are made using two cones
- Goalies are allowed to move while in the push-up position
- If students are getting tired, allow them to play from one or two knees for a quick rest
- **Variations:**
  - All students are allowed to move in push-up position
  - Vary the pieces of equipment that are used for sliding or rolling

- Add more than one piece of equipment to the game so there is multiple action

### **PUZZLE RELAYS**

- Divide the students into groups of 5 and have them stand in a relay behind a poly-spot or cone at one end of the playing area
- At the other end, place puzzle pieces for each team in a hula hoop; each team should have a different puzzle but with an equal number of pieces
- On the signal, the first student runs to get one puzzle piece and returns to the group, puts the puzzle piece into their hoop and performs the designated activity and then tags the hand of the next student in line
- This continues until all the puzzle pieces are brought back, then the group begins to put the pieces together
- After the puzzle is together, the groups sits until all groups are finished
- After all the puzzles are put together, the pieces are returned to the other end again and each group moves one place to the right.
- This continues until all groups have solved all the puzzles
- At the conclusion of the activity, ask the students to discuss the specifics of the puzzles
- Examples:
  - Physical Activity – after running down and bringing back a puzzle piece, jump rope 20 times; bounce a basketball 20 times, push-ups; crab kicks, etc.
  - Puzzle concepts – names of states, countries, spelling words, fitness concepts
    - Reduce Stress
    - Resting heart rate
    - Body composition
    - Target heart rate
    - Cardiovascular
    - Muscular strength
    - Lean mass
    - Maximum hear rate
    - Duration
    - FITT Principle
    - Endurance

### **Rabbit Stew**

- Divide class into 3 groups each group has one noodle
- Choose one student from each group to be the tagger (wolf)
- The remainder of the 3 groups will be assigned to corners of the playing area (leaving one corner open) to take on the roles of:
  - Rabbit Stew
  - Snake tails
  - Bear chops
- Teacher will call out the name of the specific group and the students must attempt to “escape” from the wolves
- When fleeing students arrive at the open corner without being tagged, they are able to continue the game
- The teacher will continue to call group names until the completion of the game

- Students who are tagged will take over the responsibilities of the wolves and the previous taggers may return to their teams
- At the start of each new tag round, the wolves must begin at the center of the area

### **Race Across the Country**

- Put pictures of the states against the wall. Each picture should have a number
- Students need to be in pairs. Each pair needs a sheet of paper numbered 1-50
- The first partner goes to a state on the wall. At the corresponding number, that student writes the name of the state on the sheet of paper
- Then the first partner returns to his/her partner and the second partner runs to another state by its corresponding number
- This continues until one pair completes the race or for a certain amount of time

### **Rainbow Fish to the Rescue**

- **Purpose of Activity:** To foster space awareness and cooperation skills.
- **Prerequisites:** Children need to have prior experience in traveling within boundaries, moving in general space far away from the other children. They must also be able to return to their "base" upon signal without colliding with the other children. Listening skills. Collaborating with others - how to "save" a member of the same family in a safe and respectful way.
- **Suggested Grade Level:** K
- **Materials Needed:** Polyspots in 4 colors - blue, green, red and yellow. One per child according to the house family the children belong to. (Even small foam mats or carpet squares can be used for this activity). These are the "homes" of the fish. Tire (or hoop): this is the "bucket" of the Fisherperson and is placed on the edge of the boundary line.
- In this activity, the teacher is a fisherperson. The children are "little rainbow fish" and they are divided into "families" (red fish, blue fish, green fish and yellow fish).
- Children find a "home" each (spot of same house color within the boundary) within the "ocean" boundaries. The delimiting boundary becomes the "land".
- Upon signal, the children will be invited to swim about in the general space by the teacher – “Are you ready to swim - to waggle your tails and fins ?” ... "GO". And the children move about in general space. Children are encouraged to swim far away from each other, “otherwise you will bump your fins”.....in different directions and ways
- After a minute or so, teacher calls out “STORM” and the children are to swim back to their home so that they take shelter from the storm. The Teacher (fisher-person) too runs for shelter to stand by the bucket whilst counting 5, 4,3,2,1. By "1", all the children have to be on their home otherwise the storm will throw them out of the ocean onto land (fish cannot live on land – this is done to avoid having children "hovering" around the teacher as they would like to be caught).
- When the Storm is over, and the teacher invites the children to swim again. “Are you ready to swim, waggle your tails and fins? GO. This time however, when the teacher calls out “STORM” he/she will also attempt to catch/tag a “fish” when the storm comes.
- If successful the teacher takes the “fish” over to the bucket, whilst counting 5,4,3,2 and 1 by which all children have to home.

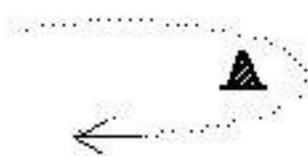
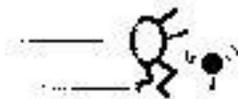
- The teacher asks the "tagged little fish what color it is "What color are you?" . The child voices the family color and the teacher asks "So which family can save you?" (just to emphasize that saving happening in a collaborative manner according to the house).
- The teacher then plays out a role whereby he/she says "But little "COLOR" fish, you are too small a fish! If I want to make my fish-pie tonight, I need more fish. So I will leave you in my bucket and go and try to catch more fish " .
- So since the fisherperson wants to make a fish-pie, one little fish is not enough, the teacher will need to attempt another catch.
- The fisherperson leaves the fish in the bucket and goes to fish again. The teacher invites the children to swim again. "Are you ready to swim, waggle your tails and fins ? ...GO and this time the children of the same house swim up to the "fish in the bucket" to save their family member while the fisher-person is looking for the right place to fish.
- The teacher pretends that he/she does not see this happening, as he/she is being distracted by the other fish which are still swimming about in the ocean.
- When teacher calls "STORM", all fish swim home and teacher returns to (who at this point catches no body) the bucket and finds it empty.
- Again the teacher acts out a role "HEY! But I thought I had a fish in my bucket? Where is my fish? How can I make my fish-pie without any fish?! Who saved my fish?" (to check that same house family).
- Teacher scans class and spots the "escaped" fish...and asks "But who saved you? Hey you have a very smart family!" etc. Oh Well! It looks like I am going to have to fish again! "
- And game is repeated.
- The game thus evolves with the teacher alternating (fishing + tagging) with (fishing and no tagging).

### Teaching Suggestions:

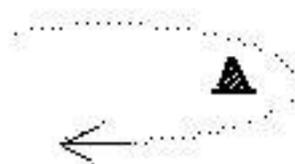
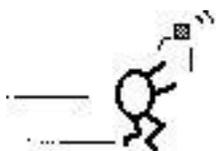
The goal for the teacher is to ensure that he/she targets tagging a "fish" from each house color to ensure that all families have the opportunity to be caught & saved.

### Relay Recall (Carol Copeland)

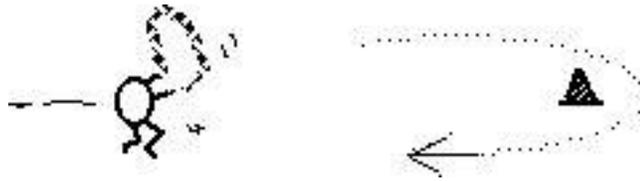
- **Background:** We all learn from our mistakes. This relay was developed when one of our peer teachers explained three relays to her classmates. The relays were explained one after the other, before the first relay had taken place. This caused a bit of confusion when the students tried to run the relays. However, from that mistake came the idea for this activity.
- **Relay #1:** Basketball dribble around the cone and back. STOP



- **Relay #2:** Toss a bean bag (toss with one hand, catch with the other) while skipping. STOP.



- **Relay #3:** Use a jump rope and skip around the cone and back. STOP.



- **Relay #4:** For this relay we combined the first three skills into one “Giant-Combo” relay. The students must remember to do each relay in the exact sequence as above. Each relay team had a basketball, bean bag, and a jump rope for this relay.



**Ricochet\*\*\*\*\***

- 6-8 hula hoops
- Have students spread out around the playing area
- Select 3-4 students to be taggers and give them a hula hoop
- On the signal, the taggers try to tag the other students by kicking the hoops and hitting the other students on the foot
- The taggers can ricochet the hoop off the wall, another hoop, or another student’s foot
- If tagged, that student must perform 5 jumping jacks (or any exercise) to get back in the game.

**Team Ricochet**

- 6-8 hula hoops
- Divide the area into 2 sides
- Divide the class into 2 teams and have each team sit on opposite sides of the playing area
- Place 3-4 hoops on each side of the area
- Students kick the hoops and try to hit the other team’s students on the feet
- If a student is hit, that student is out and must form a line out of bounds on their side of the area
- To get out of the line and back into the game a teammate must trap a hoop with 2 feet. If this occurs the student who trapped the hoop picks it up and brings to over to the first student in their line. This also eliminates the student who kicked the trapped hoop
- Another way to get students out is to trap the hoop with one foot. If trapped, the student who kicked the hoop is out.

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**Robot Master (Chip Candy)**

- In a confined area with many groups of three, each trio will have 2 robots, and one robot master.

- The robots begin back to back, and walk away from each other in a straight line only.
- Whenever a robot comes to an outside line, or anything like another robot gets in their way, they must stop and begin beeping.
- The robot master must run and turn them in a new direction to move again.
- In round two, the group designates a new robot master, and adds their own personalized stop signal (other than beeping).
- Round three will include a new sound and a movement by the robots to call their master.

## ROLL WITH IT (K-5)

- **Objective:** Students will practice and reinforce number recognition, number comparisons, and be able to recognize the differences between greater than, less than, more, less, high, low and equal to through the thrilling game of Roll with It.
- **Equipment:**
  - Dice (30-40 or two different colored dice per hoop that is on the midline)
  - Hula Hoops (15-20 on the midline plus one in opposing corners. *Note: remove a few hoops and dice for smaller classes, especially if it appears that some students are at hoops by themselves waiting for long periods of time*)
  - Two buckets with an equal amount of sticks (200+ sticks; the more the longer the game duration)
  - Traffic cones (2)
  - Optional: jerseys or wristbands to distinguish each team
- Before classes arrive, place all but two hoops, side by side, on the midline with two different colored dice inside each hoop. Next, place one bucket of sticks at opposing corners along with one hoop in each of the two remaining corners of the gym.
- The **object** of the game is to win more stick than the opposing team.
- **To Begin:** Divide the class into two teams and send each team to opposite sides of the gym to sit down and await further instructions.
- On the signal “go,” each player will go meet at any of the center hoops to face-off against one of the opposing team’s players. *Note: some players may have to wait a few seconds if all hoops are occupied.* A “face-off” is when two players meet at a hoop with each player picking up a die and rolling the die inside the hoop to determine who has the highest number.
- All players with the greater number will go and get one stick from their team’s bucket to be taken and placed inside their team’s hoop located in the other corner.
- The player with the lower of the two numbers rolled must go to a traffic cone and skip, jog, gallop, etc., one lap around the gym back to that cone before being allowed to face off against another player. *Note: make sure to leave the dice inside each hoop.*
- Players who face off and roll the same number (equal to) are considered winners and get one stick from their team’s bucket.
- Teams will continue this process the entire class and the game is over and a team is declared the winners if the following situation occurs:
  1. A team wins all of their sticks from their bucket.
  2. One team has more sticks than the opposing team when the teacher stops the game after 10-20 minutes.
- Clean up by performing a 10-second count down while students return the sticks to their team’s bucket before starting a new round.

- **Rules and Safety:**

- All players with the greater number get to go and get **one** stick from their team's bucket to be taken and placed inside their team's hoop located in the other corner.
- Each player with the lower of the two numbers rolled must skip or jog one lap around the gym before being allowed to face off against another player.
- Players must clearly drop their die and may not touch or alter the number in anyway once it is rolled.
- Players who face off and roll the same number are considered winners and get one stick from the other team's bucket.
- The opposing team will be awarded an automatic win if any player is caught taking more than one stick at a time.

## **ROLLERBALL**

- Divide class into groups of 4, each group with a hoop, 3 targets, and a roller ball.
- Teams set up their targets in a standing position inside the hoop.
- Teams need to be spaced out evenly around the area
- Teams leave one person at hoop to guard the targets. The other team members become the scoring unit. They go to all the other hoops and try to knock down the opposing teams targets by ROLLING the ball.
- If the goalie gains possession of the ball, he/she will roll it as far away from their goal as they can.
- A student can only take one step when holding the ball to encourage plenty of passing
- The students can intercept another team's ball and roll it far away from their own hoop.
- The team who is able to knock down a pin keeps a running score. One point for each target knocked down. Or you can play until all targets area knocked down with the last team having a standing target is the winner.

## **Roller Rescue (Dave Senecal)**

- Equipment 20+ balls of different sizes
- The object is to rescue your entire team from the defenders.
- 3-5 rollers (R) are designated to start the game.
- The group will be separated into two teams.
- The entire team of each side will start in the defending team's end zone.
- On go, the rollers (R) will attempt to complete passes to their TEAM to be rescued.
- If it is a clean roll and a clean catch.
- Then that player may use the safety zone to come back to their side and they are given a choice to be a roller also, be a gather-er or play defense.
- If they play defense they may only stop a roll with their foot.
- If a defender stops ball they may give it to a roller or they may roll the ball too.
- If a clean pass is not made, then the rescuers may roll the ball back to a roller in attempt to restart.
- Teams may not hold equipment to prevent rescue.
- The first team to rescue all their player wins.
- Variations:
  - Use beanbags and let them slide them
  - Use equipment that they may throw. A complete catch is considered a rescue.

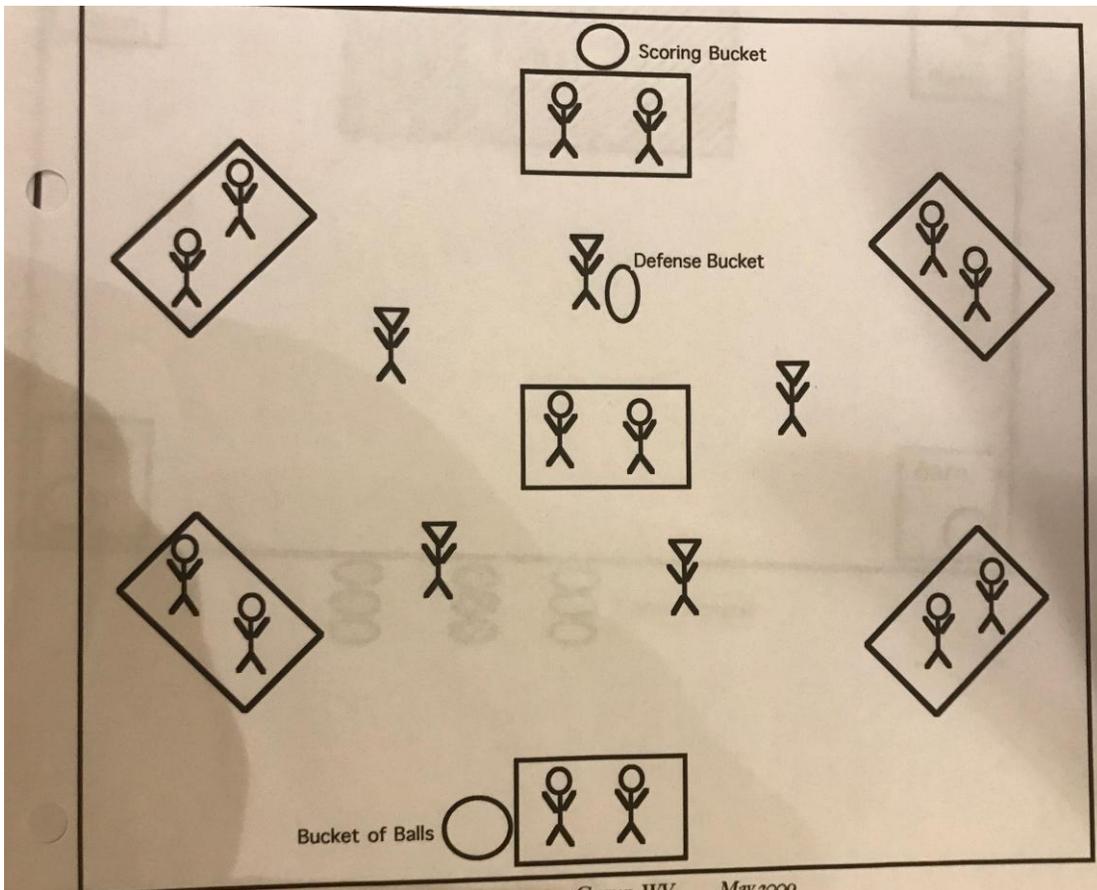
## **Rolling Hoops**

*This activity was used by many cultures to practice hunting and survival skills*

- Divide class into groups of 4
- Each group is given a ball and a hoop
- Two student are the hunters, the other two students create a moving target by rolling the hoop back and forth between each other.
- The hunters take turns throwing at the hoop
- Switch roles
- Variations:
  - Use sport specific skills (bounce pass)
  - Passing
  - Create a cooperative team game
  - Throwing different ways (overhand, underhand)
  - Use different size balls and hoops

## **Roundabout (Jim Ross)**

- Split the class into teams (4-7 students on each team)
- Set up the playing area as depicted below
- Position at least one student on each mat (it doesn't matter on what team they play...for now)
- One team plays defense
- Defenders are not allowed on or over the mats
- The objective is to pass the ball from "home" mat to the "scoring" mat
- Offensive students located on the mat **MUST** stay on the mats regardless of where a ball may end up
- The offense may only retrieve any ball as long as they **DO NOT** leave their mat
- Defenders may intercept, knock down, and/or collect any ball
- Defense scores by collecting balls and putting them in their bucket
- After 20-30 minutes, rotate another team to defense
- No stopping or talking a ball out of a student's hands
- 1 Ball in a hand at a time (Defense or offense)
- The ball must be passed to students on the scoring mat (And caught) for a score to count
- Variations:
  - Number the mats, the offense has to pass to a different number mat each time
  - Allow the students on the scoring mat to leave and collect errant balls, however, the ball must be brought back to the home mat



**Rubber Chicken Activities (gr. 3-5)**\*\*\*\*\*

**Barnyard Tag**

- Select 3-4 students to be taggers and wear red pinnies, they are the farmers
- Give out 4-6 chickens to other students
- Farmers try to catch the students, they are the chickens always getting out of the chicken coop
- When tagged the chicken must go back to the chicken coop (a small coned area or behind a restraining line)
- If a student is tagged while holding a rubber chicken they must drop the chicken and go to the coop
- Chickens in the coop can get out if they can catch a chicken thrown to them by a comrade chicken and then they are safe to return to the play area
- Remember to switch “farmers”

**Caught with the Chicken**

- Two students will be designated as taggers and will be given pinnies.
- Out of the remaining students 15 will receive a chicken.

- The taggers can only tag a student who has a chicken. To keep from getting tagged, the students must throw the chicken to a student who is in an open space and does not have a chicken.
- If the chicken is dropped while thrown, both the thrower and the student to whom the ball was thrown must do 5 jumping jacks.
- If a student with a chicken is tagged, they must also do 5 jumping jacks.
- Students cannot throw it back to the person who threw it to them. And taggers should be changed often.

### **Chicken A-La-King**

- Select 4-6 students to be “chicken hawks” and have them wear red pinnies
- Select another 4-6 students to carry chickens- these are the “rulers” (Super-Chickens) of the barnyard
- The chicken hawks tag the rest of the students, they’re just little clucks
- When tagged by the chicken hawks, the little clucks have to freeze in a dead chicken pose
- Super Chickens come to the rescue and drop their rubber chicken into the hand of the dead chicken to bring them back to life
- The Super chicken now becomes a regular little cluck while the former dead chicken becomes a Super Chicken

***Remember to switch the chicken hawks after one minute***

### **Chicken Pox Tag**

- Select 4-6 students to be taggers and give them a chicken (carrier of pox)
- To get rid of the chicken, tagger must **tag** another student with their **free hand**
- When taggers tags another student they **drop** the chicken and go
- Student who was tagged picks up chicken and is now it
- There are no tag backs

### **Chuck the Chicken I**

- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size – equal to about a third of the class.
- Assign 2-3 students to be it. Have them wear pinnies.
- To be immune from a tag, a player must be grasping a bird.
- Since there are only 10 birds in a class of 30, there is much “flipping of the bird” Students can only hold **one** chicken in the hand at a time.
- In keeping with the name of the game, the chicken must be tossed, and the throw can not be made back and forth between paired players.
- When tagged the student must go to the “Chicken Kitchen” (a small designated area) and perform these fitness tasks- 3 push-ups, 3 sit-ups, and three jumping jacks.

Can you keep your classmates from being tagged?

### **Chuck the Chicken II**

- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size – equal to about a third of the class.
- Assign 2-3 students to be it. Have them wear pinnies. (add more taggers if action is slow)
- To be immune from a tag, you **can’t be holding a chicken**

- If carrying a chicken, to avoid being tagged the student can chuck the chicken to another student
  - **HOWEVER**, if a tagger picks up a chicken from the floor or intercepts a chicken, (chicken cannot be taken from a student) ALL students being chased must stop and do three push ups
  - When tagged the student must go to the “Chicken Kitchen” (a small designated area) and perform these fitness tasks- 3 push-ups, 3 sit-ups, and three jumping jacks
  - Students must be carrying chicken in their hand and can only have one chicken
- Since there are only 10 birds in a class of 30, there is much “chucking the chicken”

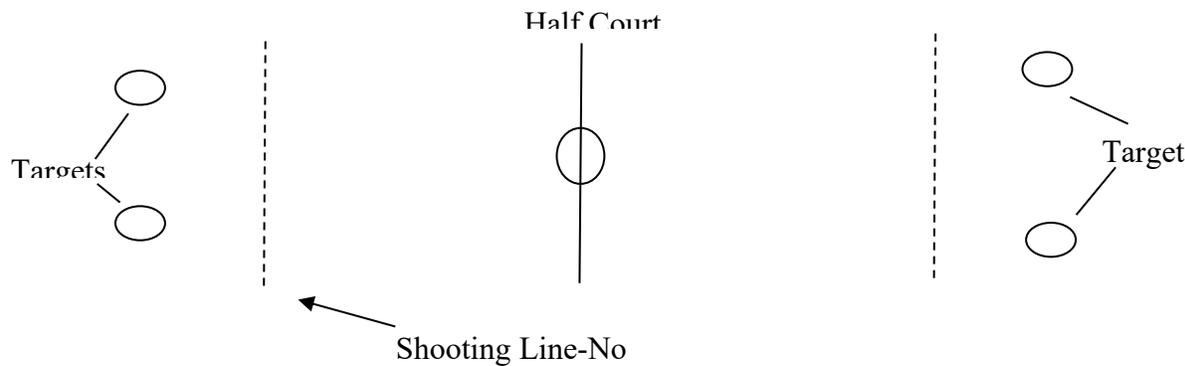
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**Game Name: Shoot-A-Hoop**

**Object of Game:** The object of the game is to invade the other team’s territory to score by throwing a ball through a hoop on the wall.

**Number of Players:** Two teams of five players or less

**Equipment Needed:** 4 hoops, floor tape, 1 ball



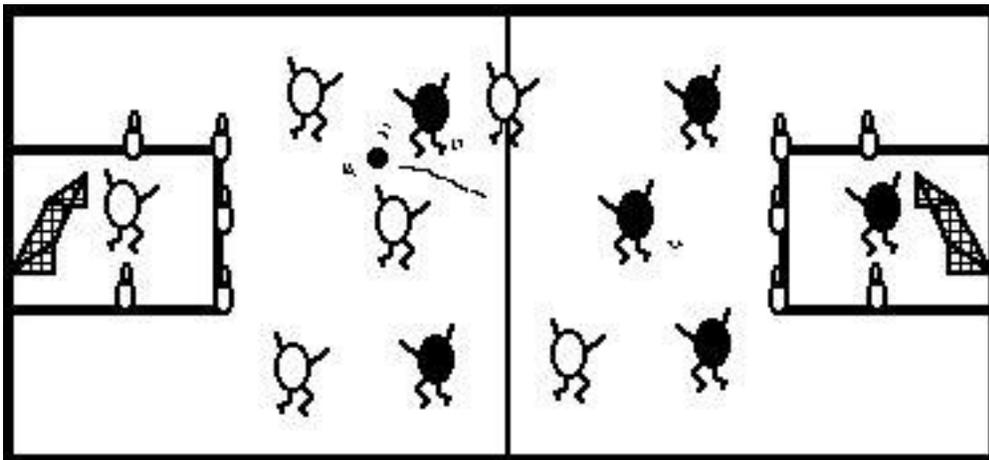
**Rules:**

1. The ball can only be advanced down the court by passing.
2. No one is allowed in the area behind the shooting line.
3. Only one step may be taken after catching the ball.

4. If the ball is dropped, it is a turnover and the other team gets the ball.
5. It is illegal to touch anyone with the ball or to try and knock the ball out of the opponent's hand/s. To do so, results in the other team getting possession of the ball.
6. If a shot is taken and missed, the other team gets possession.
7. The game starts with one team in possession of the ball at half court.

**“Sockey”** Created By: Michele Burke and Aftan Hunt

- **Equipment:** Pinnies for each team, Goals (or cones to indicate the goals), Ten bowling pins per game, One soccer ball per game
- This game combines the skills of soccer with a floor hockey flavor. The game can be played indoors on a basketball court or outdoors using a larger area.
- The students are divided into teams with 6-8 players.
- The game is played like soccer, except there are five bowling pins (or other objects) surrounding each goal.
- These five bowling pins must be knocked down before a goal can be scored.
- When a pin is knocked down, the goalie takes the pin and puts it out of play.
- The goalie takes the ball and rolls it into play for one of his or her teammates.
- Once the pins have been knocked down, the players can shoot for the goal.
- Each goalie is not allowed to stop a ball from knocking down a pin. However, the goalie can defend the goal when all of the pins have been knocked down.
- If a goal is scored before the pins are knocked down, the goal does not count.
- If a pin is accidentally knocked down by a goalie, the pin is down and should be removed by the goalie.
- This game is great for helping your students to use low, controlled shots, using angles, and cross passes to move the ball into good scoring opportunities.



### **“SOFTI” BALL ACTIVITIES**

- Objective: This is a great way to get students to exercise their entire body.
- Equipment: “Softi” balls, enough for each student
- Each student receives a ball and asked to listen carefully to instructions.
  1. Squeeze the ball between their hands and make “BRAINS”, then let ball resume

- shape.
2. Squeeze the ball under the arms and behind the back.
  3. Sit down and lay on the ball on stomach and then the back.
  4. Curls up with the ball in hands and tap knees with the ball.
  5. Push ups over the ball, squish it with their body.
  6. Put the ball between the knees and squeeze.
  7. Put the ball between the ankles, lay on your back, and lift legs up in the air.

### **Speedy Gonzales:**

- Teams attempt to be the first to advance a ring and then a hoop through a designated course using only “ring tosses” to advance the ring or hoop.
- The only equipment needed is a deck tennis ring per team and a hula-hoop per team.
- Each team must work cooperatively to compete against the other teams. Or, you could simply do one large group and make it a goal setting activity.
- Set up an out-and-back course or a circular course.
- The deck ring is only advanced with a throw. If dropped, the ring must return to the spot from which it was thrown.
- A successful catch rings one wrist of the catcher who must hold his/her hand up as a sort of spear.
- When a ring is dropped, it must return to the tosser, who must stay at his/her original throwing spot until a catch is made. The catcher may change positions.
- Teams must attempt to utilize all players equally.
- For round one, we use the deck rings, and for round two we use the hula-hoops and require that they go over the catcher’s head and all the way down to their feet, after which they can step out and advance the hoop.
- Long throws usually result in multiple misses, which leads to varying strategies.

### **Statues & Pigeons**

- 6 cones, 3 baskets, 100+ tennis ball halves
- Place 6 cones in a line across one end of the area
- In a line across the center of the area place three baskets of tennis half balls (pigeons)
- Divide the class into 6 teams and have each of the teams sit behind one of the cones
- Have one member of the team stand at the opposite end of the area and “pose” (statue). Statues can not sit or lay down
- On the signal, one student at a time from each team runs out and picks up one pigeon and places it on their team’s statue then returns back to their team
- If a pigeon falls off the statue it can NOT be picked up and placed back on the statue. However, if it caught by the student placing it on the statue before it hits the floor it can be replaced
- When time is up, the team with the most pigeons on their statue is the winning team.

### **Sailors & Sharks**

- **Purpose of Activity:** To use skills of fleeing and dodging in order to avoid being tagged.
- **Prerequisites:** Ability to tag safely; ability to move safely through general space (avoid others); introduction to and practice in skills involved in chasing, fleeing, and dodging.
- **Suggested Grade Level:** 2-3

- **Materials Needed:** 4-5 (or more) floor mats scattered around the gym or playing area; a number of pinnies.
- Students begin standing on the ships (mats). One student, the shark, wears a pinnie.
- At the signal from the teacher of "Sailors swim", the sailors (students) scatter to a new ship.
- If caught by a shark, the sailor must put a pinnie on and become a shark in order to help capture the remaining sailors.
- Begin a new game periodically, when there are a few students left.

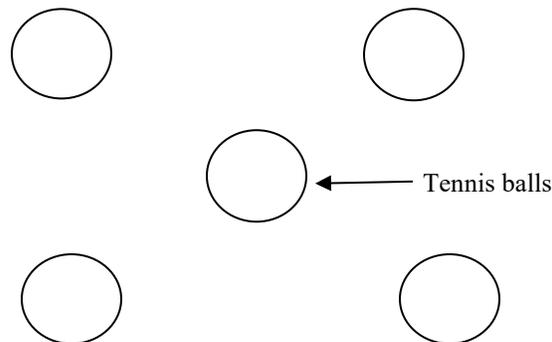
### SCOOT 'N SPELL

- Place wooden blocks with letters on them in the middle of the floor with teams of 2-3 around the outside, each team at a polyspot.
- The object of the game is to run relay style and bring back one block at a time to spell a 4 letter word. Once this has been established add the following variations:
  - 5 or 6 letter words (use class vocabulary words)
  - Teams may not take one from the middle, but may "steal" from other teams to give other teams extra letters (which they may get rid of...you may only have the exact number of letters needed for your word)
  - Class cooperation activity – everyone in the class must spell 4 (5 or 6) letter words – everyone helps each other get under the designated time limit.

### Scrabble Hoop (Gr. 3-5)

Equipment: tennis balls with letters of alphabet written on them, hula hoops

- Lay out hoops as diagrammed – place 20-30 tennis balls in center hoop



- On signal, one student from each group runs to the middle hoop, takes ONE tennis ball and brings it back to their hoop; then next student can go to the middle hoop
- After all tennis balls are removed from the center hoop, the groups can begin to steal from other hoops – NO guarding allowed
- Object is the first group to spell a 5 letter word
- As soon as the word is spelled out, the team yells stop, that team wins the round

### Scrabble Snatch

- Hula-hoops are spread around the gym and are used as a home base for groups of 2-4.
- In the center are the laminated letters of the Alphabet turned upside down.

- On go, students run to the center and bring ONE letter back to their home base.
- This continues until all letters are in the home bases.
- At this time, students may begin stealing ONE letter at a time from other home bases, but you may not go to the same base until you have made it to all other bases.
- After a few minutes, send all students back to their home bases.
- Students now must work together to create as many words possible using the letters available.
- There can be many variations: 2 pts for 2 letter words, 3 pts. for 3 letter words, and so on; you can reuse letters vs can not reuse letters, can spell out words in scrabble format similar to how the game looks, etc.

### **SCOOT 'N SPELL**

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### **Score 4**

- Create 4 teams and set up each team in a relay line at one of the four corners of the area. Set a colored cone and hoop just inside each corner of that space. In the center of that space, set 12 domes.
- On go, the first student in each line runs to the middle to pick up one of the domes and returns it to their hoop and tag the next student inline who must make a decision – take a dome from the center or steal a dome from another team’s hoop
- There’s no defending of the domes in the hoops
- The object is the first team to “score 4” domes in their hoop

### **Shadow Tag:**

- Equipment; 4 cones (20 x 20 depending on class size), optional spy type music.
- Students in pairs with one partner standing with back facing other partner, who stand one arms length away (if an odd number of student have one group work in 3’s rotating the front person)
- On teacher’s signal the front partner tries to get away from “shadow”
- After 20-30 seconds signal is sounded and the shadow can reach out and tag their partner, that partner has to perform 5 exercises (push-ups, sit ups, jumping jacks, etc)
- If the shadow can’t reach partner, then they do the exercises
- Partners switch roles and continue playing

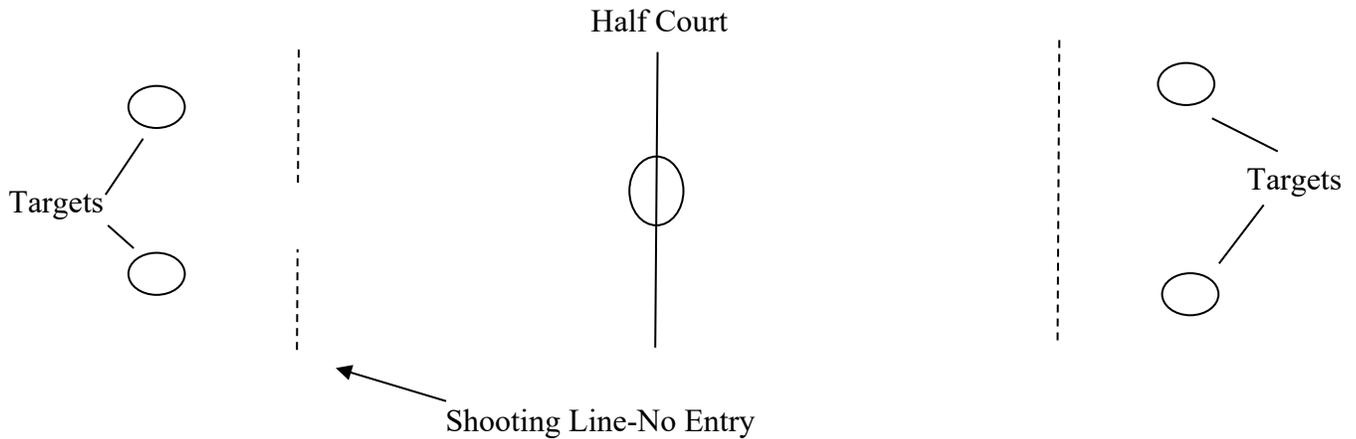
### **Shoot-A-Hoop**

**Object of Game:** The object of the game is to invade the other team's territory to score by throwing a ball through a hoop on the wall.

**Number of Players:** Two teams of five players or less

**Equipment Needed:** 4 hoops, floor tape, 1 ball

**Organization:**



**Rules:**

1. The ball can only be advanced down the court by passing.
2. No one is allowed in the area behind the shooting line.
3. Only one step may be taken after catching the ball.
4. If the ball is dropped, it is a turnover and the other team gets the ball.
5. It is illegal to touch anyone with the ball or to try and knock the ball out of the opponent's hand/s. To do so, results in the other team getting possession of the ball.
6. If a shot is taken and missed, the other team gets possession.
7. The game starts with one team in possession of the ball at half court.

**Skill Ball**

- Variety of balls, soft object, beanbags
- Circle formation with partners.
- One student is a stationary circle student
- Stationary circle students stay on the circle while their partner moves through the circle to receive a pass from stationary partner
- Play continues for 2 minutes with travelers attempting to complete as many passes as possible, then switch roles
- Variation: vary type of throw, throw from jump, ground ball throw, catch with foot, catch with trapping action of soccer, volleyball to receiver.

**Sliders**

- Divide the class into two team each team on one half of the area; place 10 pins on each end line
- Place 30+ beanbags on the floor

- On the signal the students attempt to SLIDE the beanbags across the floor to knock over the pins
- Students may not cross the center line to retrieve any beanbags
- First team to knock down all the pins wins the round, or play to time limit and team with most pins up wins the round

### **Sneak Attack**

- Two parallel lines 60' apart with students divided into two teams.
- One team takes a position on one of the lines with their backs to the other group, they are the chasers. The other team is on the other line facing the playing area, this is the sneak team.
- On the signal, the sneak team moves forward toward the chasers. When they get reasonably close, a whistle or some other signal is given, and the sneak team turns and runs back to their line being chased by the chase team.
- Anyone caught by the chase team changes to the other team.

### **Sneaky Pete**

- 4 teams, each with a larger hoop and 5 or more balls/objects in the hoop
- Object is to sneak to another teams hoop and take the balls/objects **one at a time** and bring them back to their hoop
- There is NO defense
- At the end of the time limit any team with 4 or more objects scores 1 point
- Variations:
  - Increase the number of balls/objects for a point
  - Pass the objects to a teammate
  - Use the skills of balls to bring them back to your hoop (soccer/basketball dribble, volleyball sets, toss and catch, etc.)
  - Make it a different locomotor skill to return the balls/objects
  - Disperse the balls/objects instead of collecting them. Team with the least balls/objects wins point

### **Soap Bubbles**

- Each student is a soap bubble floating through the area
- Teacher calls out locomotor movement students use to move
- As the game progresses, the size of the area is decreased
- Students freeze on signal
- The object of the game is not to touch or collide with another bubble. When two bubbles collide, both bubbles sink to the floor and make themselves as small as possible.
- The space is made smaller and smaller until those who have not been touched area declared the winners
- Students who are broken bubbles may move to an unrestricted area and move, or they can keep track of how few times they collide with others.

### **SPACE SHUTTLE** (inspired by Chip Candy)

The class divides into smaller groups. The groups make a shuttle craft by joining hands. Each shuttle needs a pilot. The pilot stands inside the shuttle. On a “go” signal the shuttle craft must travel across the playing field and back in the shortest amount of time possible.

The pilot MAY NOT touch the shuttle (and vice versa). If contact is made the shuttle must begin again (or penalize the group by adding seconds).

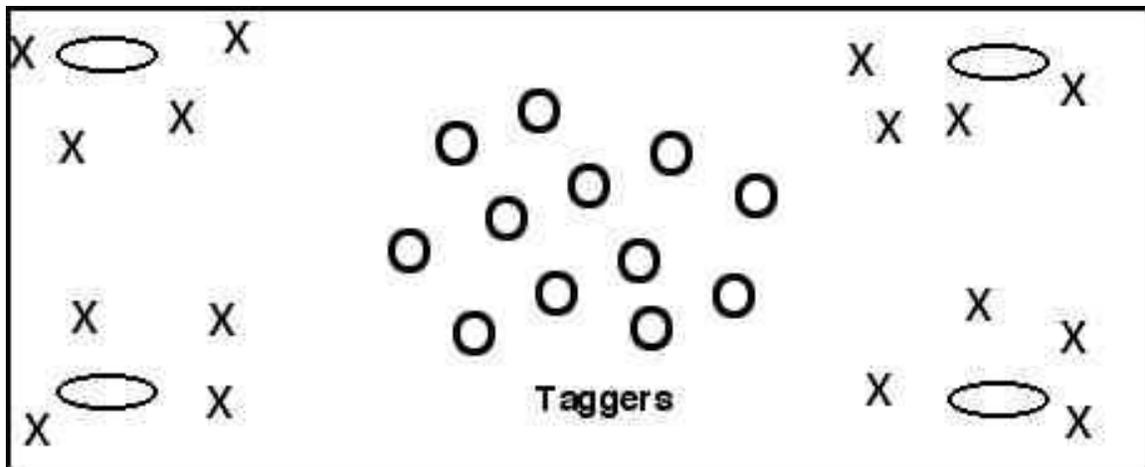
Variations:

- Combine times of the whole class. Challenge them to record a faster time.
- Set a timed goal for the whole class.
- Add a co-pilot.
- Blindfold the pilot.

### **SORRY (Kevin Tiller)**

This is another fun tag game for students in grades 5-8.

**Equipment Needed:** 4 hula hoops (red, blue, yellow, green), 16 Pinnies (4 red, 4 blue, 4 yellow, 4 green), 50 small objects (yarn balls, bean bags, etc.)



- Place the four different colored hula hoops in the corners of the gym or playing area.
- There are four teams with four students.
- The students wear the same colored pinnies.
- All of the extra students are the taggers and are given 2-3 small objects to start the game.
- On your signal, taggers try to tag those wearing the pinnies.
- When a player is tagged, the tagger puts the small object into that team's hoop.
- Play for 1-2 minutes.
- The object of the game is to be the team with the fewest number of objects in their hula hoops.
- Play several rounds.

### **Speedball/Football**

- Divide the class into 4 teams with each student having a flag tucked into back of pants. Each team should also be wearing a different color pinnie for ID.
- Teams are placed on side by side small fields with one team on each field beginning the game with the ball about  $\frac{1}{4}$  of the way up the field.
- Students move the ball across the opponents goal line by running it, or passing the ball across
- Turnovers can be made by:

1. Letting the ball hit the ground on a pass or by getting the pass knocked down by the opponents
2. Getting your personal flag pulled when the ball is in your possession.
3. Getting a pass intercepted by the opposing team

All three of the above mentioned actions result in a turnover on the spot. The ball goes to the other team and the action is going in the opposite direction

- **The big consistent rule:** the ball must go to at least three students on each possession before the team can score a touchdown. If a team intercepts the ball on the one foot line, the ball must be passed backward for three passes before it can go forward for a score.
- Use a football for one game and a soccer ball for the other, then switch halfway through the period.

### **SPEEDRACER**

- Music – “Little Honda”
- Have students in groups of 4 in a line
- Introduction – have students place their hands on the shoulders of the student in front of them
- Part A – slow walk stepping to music
- Part B – the group starts running in place
  - “First Gear” – back person runs to front
  - “Second Gear” – next person runs to the front
  - “Third Gear” – next person runs to the front
  - Music say faster, the entire group runs fast in place and the group has a new leader
- Repeat Part A & B until the music ends

### **Speed Square**

- Game is best played with 5-8 players, but can be played with as few as three. Place tape down to create two 4’ squares.
- Two players stand inside the squares and the others stand around the court.
- Players will be hitting the ball and rotating clockwise around the court.
- When the first player serves the ball he/she must step out and the next player steps in.
- The person in the receiving box must hit the ball back into the first square and then step out.
- Any time a player hits the ball he/ she must step out so the next player can step in. This is a fast paced game that requires the skills of two-square.
- When a player makes a mistake, he/she steps away from the game until a winner has been determined.
- Each time a player is out, one of the players in the box must begin the game with a friendly serve.
- When there are three players left, the third player must start next to the server and the players must run quickly to the next box.
- Once there are two players left, the hitters must spin around one time after each hit. Although elimination games are usually taboo, the time for players to out in this game is never long.

### **Speedy Gonzales:**

- Teams attempt to be the first to advance a ring and then a hoop through a designated course using only “ring tosses” to advance the ring or hoop.

- The only equipment needed is a deck tennis ring per team and a hula-hoop per team.
- Each team must work cooperatively to compete against the other teams. Or, you could simply do one large group and make it a goal setting activity.
- Set up an out-and-back course or a circular course.
- The deck ring is only advanced with a throw. If dropped, the ring must return to the spot from which it was thrown.
- A successful catch rings one wrist of the catcher who must hold his/her hand up as a sort of spear.
- When a ring is dropped, it must return to the tosser, who must stay at his/her original throwing spot until a catch is made. The catcher may change positions.
- Teams must attempt to utilize all players equally.
- For round one, we use the deck rings, and for round two we use the hula-hoops and require that they go over the catcher's head and all the way down to their feet, after which they can step out and advance the hoop.
- Long throws usually result in multiple misses, which leads to varying strategies.

### Spiders & Flies

- **Purpose of Activity:** To increase students' ability to chase, flee, and dodge others.
- **Suggested Grade Level:** K-2
- **Materials Needed:** Cones to mark off a large area, pinnies or vests for 1/2 the class (optional).
- Describe the game and safety considerations to students, as well as the rhyme which students will say.
- When done, choose a few students to be the taggers, or Spiders. After putting on a pinnie, they stand in the middle of the playing area.
- The remaining students, (the "Flies" or runners), line up at the same end of the playing area. Make sure students are well spread out!
- The Spiders start by saying "**We are the Spiders**"; the Flies respond "**We are the Flies**". The Spiders return "**We're gonna catch you**"; the Flies say "**Just you try**".
- At this, the flies move toward the opposite end of the playing area, trying not to get tagged by a spider. If they do, they quickly get a pinnie and then become a spider by taking a place in the middle of the area.
- Once the flies have made it to the opposite end of the field, they stay there until given the signal to return to the opposite end of the field.
- When only a few flies remain, start a new game by picking new spiders.
- Give students a rest by having them take a seat and reviewing strategies for fleeing from others (move quickly; make sharp moves); catching others (move quickly; watch others' middle to see where they're moving); and dodging (quick movements).
- Begin the activity again, having students keep these in mind.

### SPINNERCISE (Kevin Tiller)

- This game works well with students in grades 5-8. A fun type of "Hot Potato" Tag.
- **Equipment Needed:** 100+ Poker Chips, One Deck Ring (Spinner)
- Select 5-6 students to be the taggers.
- The rest of the students scatter about the playing area.
- On the teacher's signal, the taggers try to tag the other students while the deck ring is spinning.
- If a person is tagged, he changes places with the tagger.

- When the deck ring stops spinning (or when 30 seconds is up) the game stops.
- Players who are not one of the taggers, get a poker chip from the teacher. Begin the game again.
- Who will get the most chips?

### **Squirrel in the Trees**

- A number of trees are formed by two students facing each other and holding hands or putting hands on each other's shoulders
- A squirrel (student) is in the center of each tree, and one or two extra squirrels are outside.
- On the signal the squirrels move out of their tree to another tree while the extra squirrels also try to get into a tree. Only one squirrel per tree.
- As a system of rotation, when each squirrel moves into a tree, they can change places with one of the students forming the tree.

### **Star Wars**

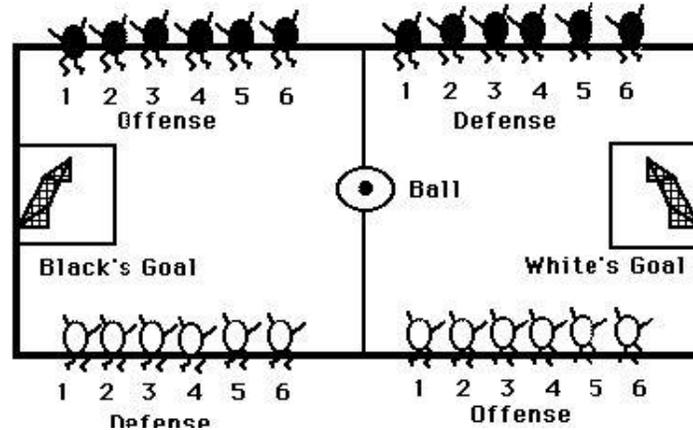
- Spread poly spots around perimeter of area and place a demi-noodle on each spot.
- Divide the class into teams of 2-3 students
- Have each team sit behind one of the poly spots
- On the signal, one student from each team enters the playing area and tries to tag an opponent's foot with their noodle
- If a player is tagged, that student holds their noodle above their head with two hands and returns to their spot and their partner goes.

### **Statues and Pigeons**

- Place 6 cones in a line across the end of the playing area. In a line across the center of the area, place three baskets of noodlettes/tennis ball halves (pigeons)
- Divide the class into 6 teams and have each sit behind one of the cones
- Have one student from each team stand at the opposite end of the area and pose (statue). Statues cannot sit or lay down
- On signal, one student at a time from each team runs out and picks up a pigeon and places it on their team's statue and returns to their team so the next student can go **Make It Take It**
- Place a large bucket/bin in the center of the playing area and scatter polyspots around the bucket all over the area. Place 6 cones on one side of the playing area.
- Divide the class into 6 teams and have them sit behind one of the cones
- On the signal, the first student from each team runs out and stands on a poly spot. While standing on the spot they throw their ball (overhand, underhand, chest pass – teacher choice) in the bucket
- If a student misses, they retrieve their ball and returns to their line so the next student can go.
- If a student makes it, they pick up the polyspots and retrieve the ball. And return to their team
- Students must pickup the polyspots after making the bucket, because if another student steps on the on the spot, it can no longer be picked up.
- 
- If a pigeon falls and touches the ground it cannot be placed back on the statue. If it is caught before it hits the floor, it can be replaced

“Steal and Protect” Created By: Steve Wilburn and Colin Golden

- **Equipment:** Two portable indoor goals per game, Pinnies for each team, One Gatorskin foam ball



- **Background:** This is a game that combines basketball with team handball. It will help reinforce a variety of passing skills, strategies for guarding an opponent, basic footwork (pivot), and working with a teammate to score a basket.
- Each team has 12 players – six offensive players and six defensive players that are numbered #1-#6.
- The players line up on the court as shown in the next diagram.
- A Gatorskin ball is placed in the center of the court.
- The teacher or a student leader calls a number.
- The two players on each team move onto the court.
- The offensive players run to get the ball, while the defensive players position themselves to protect a goal from being scored.
- These players will have 1 minute to play.
- The object of this game is for the two teammates to advance the ball up the court and try to score by throwing the ball into the goal.
- There are three simple rules for this game:
  - Three-Step Rule: The player with the ball can take no more than three steps. If the player takes more than three steps before passing the ball, the ball is given to the other team at that spot.
  - Three-Foot Rule: Guarding is allowed. However, a player guarding another player should be at least 3 feet away to give the offensive player room to pivot and pass.
  - Players can intercept the ball and gain possession.
  - At the end of 1 minute, the teacher blows a whistle and the ball is placed back in the center of the court. The game continues with a new number being called.

“

- When time is up, the team with the most pigeons on their statue wins.

## TAG GAMES\*\*\*\*\*

### Basic Tag Games:

- Students can be safe by doing a particular action or striking a certain pose:
  - *Stoop Tag* - students touch both hands to the ground

- *Stork Tag* – students stand on one foot (the other foot cannot touch the floor)
- *Turtle Tag* – students get on their backs, feet pointed in the air.
- *Back-to-Back Tag* – students stand back to back with another student
- *Skunk Tag* – students reach an arm under one knee and hold on to their nose.
- *Locomotor Tag* – student who is it specifies how the students will move – skipping, hopping, jumping, etc. The tagger must use the same locomotor movement.
- *Frozen Tag* – two students are it. The rest are scattered over the area. When caught, the students are frozen. Any free student can tag a frozen student to release them.

### **Back to Back Tag**

- Choose one student per ten to be it and give them an object to hold to designate them as taggers
- Play tag
- In order to be safe from taggers you must stand back to back with another student
- Can only stay back to back for 3 seconds
- When tagged switch places with the tagger or go to sideline to perform exercise/routine and rejoin game

### **Bean Bag Freeze Tag**

- All students are given a bean bag and spread out in the playing area
- 5-6 students are selected to be taggers and are given tag objects (foot long noodles)
- Play begins with the taggers fast walking toward other students and attempting to tag them.
- When a student gets tagged, they must take the tag object and tag another student to hand off the tag object.
- If a chased student loses or drops their bean bag from the top of their head, they become frozen and must wait for another “non-it” student to come by, squat down pick up the frozen player’s bean bag and put it on top of the frozen student’s head. Either student can be tagged during this process.
- Only the taggers can pick up their bean bag from the floor and place it on their own head

### **Cartoon Tag;**

- Choose 1 student/ten to be it and give them an object to hold to designate them as taggers
- On signal taggers chase students
- When tagged the students must kneel down
- To be freed the student must say the name of a cartoon show, a cartoon character or TV show/character to one person who approaches. If the show has not been repeated to that “freer” then the tagged person is free to rejoin the game
- If the name was already used, the freer runs away without freeing the tagged person
- **Variations;** have tagged students call out fruits or vegetables; call out sports or physical activities

### **Caught Up**

- Boundary is a basketball court or general size.
- Choose 4 to 5 taggers each with a task card and noodle.

- Taggers run around specified area and try and tag students.
- When a student is tagged the tagger must hand the task card to the student and they must perform the activity stated on the card.
- Once the student performs the task then they become the tagger

### **Continuous Everybody's It**

- Everyone in class is it
- If a student gets tagged they must sit down where they were tagged
- If two students tag each other at the same time, both sit. (if they can't decide or argue, they must do a round of rock, paper, scissors, however if both put out the same sign they both sit)
- This game is usually over quick with most students sitting, however, add 1-2 students wearing pinnies to be "un-freezers"
- The "un-freezers" can do a special high-5 handshake, exercise, hug, etc. with frozen student to free them

### **Courtesy Tag:**

- Equipment: flags for each student, 4 cones (20 x 20 yds.-depending on class size)
- Each student has flags and moves quickly inside the 4 cones
- Once you get your flags pulled (you can say one or both flags), you must sit or kneel down
- If you took someone's flag(s) you must give them away, you can only have ONE set of flags
- To give the flags away, find a student who is kneeling and give the flags to them
- You are safe while you are giving flags to a student
- The person receiving the flags must say "thank you," and you must reply, "you're welcome."
- Then you continue to keep your flags while removing someone else's.
- If someone takes your flags while you are carrying another set of flags, you must kneel down and put the flags you were carrying on.

### **Criss Cross Tag**

- Play on one half of basketball court or designated area
- Designate 5-6 "taggers". Play takes place length wise on designated area. The "taggers" will position themselves length wise in the middle of the area. The remainder of the students will be positioned as evenly as possible on each side of the "taggers".
- On your signal students will attempt to run across the "taggers" area and get to the other side of the playing area.
- The "taggers" will attempt to tag as many students as possible as they cross over.
- Tagged students must jog a lap around the play area before rejoining the game.
- On your signal, new taggers maybe rotated

### **Doves and Hawks (from China)**

- Students in groups of three, join wrists
- Student in the middle is known as the "Chinese Child."
- The other two students are designated as hawk and dove
- The "Chinese Child" releases one student, who becomes the dove, who takes off running away from the threesome
- After 3 counts the "Chinese Child" releases the other student, the hawk

- The hawk tries to tag the dove before the dove is able to return to tag the “Chinese Child” (The “Chinese Child” chooses either to help the dove *or* the hawk by moving closer to one or the other)
- Rotate spots after each round

### **Exercise Tag:**

- Select four students to be taggers, each one will wear a different color pinnie. When these four people tag someone the student tagged must perform an exercise before resuming play. Examples: If tagged by the:
  - Red pinnie person- do five regular or modified push-ups
  - Blue pinnie person- do five sit-ups
  - Green pinnie person- do ten jumping jacks
  - Yellow pinnie person- do five squats
  -

### **Factor Tag:**

- Wellness factors are written on tags (heart shaped green) Risk factors are red stop signs
- Taggers carry the red tags and try to tag as many students as they can.
- Students try to avoid the risk factor taggers,
- When tagged the first time the student places his/her hand over their heart
- The second time puts them in cardiac arrest. They stop and scream “Help, I’m having a heart attack!”
- Wellness professionals (carrying the green tags) free them by performing 3 jumping jacks *with* the tagged student
- Remember to switch all the taggers after a minute

### **French Fry Tag:**

- Equipment needed; 4 cones, 2-3 noodles (depending on class size-one noodle per 15-20 students)
- Quick discussion on the negatives of fatty foods. Then 2-3 students are given a noodle (they are the fries)
- French Fries try to tag and freeze the entire class inside the boundaries of the cones
- Once tagged, the student must kneel down
- To be freed, another student must come up to them and offer a solution to eating fatty foods then do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) *together*.
- While exercising together neither person can be tagged. The two individuals can keep exercising if a tagger is too close.
- Switch taggers after 1-2 minutes.

### **Germs and Doctors**

- Cones to mark off 20 x 20 area, red pinnies & green pinnies, noodles
- One student for every 5 is a germ (red pinnie) and one student for every ten is a doctor (green pinnie)
- On signal germs try to tag as many students as they can
- When tagged the students fall to the floor and start yelling, “Doctor, doctor!”

- Doctors carrying the medical noodles run and touch the sick students with their magical medical noodles healing them
- Of course doctors can get sick too and need a doctor. If all doctors get sick, no one can get cured and the germs win

Good way to teach students about how diseases can spread, and doctor shortages

### **Heads/Tails Tag:**

- Students get to choose which body position they want to be (Heads-one hand on top of the head; Tails-one hand attached to the gluteus)
- Large area- (20 X 20 or 30 X 30) and a large coin needed. The coin can be quarter or a large hand made one
- Students think about which position they want and when the teacher tosses the coin in the air, the students declare whether they are a Head or Tail
- When the coin hits the ground, the students need to know what side is up. If it's heads, heads are taggers and they try to tag all the tails
- Once tagged, the student freezes and can only be un-frozen by a teammate who will give the frozen student a High-5 and they both perform 3 jumping jacks
- After 30 seconds give students a signal to freeze, then toss the coin again for another round

### **High Five Jive Tag**

- Chose 2-4 students to be taggers (depending on the size of the class).
- The rest of the students scatter around the gym.
- When the teacher gives the signal to begin the taggers try to tag as many students as they can.
- When a student is tag, they freeze with both hands held up at shoulder height until someone comes up to them and does Hi-5 right hand, Hi-5 left hand, both hands Hi-10, 2 claps on thighs, and 2 hip bumps. Rescued person MUST SAY THANK YOU, while the rescuer responds, YOU'RE WELCOME.
- **Variation;** after students get used to playing you can add that the rescuers can be tag while doing the High Five Jive.

### **Hoop Tag**

- Depending on the size of the class, place 4-6 hoops around the playing field (approximately 1 hoop/5 students).
- Choose 3-5 students to be taggers.
- All other students attempt to avoid being tagged.
- When the runners stand in a hoop, they cannot be tagged.
- When a new runner enters the hoop, the "old" runner has to leave or they can be tagged.
- Tagged runners can either become new taggers (switch with the tagger) or become frozen until rescued by another runner (perform some creative ancient unfreezing ritual), or go off to the side to perform some fitness task.

### **Line Tag**

- Arrange the class into groups of 4-5 students in a line
- Each line will have its own tag game going on inside the playing area
- All students will line up behind the starting line in their groups

- The first student in line will start in the playing area and on signal the second student will walk into the center area trying to tag student number one. This goes on for 20-30 seconds.
- If student one gets tagged during the 20-30 seconds, he/she is it and walks to try and tag student number two
- These two students continue until the 20-30 seconds is up and the teacher sounds the signal for student number three to enter
- When student number three enters, student one returns to the back of their line
- The rotation continues until the time allotted for the game is over. This game is good for 5-7 minutes

### **One vs. Five Tag**

- Divide a large playing area in half with sidelines and end lines
- Two teams are assigned to either side of the playing field. One team is the taggers (5 students for class of 30, 10 for class of 60) the other team is the players
- Taggers need to be wearing pinnies
- The object of the game is to make it to the opposite side of the area without being tagged, scoring a point for the team each time a student makes it across
- If you make it across, you walk up the sideline out of play, and tag the teacher to register your score, then start back on their side to try again
- If tagged you go to the other sideline and perform a quick exercise (3 jumping jacks, push-ups – sit ups etc.) then return to your side to continue
- After one minute, allow the students (taggers & players) to strategize

### **Partners Tag**

- Play on basketball court or designated area
- Designate 2-4 students to partner together. Partners must both hold on to a “noodle” and try to tag as many students as possible. Partners must work as a team and always move in the same directions.
- Tagged students must do 10 jumping jacks and then can rejoin the game
- On your signal designate new “taggers

### **Pass & Sting—**

- Students find a partner, get one beanbag, and scatter in the gym standing about 3 steps apart.
- When the music starts (or on the signal “Pass”) jog around the gym passing the beanbag back and forth with your partner.
- When the music stops (or on the signal “Sting”) the partner holding the beanbag is it and chases after the partner without the beanbag.
- When tagged the student takes the bean bag, performs 5 jumping jacks, then chases his/her partner.
- This continues until the music starts again and partners start passing the beanbag back and forth again.

### **Poly Spot Tag (Grades 3 and up)**

- Spread poly spots throughout the play area so that the students will be able to stand on one spot and leap to another spot. I don't make a big deal if they don't quite reach the spot in one leap. The poly spot's distance apart depends on the age and ability of the class. The spots do not have to be the same distance apart, and they can be arranged so that the students often have a choice of which way to go. Some distances can be more challenging than others.
- Begin the game with each student standing on a spot. You may choose their spots or they may choose their own spot.
- Use a pair of different colored dice. Half the students are designated as one color and the other half are designated the other color. You may also use only one die and simply alternate which group moves. One group may be designated as 1 or A and the other group as 2 or B.
- Roll one die. The students aligned with that color die leap that number of poly spots. If they land on another student's spot (must be exact number on the die), a tag is automatically made. Then roll the other die. Those students now leap. Keep alternating the die rolls.
- When a tag is made, the student who made the tag receives one point. The tagged student steps off the spot and is frozen until any other student lands on his or her spot. She or he is then free to return to the game. As an alternative, you can have the frozen students do some exercises in place. The student who freed him or her also receives one point.
- Play for about five minutes. Students see how many points they have acquired and then try to beat their previous score in the next round.

#### **Variations:**

1. Instead of everyone able to tag, designate three or four taggers. Give each tagger something that identifies them as a tagger; for example, they can tag with a foam ball or foam Frisbee. Each tagger has a hoop home outside the play area, but near at least one poly spot. When a tag is made, the tagged student must go into that tagger's hoop home. The students in that home may be freed if any student lands inside that home. The home counts as one leap. For example, if the number on the die is five, the last poly spot before the hoop home must be the fourth leap so that the fifth leap lands inside the hoop. All students in that hoop are freed and may leap out on the next roll. Alternate rolls - one for the taggers and one for the rest of the students as in the above game. After five minutes, change taggers. See which group of taggers had the most captured students at the end of the game.
2. Players manipulate a piece of equipment while leaping from spot to spot. For example, dribble a basketball, tap a volleyball, toss a tennis ball.
3. Use four different colored die and create four teams. Give each team something to designate which team they are on. For example, use different colored pinnies. On the command "roll", one student from each team rolls his or her die outside the play area. This student is not actually playing this round. She or he calls out the number on the die. Every player must move the number that his or her teammate rolled. Everyone moves at the same time. In order to insure that everyone moves at the same time, do not allow anyone to move until you (the teacher) gives the command to go. Each team must only be allowed to chase one of the other four teams. For example: red chases blue, blue chases green, green chases orange, and orange chases red. If anyone on one team overtakes someone on the team they are chasing, a tag is made (does not have to be exact roll). That student is frozen until someone on his or her team lands on his or her spot (must be exact

roll). At the end of five minutes, see which team has the least number of frozen students. Change the rollers and play again.

### **Push up Tag**

- **Equipment:** 4 pinnies & 3 beanbags
- Four students are chosen to be “it” and each wears a pinnie. Those students must travel around the playing area and attempt to safely tag as many students as possible.
- Three students are chosen to free the tagged students and are given a beanbag to carry.
- When a student is tagged they must assume the push up position.
- The student must hold this position until a student with a beanbag comes and places the beanbag on their back.
- Once this occurs the two students switch roles.
- Students who are “it” must be changed frequently.

### **Rock, Paper, Scissors Tag**

- Everyone is it
- On signal try to tag other students without being tagged
- If you get tagged, or you tag someone, play rock, paper, scissors.
- Person who wins gets up and rejoins game
- Person left goes to sideline and must perform an exercise-- jump rope 10 times, do 5 push-ups, 5 curl ups, 10 jumping jacks, etc.
- If anyone wins 3 consecutive games, they yell “All \_\_\_ (boys or girls) are free!” and those students get up and join the game

### **Squad Tag**

- Students divided into squads. An entire squad acts as taggers.
- The object is to see which squad can tag the remaining students in the shorter time
- Tagging squad needs to be marked. They stand in a huddle in the center of the area with their heads down and holding hands. The remainder of the class is scattered throughout the area.
- On sign all the tagging squad scatters and tags the remaining students.
- When a student is tagged, they stop in place and sit
- Time is recorded when the last student is tagged.

### **Square Dance Tag**

- Set up cones (or a specified) space for boundaries. Pinnies or a tagging object for the taggers, and square dance music.
- Choose 2-4 students to be taggers
- While music is playing the taggers chase the other students
- When tagged, the student must stay frozen until another student “frees” them
- To unfreeze a student another student must perform a square dance skill with the frozen student. (Allemande right or left, elbow swing, do-si-do, etc.)
- Taggers can not tag a person if they are performing a square dance skill to free another student
- **Variations;** you can have the students perform a bow or curtsy before performing square dance skill to unfreeze a student; assign students to be “unfreezers” each student can be

assign a different square dance skill; when students become proficient eliminate the last rule- taggers can tag “square dancers”

### **Sneak Attack**

- Divide class into two teams
- Each team has an end line.
- One team (chasers) starts at the center line with their backs to the other team standing at their end line
- The team at the end line is the sneak team. The sneak team moves forward on signal towards the chasers
- When they get reasonably close, a whistle or some other signal is given, and the sneak team turns and runs back toward their end line chased by the chasers
- Any student caught before reaching their end line changes to the team that caught them.
- The game is repeated and the roles exchanged

### **Tag Catch**

- Choose 4 students to be it, they are given a demi-noodle and they are the taggers
- When tagged students are frozen
- 4-6 students are given a chicken, they are the unfreezers
- When a freezer sees a frozen student, they gently toss the chicken to them. If the frozen student catches the chicken, they are unfrozen and can return to the game, and they become an unfreezer
- If the frozen student does not catch the chicken, the unfreezer must pick up the chicken and find a different frozen student to unfreeze
- Begin game with walking and once students understand the activity, increase the speed
- All students must use the same locomotor skill
- Change taggers after 1 minute

### **Team Colors Tag;**

- 4 – 6 sets of different colored pinnies
- Divide the class into 4-6 teams giving a set of pinnies to each team
- Each team (teacher can list exercises to choose from) decides what exercise other students will do when they tag them
- Listen for your color. Teacher will call a color and that team is it
- Teams will have 1 minute to tag as many students as they can
- Tagged students perform the exercise until the minute is up
- After 1 minute a new color is called
- Continue until every color has been called

### **Team Toss Tag**

- Divide the gym into as many sections as there are members on a team. For example, use a team of six as taggers dividing the gym into six sections.
- Put a colored pinnie on each tagger. The taggers can not leave their section
- The other students can move anywhere they want in the gym.

- Taggers can only tag students in their section, and can only tag with the foam ball. The taggers have to work together, passing the ball to help each other tag students
- To begin, give two taggers a foam ball. As the students run to the other sections to avoid being tagged, the taggers must pass the ball to their teammate tagger in the other sections in order to tag a student.
- Once tagged, the student must “freeze”; in order to re-enter the game the student has to receive a hi-5 from another student.

**Variations;** add more or fewer tagger sections, add more balls, or use 4-6 students to free those who have been tagged imagine playing on a football/soccer field divided up and using footballs or other throwing objects.

### TP Tag (Kevin Tiller)

- This is an interesting cooperative partner game that has been successful in grades 5-8.
- **Equipment Needed:** A roll of toilet paper (divided into equal lengths of about a foot long)



- Select 2-3 students to be the taggers.
- The rest of the students have a partner.
- Each pair of students is given a length of toilet paper about a foot long.
- The toilet paper is held between the two partners.
- On the teacher’s signal, the taggers try to “cut” the toilet paper that is held between the two players.
- When the toilet paper is cut, the two players continue playing by holding the longest piece of toilet paper between them.
- The pair with the longest piece of toilet paper at the end of the game is the winner.

### Turtle Tag

- Choose one student/ten to be it and give them an object to hold to designate them as taggers
- Play tag
- Only way to be safe from tagger is to lie on your back on the floor with hands and legs up in the air
- If tagged go to sideline, hop on each foot 5 times and reenter game

### Veggie Tag

- Equipment; 3-4 old balls, 3-4 noodles
- Depending on class size, choose 3-4 students to be junk food taggers (old balls)
- Choose 3-4 students to be veggies (noodles)
- On signal students avoid being tagged by junk food
- If tagged they must squat down and yell, “I need my Veggies” with their hands raised up so the veggies can come over and free them by tagging their hand
- Change veggies and junk foods after 1 minute

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### **Tag-Twenty One**

- Equipment needed: 4-5 sets of index cards numbered 1-10 and 2-4 “wild” cards
- Game is based When a student has reached the absolute number of “21”, the objective is to avoid being tagged
- Students must turn in cards that place them over 21
- When a student receives a “wild card”, it may be used to obtain another players’ cards
- The “wild card” has no number value, but is an opportunity for a student to track where the high numbers are.
- During the game, there are NO tag-backs, the student must move on to another student to tag
- Provide a “safe” area for student to reach success while they count their number value

### **Team Sheet Scoop Relay**

Any large piece of material cut into large squares, rectangles, triangles, or circles, with about a 4” or 6” hole cut in the center is needed for this activity. The material needs to have a surface space or 12 to 24 square feet. This will allow several students the opportunity to work together with one sheet. Regular towels with a hole in the center are nice if you want this to be a partner activity

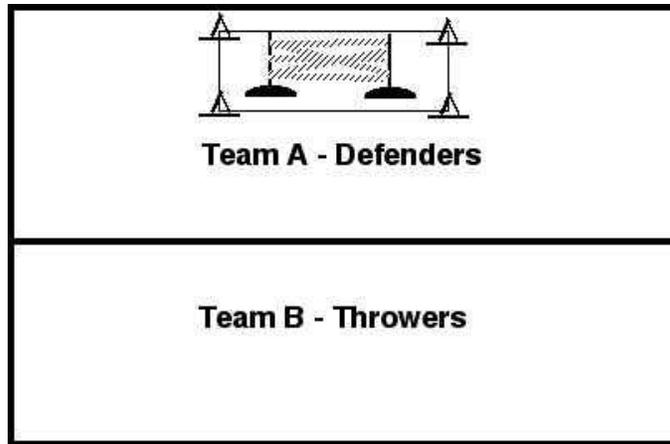
- Have a sheet and a bucket for each group
- Scatter balls (tennis balls work great) all over the floor
- Each group will have the task of retrieving as many or a designated amount of tennis balls and getting them to their bucket (or box) in a certain amount of time (or this can be an untimed activity)
- The team must keep both hands on the sheet with palms down at all times
- NO part of any student’s body may touch a ball at any time.
- The team has to position the sheet over the top of the ball and get it onto the sheet up through the hole, transport it to their bucket, successfully drop it into the bucket or box
- If the ball is dropped, or misses the bucket, the process starts over.
- All balls must come up through the hole onto the sheet and go down through the hole into the bucket.

### **Team Tag**

- Divide the class into 6 teams, each team has one object to toss to teammates (beanbag, fleece ball, chicken, etc. Although it is better if each team has a different color object)
- Everyone is a tagger
- Once tagged, student sits on floor and a teammate can then pass the team’s object to the student sitting to get them back in the game
- If two students tag each other at the same time – do one rock paper scissors to determine who sits

### **TEAR THE TP (Kevin Tiller)**

- **Equipment Needed:** Two volleyball standards and 4 cones, Rolls of toilet paper, Foam balls, foam frisbees, etc., Stopwatch



- Divide the class into two teams.
- Team A starts off as the Defenders.
- They use one roll of toilet paper and wrap it around the two volleyball standards.
- The players on Team B are the Throwers.
- Their job is to throw the foam balls/foam frisbees across the gym to tear the toilet paper from the two volleyball standards.
- Team A can knock down or deflect the balls as long as they keep out of the space marked by the four cones.
- Team B is timed to see how long it takes to knock down the toilet paper.
- When this is accomplished, the two teams switch roles.
- The object of the game is to be the team who is able to defend the “goal” for the longest period of time.

### **Throw & Catch Bingo**

- Create a bingo playing field using hoops. 16 aligned rows/columns of 4 works well, but the board may be larger if desired.
- Before the activity is played, “Bingo Task Cards” must be prepared. The task cards should be replicas of the playing area with different patterns being connected by a line. Make many cards with all kinds of bingo combinations. (diagonal, straight across, 4 corners, cover all, etc.)
- To begin the game, divide the class into groups of 2-3 and give each group a “Bingo Task Card”
- Switching roles between the thrower and the catcher, each group attempts to score a “bingo” by catching a ball while standing inside one of the marked hoops.
- Students switch roles regardless of whether a catch was made or not.
- If a catch was made, a marker is placed on the group’s task card. When all of the designated marks are filled, the group yells “bingo!” and switches to a new card

### **Tic-Tac-GO! (Jim DeLine)**

- Divide class into groups 3-4 students per team. 3 beanbags and 1 dome marker per team, 9 dots or hoops per 2 teams.
- Use poly spots instead of hoops. Hoops tend to slide if they get stepped on. This is a face paced very competitive game.

- The objective of the game is to be the first team get 3 in a row (horizontally, vertically, or diagonally).
- Use the spots or hoops to set up a tic-tac-toe space 10-12 yards from the starting line.
- Each team places the dome marker at the starting line.
- Each student has a beanbag.
- On go, the first person from each team runs down to the tic-tac-toe board and places their beanbag on one of the spots.
- After they place the marker, they rack back to their line to high five the next student in line.
- The next student races to place their beanbag in an open spot.
- There is a 5 jumping jack penalty if a student leaves the starting line early before getting a high.
- If all 3 markers have been played and there is no tic-tac-toe, the next student in line races down to move one of their own team markers into an open space.
- For safety, remind students of these rules:
  - The object must be placed and not thrown.
  - Runners must stay on their feet at all times. Diving is not allowed.
  - The object must be completely on the dot.

### **Time Bomb**

- Divide students into groups of 4-5. Each group will have a beanbag
- Teacher asks a question/demand, types of food, fruits, vegetables, names of presidents, multiples of three, states, etc.
- The student with the beanbag says one of the answers to the question does a jumping jack and hands the beanbag to the next student. The student is not allowed to pass the beanbag until he/she has completed the answer and the jumping jack.
- This pattern continues until the teacher says “time bomb”. At that point, the student with the beanbag now has one point
- Begin the game again with a new question.

### **TOP TEN**

- Give each player a hoop and a beanbag. They scatter around the playing area with the beanbag inside the hoop. On the signal they travel to other hoops to get one beanbag at a time and put it into their hoop.
- When a player has 3 beanbags in his or her hoop they go to a designated spot and start a line. You are trying to see who the first ten players are to get 3 beanbags into their hoops. When they have 3, they leave the beanbags in the hoop and get in line as quickly as possible.
- As soon as ten are in line, have each player get ready to begin again with one beanbag in the hoop. After a couple of games, let the players move their hoops to different positions inside the playing area.

### **Traffic Light Tag**

- **Materials Needed:** Fleece/yarn or medium sized gator-skin balls of the following colors: 2 red, 2 green, 2 yellow. Music/player if preferred; cones to mark boundaries if necessary; stop/start signal if music is not used.
- **Activity cues:** Red = Stop! Yellow = Slow speed! Green = Fast Speed!

- Ask students if they've seen a traffic light...what colors are on the light? What do each of the colors mean for cars? Let students know that they will have to "be like" cars today and remember that red = stop, green means go/fast speed, and yellow = slow speed (show them the words associated with each color).
- To reinforce the concept of slow and fast speeds (as well as "stop"), hold up a ball and have students move the body part you call out with the speed represented by the color ball.
- Then, have students move through general space using the speed you call out.
- When you feel they have the concept down (and can safely move through general space!), go on to the next activity.
- Explain that five students (picked randomly) will have one each of the colored balls. When the start signal is sounded, those students will keep holding onto the ball and touch someone with the ball.
- When tagged, that student must then move at the speed associated with the color ball that tagged them. (You may want to have two students demonstrate this.) For example, if tagged with a yellow ball, the student will have to move in a slow speed. If they are tagged with a red ball, they must "stop" and sit down. If tagged with a green ball when sitting, they can get up and go fast speed once again!
- After playing about thirty seconds to a minute, switch the balls around to other students so everyone gets a chance to hold a ball and be a tagger.

## **TRASHBALL**

Grade Levels: 4 - 12

**Focus areas:** teamwork, passing, communication

**Goal:** to hit the other teams trashcan with the ball

**Equipment needed:** Gym, 2 sets of jerseys, 1 gator skinned ball, two large trashcans

### **How to play:**

- Each team will be wearing a different colored jersey.
- Each team consists of 7 to 10 players depending on size of space available. (If you play on the ½ court 6 players seems to be ideal).
- At the start of the game and after every point that is scored we perform a jump ball (just like in basketball) with all team members staying on their side of the court until the ball has been tossed in the air.
- Once the ball has been tossed players may move anywhere in the gym that they would like - you will need to teach them that some players need to play defense while others play offense.
- The goal is to maneuver the ball into scoring position by passing and moving.
- To score a goal all you have to do is to throw the ball and hit the trashcan without the goalie blocking it.
- Each goal is worth one point...that includes if they make it in the trashcan.

### **Rules when you have the ball:**

- You may hold the ball for only 3 seconds before you have to pass.
- You may only take one step when you have the ball (give them a little latitude with this when they are running and catching)
- You may take only one dribble

- If the mentioned rules are broken then it becomes a turnover. On a turnover just drop the ball and the other team will immediately be on offense.

#### **Rules when you don't have the ball:**

- You may not come in contact with the offensive player - rough play will result in penalty shot
- You may intercept the ball at anytime
- When the offensive player has control of the ball you may not take it from them or interfere with the throwing motion of the arm

#### **Goalie rules/goalie box:**

- Goalies job is to defend all 360 degrees of the trashcan.
- Goalie must stay inside his/her goalie box at all times (No reaching out or exiting the box to get a ball) - this box is 10 ft. x 10 ft.
- At the same time no one is allowed in the goalie box - no running across, reaching in etc.
- Leave three of four feet of space behind the goalie box so players can run around the outside of the box. An excellent place to be on offense

#### **Scoring:**

- Anytime the ball comes in contact with the trashcan a point is awarded. This includes if the ball bounces off of the floor, the walls, another player etc.

#### **Penalty shot:**

- Anytime a penalty has been called (Usually for rough play) then a penalty shot is awarded. This shot comes from the ½ court line with no goalie in the box. The shot must hit the trashcan while in the air. If a miss occurs the goalie automatically retains possession of the ball and play continues.

#### **Misc. Rules:**

- Choose a new student each time you have a jump ball
- Change goalies after each score
- Place an emphasis on short passes rather than long passes
- Have a 5 pass rule before a shot can occur

#### **Treasure Chest**

- Suggested Grade Level: K-8  
Equipment – Rags, Balls, Frisbees, Scoops & Balls
- **Purpose of Event:** To help develop the skills of passing, hiking, catching, and dodging in a low organizational game at a moderate to vigorous activity level.
- **Prerequisites:** Emerging skill in the following: overhead pass, catch, dodge, run with a ball, and offensive and defensive strategies.
- **Materials:** for every three students; 1 large hoop; 3, (developmentally appropriate or sport specific equipment), or other balls of teachers choice; and cones to designate outside play area.
- **SET-UP:** Hoops are scattered about the play area with 3 Manipulative in each hoop; teams/partners (standing) by their hula-hoop, or with one foot inside.
- Size of play area may vary, depending on age, size, and ability of the group.
- On signal (to begin), all players move around the play area, grabbing equipment (one at a time) from other hoops (not their own) and return it to their own hoop.
- Players are not allowed to "guard" the ball(s) in their hoop.

### **Alternate Suggestions:**

- A student may not retrieve more than one ball from a hoop until they go and retrieve one from another hoop.
- Play for time, 30 seconds to one minute.
- Give credit for the number of balls in each teams hoop when time is up.
- First team to get 3 (or 4 or 5 if you wish for the game to last longer) balls in their hoop yell "Treasure chest" and the game is over.

### **Variations:**

- "Pass and Catch Treasure Chest " –
  - One partner stays in the hoop as the receiver. The other partners are the quarterbacks.
  - Quarterbacks move around the playing area to get a ball from other hoops. The ball is then passed back to their partner (the receiver).
  - When the ball is caught by the receiver they get to place the ball in their hoop.
  - The receiver must have 1 foot in the hoop when the catch is made.
  - If the ball is not caught, the quarterbacks may retrieve it and pass from that spot, continue until the designated number of balls are caught and placed in their hoop or the game is over by time.
- "Pass and Catch II Treasure Chest " –
  - One partner stays in the hoop as the receiver.
  - The other 2 partners are the quarterbacks.
  - Poly-spots are placed randomly around the outside boundary.
  - Once they play begins one of the quarterbacks secures a ball they must throw it to another quarterback who is on one of the poly-spots.
  - That person then passes the ball to the receiver.
  - Quarterbacks can change positions during game play.
- "Hike It Treasure Chest" –
  - Hoops are positioned in the playing area. Poly-spots are placed randomly around the outside boundary.
  - Partners keep their hoop as their "home", but game begins with partners and 1 ball on one of the spots.
  - On signal to begin, 1 partner hikes the ball to their quarterback.
  - The hiker runs to their hoop and tries to catch the pass.
  - If they catch it, they keep the ball in their hoop. If not, they can go to anyone else's hoop, take a ball, race back to their starting spot, and begin again with the hike.
  - Each time, they must remember to switch "jobs."
- "Tag 'em Treasure Chest" –
  - Choose any of the above variations and add tagging.
  - Any player tagged with a ball must give the ball to the one who tagged them, who puts the ball in their hoop. Or pay a penalty like 5 toe touches.
- Each team can score a given number of points for each ball placed in their hoop, even if it is taken again by another team.

### **Treasure Hunt**

**Suggested Grade Level: K-2**

- One ball that can be dribbled per child, more poly spots than children, five large posters with a different shape on each poster (i.e., heart, square, star, apple, circle, frog), matching shapes (treasures) that can be hidden under poly spots, five hoops (one under each poster).
- Students travel (traveling movements depend on students' skill levels but it is always good to start with walking) around the activity area dribbling the balls.
- Each student chooses a poly spot, dribbles the ball ten times while standing on the spot, then looks under the spot to see if a "treasure" (shape) is hidden underneath.
- If a "treasure" is found the student picks up and carries the "treasure" while dribbling the ball until coming to the matching poster.
- The student places the "treasure" into the hoop under the matching poster then dribbles to another poly spot to repeat the process.
- If a "treasure" is not found the student travels to a different poly spot to repeat the process.

### **Teaching Suggestions:**

- The students can play as described above, or they can be challenged to see how many shapes they can find in a certain amount of time.
- Another way to play is to assign students a specific shape to look for which will make it more of a team game.
- **Assessment Ideas:**
  - Ask student to analyze their dribbling while answering the following questions based on appropriate cues:
  - Which part of your hand did you use to dribble the ball?
  - 2. How high did you dribble your ball?
  - 3. Did you bump into anyone? Why? Or why not?
  - 4. Did the ball get away from you? Why? Or why not?

### **Touchdown**

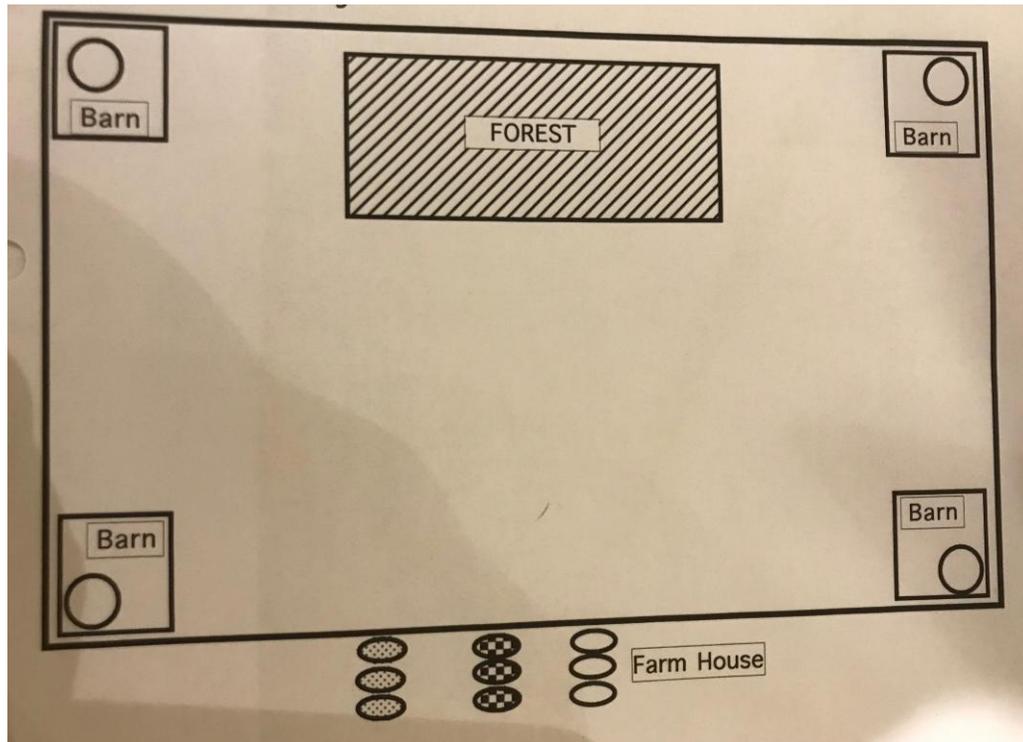
- Divide the class into two teams. Two parallel lines about 60' apart are also needed.
- Two teams face each other, each standing on one of the parallel lines.
- One team huddles, and the students decide which students are going to carry the objects (small enough to be hidden in a fist), across the opponents' goal line.
- The team moves out of the huddle, and takes a position like a football team. On the signal, "hike," the students run toward the opponents' goal line, and each student holding their hands closed as if carrying the object. The opposing team runs forward and tags the other students.
- When tagged, the student must stop and open their hands to show if they have the object.
- Students reaching the goal line with the object shouts out, "touchdown!" and scores 6 points for their team.
- The teams then switch roles.

### **Turkey Scramble (Jim Ross "That's The Best Game Evah")**

- Divide the class into 3-4 teams
- Designate one area as the forest
- The turkeys are safe in the forest
- In each corner of the playing area, create a 10'X10' square placing a beanbag or tennis balls inside each square. These are barns to be defended by the farmers
- Opposite the forest (other side of the playing area) place poly spots. This is the farmhouse area

- The turkeys try to run to the barn area to gather food (beanbags) to eat.
- If a turkey arrives safely on side the barn area, they bring one beanbag back to the forest area and then may attempt to find more food
- If a turkey is tagged by a farmer when outside the forest (and not in the barn area) the turkey must go to the farm house
- Turkeys in side the farm house may be saved by another turkey on their team.  
The rescue turkey must reach the farm house without being tagged and then must escort their teammate too the forest area
- Farmers are not allowed inside the forest, barn, or farm house.
- After three minutes, count up the scores and rotate teams
- The playing area may be largerTwo Square Speed Ball
- This game is played similar to 2-square and is played with the 2-square court
- It is best played with 5-8 students, but as few as 3 can play
- Two students stand inside the the squares and the others stand around the court
- Students will be hitting the ball and rotating clockwise around the court
- When the first student serves the ball they step out and the next student steps in
- The student in the receiving box must hit the ball back into the first square and then step out
- Each time a student hits the ball they step out and the next student steps in
- This is a fast game that requires skills of 2-square as a prerequisite
- When student makes a mistake, they receive a point and they step away from the game to move to join another game
- Each time a student is out, one of students in the square must begin the game with a friendly serve

- When three students are left, the third student must start next to the server and the students



must run quickly to the next square

### **Twenty-One**

- 7 large cones, 6 stacks of 21 foam cups, 6 small cones
- Place 6 small cones evenly spaced across one side of the room. On the other side of the room, place 6 stacks of 21 cups across from the cones.
- Next place the 7 large cones in a straight line across the center of the room halfway between the small cones and the cups. Space the cones 36 inches apart
- Divide the class into 6 groups and have each group sit behind a small cone.
- On the signal, students, one at a time cross the room passing through their cones, pick up a cup, return placing the cup between their cones
- The next student does the same thing, and so on until their team builds a 21 cup pyramid between their cones
- Students must stop and fix all mistakes (knocked over cups) before continuing.
- Groups continue until all groups are successful
- Round #2 – same as above except space the large cones 30 inches apart
- Round #3 – same as above except space large cones 24 inches apart

### **Two (or three) Player Kickball**

- Played with a lightweight foam ball and two cones. Set the cones 20' apart.
- One player, standing at his/her cone, rolls the ball to the other who kicks it, from their cone.
- If the pitcher does not catch the ball, he/she must get it while the batter runs around the two cones, keeping count of the runs scored (each cone reached is a run).

- As soon as the pitcher tags his/her cone, the runner stops, the players switch roles and continue playing.
- **Variation:** use three students, one batter, one pitcher, one fielder. The fielder must get the ball to the pitcher, who tags the pitching cone for the out. Then the three players switch positions; batter moves to fielder, fielder moves to pitcher, pitcher moves to batter.

## **TWO PASSES**

- 4 teams, one team as defenders wearing pinnies
- Many soft type balls scattered in area
- Two completed passes in a row = 1 point. Must use a different ball after a score
- Defenders attempt to intercept/deflect passes in the air
- Rotate defenders every 2 minutes
- **Variations**
  - Different point values for type of ball thrown
  - Try scoring with different students from other teams
  - Increase # of completed passes to score

## **Two Square**

- Place tape down to create two 4' squares.
- Player serving is the “King or Queen” and must make a friendly serve to the other player.
- A serve is a bounce and a hit. The ball must bounce one time and may only be hit one time. One bounce, one hit, that’s it!
- If a player hits the ball on a line, does not hit the ball into opponent’s box, hits the ball twice, lets the ball bounce more than once, lets the ball hit him/her while standing in their box, or carries the ball, he/she is out and the King/Queen receives a point.
- If more than two are playing, the third person forms a line and the one who is out goes to the end of the line.
- Basically players volley the ball back and forth until someone makes a mistake.
- If the players disagree about a play or call, then they can ask the player(s) in line or settle it with rock, paper, scissors.

## **Two Square Speed Ball**

- This game is played similar to 2-square and is played with the 2-square court
- It is best played with 5-8 students, but as few as 3 can play
- Two students stand inside the the squares and the others stand around the court
- Students will be hitting the ball and rotating clockwise around the court
- When the first student serves the ball they step out and the next student steps in
- The student in the receiving box must hit the ball back into the first square and then step out
- Each time a student hits the ball they step out and the next student steps in
- This is a fast game that requires skills of 2-square as a prerequisite
- When student makes a mistake, they receive a point and they step away from the game to move to join another game
- Each time a student is out, one of students in the square must begin the game with a friendly serve
- When three students are left, the third student must start next to the server and the students must run quickly to the next square

## **Continuous Bowling**

- Divide the class into two teams and position each group on opposite sides of the playing area.
- Each team begins with 8-10 balls
- On the signal, students on each team attempt to bowl the balls into the opponent's court through defending students to the back line in order to knock down a pin.
- Opposing students retrieve the balls, run toward the center line and bowl them back.
- Scoring – bowling team receives 3 points for a knocked down pin and one point for a ball crosses the back line.
- Teams can set up their knocked-down pins as soon as they are knocked down.
- Set a score for a winning round 15 points.

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### **Uh-Oh, No Bones**

- Students line up at one end of the playing area
- The teacher names a locomotor skill which the students perform while moving to the other side of the area
- When the teacher calls “uh-oh, no bones” the students drop to the floor and lie as flat and motionless as possible, as if they had no bones.
- When the teacher calls out another locomotor skill, the students rise & continue the game

### **Ultimate Escape**

- Equipment needed: 2 colored pinnies, 2 hoops, 2 foam balls (Frisbees, basketballs, or footballs)
- Divide the class into 2 teams
- One student from each team will defend the ball placed in their hoop at the far end of the playing area
- Offense students will try to steal the ball
- If the goalie tags the first student with the ball, the ball is placed back in the hoop
- If the offensive student successfully passes the ball to another student on his/her team, the game becomes a passing game to attempt to score a point by getting the ball in their own hoop
- Offense students may not move with the ball and there is NO body contact
- Defense may regain possession by intercepting the ball or if the offense drops the ball
- **Variation:** try with four teams and four balls

### **Watch It! Tag**

- Starts as a 2 vs. 4 game, played within a confined area
- The “2” are taggers and they pass a ball to each other trying to tag one of the dodgers
- Taggers may not move with the ball
- If tagged the dodger switches roles and becomes a tagger
- **Variations:**
  - When tagged, the dodger becomes an additional tagger. As the number grows, the role of the dodger becomes more challenging
  - Change the passing roles so that the dodgers are passing and the taggers are trying to tag the person with the ball

## WHAT DID YOU SAY? (2-8)

**Objective:** Watch heads turn with a look saying “what did you say?” when you explain this unique, exhilarating, heart-pounding game that will blow their minds when teams not only must cooperate and strategize, but face the ultimate challenge of trying to succeed by only using non-verbal communication.

**Equipment:** (Needs are based on 16 teams of three to four players per team)

- Hula hoops (16 or one per team)
- Jump Ropes (16 or one per team)
- Deck of cards (5-6; add more decks for classes of 70 or greater)

**Scenario:** An evil witch has placed a spell on the entire town of Moofaloo. The town’s people are distraught because of this horrible spell. In order for the witch to cast the spell, she had to provide a way to break the spell. So, the witch separated the recipe pages to the potion that are needed to break the spell and then she spread the pages all over town. Finally, she separated other recipes and also spread those pages all over town to make it even harder to find the correct potion. Although seemingly impossible, the town’s people must form search parties to seek out and collect all of the pages of the correct recipe to break the horrible spell. **Note:** the conditions of the witch’s spell will be revealed after the procedures.

**Procedure:** Spread out 16 hula hoops within the gym boundaries. Next, place one jump rope inside each hula hoop. Finally, scatter all of the decks of cards (face down) on the floor in the center of the gym (see diagram for setup). The **object** of the game is for each team to find and collect all of the recipe pages necessary to create the potion for breaking the witch’s spell.

**To Begin:** Instruct students to get into groups of three/four and go sit beside a hoop to await further instructions. Read the scenario and explain that each team must work together to seek out and collect all of the pages of the recipe to break the horrible spell. All of the cards, scattered face down in the center of the gym represent the “pages” of the recipe book. First, explain that the spell can only be broken by finding all of the pages to one of the following recipes. **Note:** choose one of the following requirements (or recipe) to be completed during the first round. Choose a new requirement each succeeding round:

1. Find four different cards, but four of each of those cards with a total of 16 cards. For example, a team could win with four aces, twos, fives, and eights.
2. Find three different cards, but five of each of those cards with a total of 15 cards.
3. Find five different cards, three of each of those cards with a total of 15 cards.
4. Find six different cards, three of each of those cards with a total of 18 cards.
5. Find eight different cards, but two of each of those cards with a total of 16 cards.
6. Or, make up your own unique requirement.

For example, to start working on requirement # 1 above, all players must earn the right to make a trip to the center of the gym **each time** they want to go turn over up to two cards (recipe pages) or they want to return up to unwanted cards. A trip to the center to turn over or return unwanted cards is earned by either jumping a rope 10 times or by jogging one complete lap around the gym. Players, upon turning over their two cards, may choose to take one or both cards back to their team’s hoop. **Note:** remind students to always turn over all unwanted cards to their original face down position. As teammates begin collecting cards, they must gather at their hoop (at a time of their choice) and collaborate by selecting at least four different cards for which they want to find matches. Again, for this round they must choose four different cards, but four of each of those cards with a total of 16 cards. An important rule that must be followed is that at no time can a team have more than 16 cards inside of their hoop (for requirement # 1). Teammates, after

earning a right to make a trip, must remember to return unwanted cards (up to 2 at a time) to the center of the gym so as not to exceed the 16 card limit. **Note:** this rule violation will result in the teacher returning one set of matches to the center. Teams may walk around to see what cards other teams have chosen as their matches. This information may be crucial when deciding on which four different cards to select or if card changes need to be made.

Now, for the head turning, “what did you say,” part of the game. After explaining all of the procedures, reveal the conditions of the witch’s horrible spell. The spell has completely removed all speech, noise, and any form of verbal communication from the people of Moofaloo. Only non-verbal communication can be made once the game begins. **Note:** this rule violation will result in a two-minute penalty for any form of verbal communication and a disqualification for any violation thereafter. It is fun watching students develop different strategies such as:

1. Hanging out in the center to observe other teams flipping cards until they see cards they need.
2. A teammate flashing cards back to their team’s hoop to get visual feedback.

Watch all teams scream in relief once the first team to find four different cards with their matches equaling 16 cards is given credit for breaking the witch’s spell. Return the cards to the center, choose a new requirement to be met, and start a new round.

### **Rules and Safety:**

1. Players must earn the right to make a trip to the center of the gym **each time** they want to go turn over up to two cards.
2. A trip to the center to turn over or return unwanted cards is earned by either jumping a rope 10 times or by jogging one complete lap around the gym.
3. Teams may walk around to see what cards other teams have chosen as their matches.
4. Players must always turn over all unwanted cards to their original face down position.
5. Unwanted cards must be returned so as not to exceed the requirement number chosen for that round. This rule violation will result in the teacher returning one set of matches to the center.
6. Only non-verbal communication can be made once the game begins. This rule violation will result in a two-minute penalty for any form of verbal communication and a disqualification for any violation thereafter.

### **Where’s My Partner**

- Student in a double circle by partners, with partners facing with the inside circle having one more student than the outside circle
- On the signal, the circles skip (or hop, gallop, jump, walk, etc.) to the right meaning that the circles are moving in opposite directions
- On the command, “Halt!” the circles face each other to find partners. The student without the partner goes to the mush pot and joins either circle when play starts again.
- Circles should be reversed after a time.

### **Who Changed the Motion**

- Class is organized into a double arms length apart circle with all the students standing
- Two students area chosen to be the detectives and are placed in the center of the circle.
- The detective’s area directed to close their eyes while a “motion leader” is selected from the circle students.

- The new motion leader starts the motion (wiggles foot, waves arms, taps head, etc.) and all the circle students imitate these motions
- The detectives open their eyes and try to watch the circle of students to detect who the leader is. The leader changes to another motion the second that the detectives' eyes are off them and the circle students change to the new motion as rapidly as possible without looking at the leader but looking at the other students in order to confuse the detectives
- Each detective is allowed 2 guesses as to who the leader is. If the detective guesses correctly, they get to stay for another turn. If not they join the circle and a new detective is selected.

### **Who's the Boss**

- Give each student a card from a deck of playing cards.
- Have the students begin walking around in the playing area
- Each time a student passes another student they exchange cards
- After 30 second, teacher calls out "Who's the boss"
- Students quickly sort themselves into the four suits
- The student with the highest card leads the group in a fitness activity

### **The Who's Revenge**

- In one section of the playing area (in the middle or at one end), scatter "presents" (bean bags, deck rings, etc.).
- This is the Grinch's cave on top of Mount Crumpet. Select 3-4 players (1 team if playing by teams) to be the grinch.
- The Whos start at their homes, which are positioned at the opposite end of the playing area (or around the cave if it is the middle of the playing area).
- The Who's should be in groups of 2-3. On "go" the Whos attempt to take back their presents (one at a time) by dribbling to the Grinch's cave.
- The Grinch tries to protect the presents by trying to knock the ball away from the Whos.
- If a Who loses control of the dribble, s/he goes back home and the next Who attempts to take back a present.
- If a Who makes it safely inside the cave, s/he has a "free" trip back down Mount Crumpet to his/her home.

### **Witch, Witch, May I Cross Your Ditch**

- Students line up at one end of the playing area
- One student is the witch and stands in the middle of the area
- Students ask the witch, "Witch, witch, may we cross your ditch?" The witch replies, "Yes, but only if you are wearing red" (or some other condition the witch may specify)
- All students meeting the criteria may cross the area *without* being tagged by the witch.
- Tagged students become witches and assist the original witch

### **Wizards & Gelfings**

**\*This is a most unusual, playful, and imaginative game. It asks for a healthy dose of silliness. You have to build up to this game. You really don't want to begin your year with this activity unless you are absolutely certain that your students will accept it with the spirit, enthusiasm, and playfulness that you intend. If a class decides that this is just too weird or beneath them, then there may be some difficulty later in gaining acceptance for**

other similar type activities. Then again this might work for some groups/classes and not for others. So before using this activity, make sure you have a good feel for your class knowing that they will accept and play it the way it is intended.

Begin by explaining that Gelfings are frolicking, fun-loving creatures who seem to be on the planet for just one thing---to have fun. Wizards, on the other hand, are very serious and hard working folks. They don't have time or the desire to skip and dance around all day long. They have too many things more important to do than play. In fact they get quite upset seeing the Gelfings up to their daily silliness. You see, they can't stand to see others having fun if they don't. So they try to cast a spell on any Gelfing by touching them with their magical orb (a small ball or other object that will identify them as a Wizard). This magical spell causes them to be frozen in time for eternity!! How dreadful!

**So this is a freeze tag game. Here are the rules:**

- Choose 2-3 Wizards to carry magical orbs
- On teachers signal Wizards try to tag the Gelfings
- If a Gelfing is tagged they must freeze, and using a very high pitched voice call out the UGDC (Universal Gelfing Distress Call), "Help me...Help me...Help me..." while yelling this chant they gesture with one hand, fist closed, thumb up hitting into the palm of their other hand in rhythm with the UGDC. They must continue doing this until they are rescued
- Gelfings are rescued by at least two other Gelfings who will join hands with each other surrounding the frozen Gelfing, and skip, slide, or dance around the frozen Gelfing chanting "Go free little Gelfing, go free!" After three circles and the chant the spell is broken leaving the frozen Gelfing to go back and frolic once again.
- Wizards can not stand by a frozen Gelfing waiting for other Gelfings to frolic along.
- Wizards can tire out quickly, so when a wizard is tired, then the next Gelfing tagged can be magically transformed into a Wizard by chanting the following phrase to the unsuspecting Gelfing, "I'm tired! You're a Wizard!"

**Do not play this game too often, sometimes the more you do something, the less fun it becomes**

### **WORD SEARCH SHOWDOWN (3-8)**

*Objective: Word Search Showdown will stretch the student's minds by providing multiple opportunities to recall and practice spelling words. The combination of spelling fundamentals, exercise, memorization, and teamwork forces players to strategize and think while constantly exercising to spell words and earn as many points as possible.*

*Equipment: (Needs are based on a class of 56 students)*

- Scrabble tile sets (Scrabble tile sets are recommended for their durability. **Note:** Before purchasing sets, I recommend asking colleagues and friends to donate any Scrabble games that they may have lying around the house. Also, consider what is in a typical Scrabble set to determine how many tile sets you will need for your classes. I recommend one set per 15-20 students. A game of Scrabble contain 100 letter tiles in the following distribution:
  - ❖ 2 blank tiles (scoring 0 points)
  - ❖ E x 12, A x 9, I x 9, O x 8, R x 6, N x 6, T x 6, L x 4, S x 4, and U x 4 (scoring 1 point)
  - ❖ D x 4, and G x 3 (scoring 2 points)

- ❖ B x 2, C x 2, M x 2, and P x 2 (scoring 3 points)
- ❖ F x 2, H x 2, V x 2, W x 2, and Y x 2 (scoring 4 points)
- ❖ K x 1 (scoring 5 points)
- ❖ J x 1, and X x 1 (scoring 8 points)
- ❖ Q x 1, and Z x 1 (scoring 10 points)
  - Optional: consider making alphabet sets on index cards, printing and laminating sets of letters or utilizing pre-printed alphabet cards or teaching tools.
  - Paper (one per student; standard 8.5 x 11 paper cut into 4 sections)
  - Pens and/or pencils (10-15; these will be placed somewhere outside of the playing area for safety reasons)
  - Optional: traffic cones (8-12)
  - List of exercises (written on board or posted on gym walls)

### Procedure:

Scatter all of the Scrabble tiles or alphabet sets (face up) on the floor in the center area of the gym. Optional: encircle the scrabble tiles with the traffic cones to provide a small buffer between the tiles and the students. Next, place all pens at a table or area outside of the designated playing area or gym boundaries. The **object** of the game is for each player to score as many points as possible by exercising and earning letters to create words.

**To Begin:** Hand each student a piece of paper and instruct them to go sit in personal space, away from the scrabble tiles, to await further instructions. Explain that a point is earned for every letter in every word that a player creates. Each word must also be checked by the teacher before it can be recorded onto each player's piece of paper. Each player must first earn the right to take a trip to the center of the gym **each time** they want to get a letter. A trip to the center to get or return an unwanted letter is earned by performing any exercise/skill written on the board or posted on the gym walls. *Note: the exercises and skills can be replaced or modified at the teacher's discretion (see Athletic Task Sheet A-D for some exercise examples).* All players, after earning a trip, may go to the center and choose one letter to go towards their word (**See Figure Below**).

The key to a player's success is to determine how to create words. Each player has the choice to create words as an individual, with a partner, in groups, and/or a combination of the three choices. For example, a player could work by himself, change his mind and go work with a friend, change his mind again and go join a group of friends, etc. at anytime during a game. *Note: All words chosen to be spelled must contain 4 or more letters (See Figure Below).*

Players choosing to work alone can pace themselves and create any word they want. The only possible setback is that no one else will be contributing to the word, thus taking longer to complete a word. A potential benefit could be that there is nobody to argue with about what words to choose and which letters to find. Players choosing to work with a partner or in larger groups have different challenges. These groups must communicate much more by deciding on a word that equals the amount of people in their group since **everyone must contribute a letter to the selected word**. They must also communicate who will go and get what letters, which if not discussed can lead to chaos. The potential for arguing and frustration is much greater if this strategy is chosen. On the other hand, the potential benefit would be getting letters to a word much quicker than the individual method. For example, a group of six players could spell "apples" six times faster than an individual who would have to perform six exercises to earn the same letters. Each player/group must adhere to the following procedures to get credit for each word:

1. Select a word and earn one letter from the center for each exercise completed.

2. Find a personal space within the gym boundaries and spell the word on the ground.
3. Get the teacher's attention by raising your hands. All players, upon the teacher's approval of the word and its spelling, must return all letters to center before going to the designated area where the pens are located to record the word on their personal piece of paper. *Note: students should also write their names on their paper during their first trip.* The teacher may offer guidance for any misspelled words or suggest that they the student(s) pick a new word to spell (**See Figure Below**).
4. Continue the game by choosing a new word to spell. *Note: remind students that they can change groups or work alone at anytime during the game.*

**Optional:** before going to the next round, stop and let students share some possible strategies they utilized to be successful, placing special emphasis on those teams that were thinking "outside of the box."

A signal will be given at the end of class for each player to find their own personal space. Players will then count one point for every letter in each word recorded on their piece of paper. The player(s) with the highest score will be labeled the **Word Search Showdown Champion**. The teacher will recognize all other players by announcing the following categories that each player may fall under:

1. 81-100 points is a Genius
2. 61-80 points is a Scholar
3. 41-60 points is Gifted
4. 21-40 points is Exceptional
5. 1-20 points is Skilled

**Rules and Safety:**

7. Players must earn the right to make a trip to the center of the gym **each time** they want to get a letter.
8. A trip to the center to get or return an unwanted letter is earned by performing any exercise/skill on the exercise list.
9. All words chosen to be spelled must contain 4 or more letters. A word may not be repeated on an individual's paper. No proper nouns may be used such as Matt, Sara, etc.
10. Players may go to the designated area to record their word upon the teacher's approval of the word and its spelling. The teacher may offer guidance for any misspelled words or suggest that they the student(s) pick a new word to spell.
11. All letters must be returned to the center before going to record the word.
12. Each letter in a word equals one point.

**Variations:**

1. Allow players to get more than one letter at a time.
2. Use the actual Scrabble scoring system. Players will add up the points labeled on each Scrabble letter tile.
3. Create predetermined word lists to reinforce the learning and spelling of Grade-level words.

**You Sank My Battleship**

- Students will get a partner.
- Teacher will select 10 - 12 pairs to begin the game and set up a battleship
- A battleship is represented by a hula hoop with 2-3 bottles standing up in the hoop representing nuclear reactors

- Once in the game , they will attempt to keep their battleship from sinking (keep the bottles standing) and attempt to sink other battleships
- To sink a battleship, the students must throw missiles (soft balls)
- If all the nuclear reactors are knocked down, the battleship is sunk and the pair must leave the playing area and hand their nuclear reactors to another pair waiting to play.
- The students can decide to stay by their battleship or go on the offensive and try to knock other teams out of the game
- **Variations/tips:**
  - Remind students as soon as their battleship is sunk, they must collect their nuclear reactors and hand them to the next pair waiting in Outland
  - If a nuclear reactor is knocked over it cannot be picked up until the team is eliminated
  - Attacking students may get close to the other battleships but they may not be holding a missile when they knock down a reactor
  - They must throw or roll the object to knock down a reactor fairly
  - While the students are waiting in Outland, the teacher can have the students perform a fitness activity until they get back into the game

### **You Sank My Battleship II**(AKA Partner Air Raid)

Equipment: 16 plastic bottles, 8 hula hoops, cones to mark “outland”

Skills: Throwing/Rolling, Defense, Teamwork, Strategy

Organization: Eight hoops spread out in the playing area, at one end of the playing area is an area that is designated as “outland”

- Students will each need to find a partner for this activity. The teacher will select 8 pairs to begin the game and set up a battleship.
- A battleship is represented by a hula hoop with two plastic bottles representing nuclear reactors.
- The pair will take their nuclear reactors and stand them up inside the hula hoop to be in the game. Once in the game, they will attempt to keep their battleship from sinking (keep the plastic bottles standing) and attempt to sink other battleships.
- To sink a battleship, the players must throw missiles (soft balls).
- If both nuclear reactors have been knocked over, the battleship is sunk and the team must leave the playing area and hand their nuclear reactors to another team waiting to play.
- The teams can decide to stay by their battleship and protect it by blocking the missiles, or they can go on the offensive and try to knock other teams out of the game.
- **Adaptations/Tips:**
  - Remind students that as soon as their battleship is sunk, they must collect their nuclear reactors and hand them to the next team waiting in “outland”.
  - If a nuclear reactor is knocked over, it cannot be picked up until the team is eliminated.
  - Attacking players may get close to the other battleships but they may not be holding a missile when they knock down a reactor.
  - They must throw or roll the object to knock down a reactor fairly.
  - While students are waiting in “outland”, the teacher can have the students perform a fitness activity until they get back into the game.

### **Zone Tag**

- Divide the class into two teams, the taggers and the runners (give pinnies to one team)

- Divide the area into three equal zones
- The staging team occupies the middle zone, while the running team occupies one of the end zones
- Place multiple beanbags at the opposite end zone of the running team
- the object of the game is to score as many beanbags as possible in three minutes by running through the taggers zone, picking up a beanbag, and returning it to the starting zone without being tagged
- If a runner is tagged they must return the beanbag (if they picked one up) and then return to their starting zone
- taggers must stay in their zone to tag runners going through
- After three minute switch roles