

Archdiocese of Philadelphia



Physical Education Guidelines

Grades K-3

2006

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Mission Statement

As Catholic Educators, we are committed to teaching the whole child – academically, spiritually and physically. Through the physical education program students will be encouraged to grow, challenge themselves, and foster their individual talents to be the best Christians they can be. Teaching the value of physical activity and its contribution to a healthy, active lifestyle is integral to our goal of lifelong fitness.

National Standards for Physical Education (Revised 2005)

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The national standards demonstrate that physical education has academic standing equal to other subject areas. They describe achievement, show that knowledge and skills matter, and confirm that mere willing participation is not the same as education. In short, national physical education standards bring accountability and rigor to the profession.

Appropriate Practices for Elementary School Physical Education

The council on Physical Education for Children (COPEC) of the National Association for Sport and Physical Education (NASPE) recommends that quality, daily physical education be available to all children. Quality physical education is both developmentally and instructionally relevant for all children. Appropriate instructional practices recognize children's development and changing movement abilities. They incorporate best practices. A quality lesson reflects the National Standards for Physical education and local curricular direction in its design. Teachers evaluate and communicate student progress.

Appropriate Practices

- Design experiences that allow for individual differences in abilities.
- Create multiple opportunities for students to be successful in physical activities.
- Stress health-related fitness and an appreciation of physical activity (emphasis on activity-based fitness, rather than calisthenics.)
- Prepare children to be physically active for life, by teaching skills and using activities that students enjoy and want to play again.
- Use fitness assessment as a part of the ongoing process of helping students understand, enjoy, improve and/or maintain their own fitness and well-being
- Groups/partners are formed in ways that preserve the dignity and self-respect of every child.

Tips for Teachers

- Use games which are all-inclusive, minimal waiting, and do not eliminate students.
- Use small, flexible groupings of students to allow more playing time and less waiting time.
- Use a variety of teaching strategies.
- Have an assortment of games prepared keeping in mind the short attention span of younger children.
- Stress cooperation and safety in games.
- Allow students to take turns helping to lead the warm-up and demonstrations.
- Teach student directed conflict resolution. When a problem with another person arises, tell the person what it is that's upsetting, or ignore the situation or move away.
- Does not use exercise as punishment. Exercises are taught as positive experiences but are not a primary part of elementary physical education.
- Form groups or teams by using knowledge of skills. Groups can also be formed by: color, birthdays, favorite activities, stickers, playing cards.

Physical education should encourage students to be willing to:

Handle problems in appropriate ways

Be considerate to self, to others and to things (equipment)

Communicate in a way that is helpful and supportive.

Characteristics of the Young Child

The following characteristics encompass all aspects of the child in this age group including the physical, social, emotional, spiritual, and intellectual. These characteristics are meant to be a guide for observing children of this age; they are not universally accurate as all children develop at different rates as individuals.

Kindergarten to 1st Grade

- Are inquisitive
- Have a short attention span
- Are imaginative
- Are spontaneous
- Change friendships frequently
- Enjoy play
- Need reassurance
- Need self-expression
- Need to interact with peers
- Are full of energy yet tire easily
- Have better large muscle development than small
- Enjoy total body involvement through motor activities
- Learn by doing

Grades 2 – 3

- Are enthusiastic
- Are energetic
- Are eager to please
- Like praise and recognition
- Like playing on teams
- Like competition
- Enjoy playing
- Love games
- Are full of spirit
- Have good gross motor skills and are developing better fine motor skills
- Learn by doing and begin to learn by listening

Archdiocese of Philadelphia Physical Education Standards for grade levels Kindergarten through 8

1. Movement Skills Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning is developmental, building simple movements into more complex patterns.

2. Physical Activity Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. Regular physical activity is necessary to sustain fitness and health.

3. Safety, injury prevention, and personal responsibility Learn skills to ensure health and safety such as conflict resolution, accepting responsibility for yourself and others, treating others with respect and using safe practice.

Kindergarten Objectives

Movement Skills

- 1.1.K Demonstrate non-locomotor movements using different parts of the body.
- 1.2.K Demonstrate a variety of locomotor and combination skills in a movement pattern.
- 1.3.K Demonstrate the emerging skills of catching, kicking, throwing and striking.
- 1.4.K Understands the concepts of pathways, levels and directionality (above, below, behind, etc.)
- 1.5.K Demonstrates knowledge of flexibility by performing exercise that enhance proper flexibility in a variety of muscle groups.

Physical Activity

- 2.1.K Sustains moderate to vigorous physical activity for short amounts of time.
- 2.2.K Identifies the physiological signs of moderate physical activity.
- 2.3.K Recognizes the two appropriate sites on the body to monitor heart rate.
- 2.4.K Understands the relationship between physical activity and heart health.

Safety, injury prevention, and personal responsibility

- 3.1.K Works in a group setting without interfering with others.
- 3.2.K Recognizes that games have rules.
- 3.3.K Demonstrates the ability to work alone or in a small group without direct adult supervision

First Grade Objectives

Movement Skills

- 1.1.1 Responds to a variety of commands when using different combinations of shapes, levels, pathways, directions and speeds.
- 1.2.1 Identifies the basic elements of locomotor and non-locomotor skills.
- 1.3.1 Can kick a stationary and rolling ball.
- 1.4.1 Demonstrates the ability to quickly change direction and speed.
- 1.5.1 Demonstrates an overhand throw using hand/foot opposition and correct body alignment.
- 1.6.1 Knows how to align body and hands to catch a variety of objects.
- 1.7.1 Demonstrates the ability to show the correct body alignment while striking an object with a hand or short racquet.

Physical Activity

- 2.1.1 Understands one or two components of a health-related fitness assessment.
- 2.2.1 Demonstrates the ability to understand the concept of pacing during cardiovascular endurance activities.
- 2.3.1 Identifies activities which promote muscular strength.
- 2.4.1 Recognizes changes in heart rate and respiration during physical activity.

Safety, injury prevention, and personal responsibility

- 3.1.1 Understands the importance of a warm-up and cool-down.
- 3.2.1 Uses safe practices, rules and procedures.
- 3.3.1 Demonstrates cooperation with a partner by successfully working together to complete an assigned task.
- 3.4.1 Resolves conflicts in socially acceptable ways.
- 3.5.1 Recognizes the benefits that accompany cooperation and sharing.

Second Grade Objectives

Movement Skills

- 1.1.2 Demonstrates smooth transitions using locomotor skills (e.g. run, walk, skip, leap, and slide) in movement sequences.
- 1.2.2 Uses the concept of space awareness and basic movement to perform basic dances.

- 1.3.2 Kicks stationary and rolling balls with a strong force while maintaining good balance,
- 1.4.2 Demonstrates the ability to use an overhand throw for distance with good force.
- 1.5.2 Knows various techniques for catching balls at different levels and directions.
- 1.6.2 Volleys or consistently strikes objects with hand or short racquet.
- 1.7.2 Demonstrates a variety of ways to establish a base of support and fundamental principles of maintaining balance.

Physical Activity

- 2.1.2 Can demonstrate 2 or 3 components of health-related fitness assessment.
- 2.2.2 Recognizes the physiological indicators that accompany moderate to vigorous activity.
- 2.3.2 Understands that physical activity produces feelings of pleasure.
- 2.4.2 Recognizes the relationship between nutrition and physical activity.
- 2.5.2 Knows the difference between healthy and contraindicated stretches and exercises.
- 2.6.2 Understands the importance of drinking water (re-hydration) during vigorous physical activity.

Safety, injury prevention, and personal responsibility

- 3.1.2 Applies rules, procedures, and safe practices requiring little or no adult or peer reinforcement.
- 3.2.2 Treats others with respect during play.
- 3.3.2 Reports results of work honestly.
- 3.4.2 Uses feedback to improve performance.

Third Grade Objectives

Movement Skills

- 1.1.3 Demonstrates the ability to use locomotor movements and combinations in simple dances or other movement sequences.
- 1.2.3. Demonstrates catching and throwing patterns with balls and other appropriate objects.
- 1.3.3 Refines the skills of striking and dribbling.
- 1.4.3 Understands that games have rules and boundaries and puts that knowledge into practice.
- 1.5.3 Performs the skills of kicking, passing and trapping.
- 1.6.3 Demonstrates the ability to successfully strike a volley and object against the wall using the hand or a short racquet.
- 1.7.3 Applies throwing, catching and striking skills in small-sided lead up games.

Physical Activity

- 2.1.3 Recalls all the components of health-related fitness.

- 2.2.3 Completes a modified version of a health-enhancing personal fitness assessment.
- 2.3.3 Understands that participation in physical activity is a conscious choice.
- 2.4.3 Understands the meaning of “aerobic” and identifies various aerobic activities.
- 2.5.3 Identifies the community resources available for participation in regular physical activity.

Safety, injury prevention, and personal responsibility

- 3.1.3 Follows proper safety methods and recognizes potential risks associated with physical activities.
- 3.2.3 Interacts positively with others regardless of differences.
- 3.3.3 Identifies positive behaviors and comments to use during play situations.
- 3.4.3 Uses several conflict resolution strategies in game play situations.

Sample Primary Lesson Plan

Prayer

Warm Up – Paint the Alphabet

Use your body like a paintbrush and paint the letters of the alphabet. After each letter have children yell out a word that starts with that letter. As children get comfortable with this you can have a theme that the words must be about (spring or their recent field trip etc...)

Activity – Stuck in the Mud

Children are in scatter formation with music playing. Choose three taggers (use pinky tag or a light yarn ball with which they can tag). As children get tagged they need to freeze, separate their legs, raise their hands and yell, “I’m stuck in the mud, I’m stuck in the mud, somebody save me I’m stuck in the mud!” The other children can save them by sliding through their legs then they are free to run. Play until the music stops, then have the children freeze. The taggers must then follow your direction (like move five steps to their left, or ten hops backwards) then have them pass off the tagging object to whoever is closest to them. Game continues like this.

Sample Lesson Plan: Grade 1

Focus: Practicing locomotor movements with space awareness.

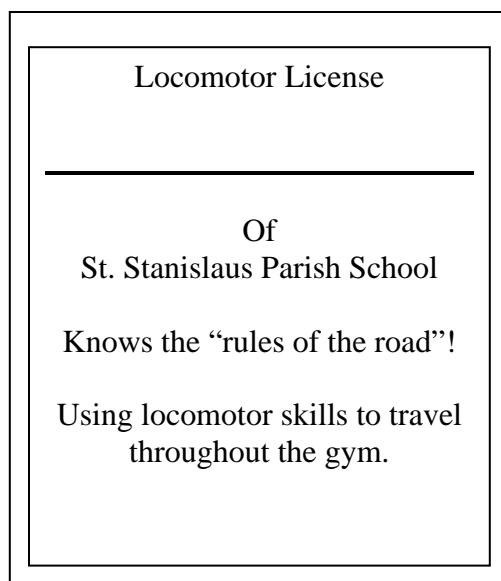
Procedure:

1. Opening Prayer

2. Warm-up:

- ◆ Review locomotor skills: walk, run, hop, jump, gallop, skip, slide, and leap. Using music to stop and start the action, call out a locomotor skill. As the music starts, the children begin moving in all directions around the room, practicing the correct skill and avoiding collisions.
- ◆ Smaller and Smaller. Using cones or other markers, practice the locomotor skills while you mark off smaller areas to assess space awareness.

3. Game: Locomotor License Use sign posters, designating different locomotor movements as road signs, i.e. Speed limit 30 = jogging, Bumpy road ahead = skipping, Narrow bridge = galloping, flat tire = hop, school zone = walking, out of gas = stop, etc. Point to the different signs and observe students following the correct skill and avoiding collisions. When students are finished, they can be awarded a license for moving safely throughout the gym.



4. Cool Down: Discuss the importance of moving safely in different environments, i.e. lining up for drinks, playing at recess, etc.

Sample lesson plan: grade 2

Focus: Pathways

Procedure:

1. Opening Prayer

2. Warm-up:

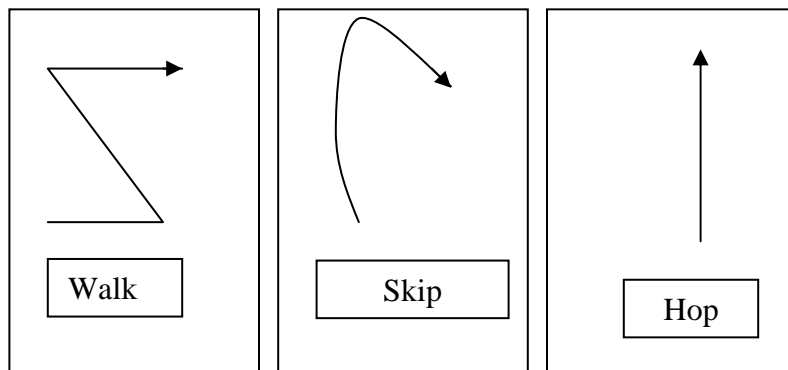
Review pathways; straight, curve, zigzag.

Have students:

- ◆ move in different directions (forward, backward, and sideways) along these pathways.
- ◆ move at different speeds (slow, medium, and fast) along these pathways.
- ◆ move at different levels (high, medium, and low) along these pathways.
- ◆ try combinations of the above directions
- ◆ use different locomotor movements (walk, gallop, hop, etc.) along these pathways.
- ◆ move in the shape of numbers, letters, names.

3. Game: Pathway card swap. Each student is given a pathway card. These are cards with a designated pathway and locomotor skill, i.e. curve-skip, straight-hop, zigzag-walk, etc. As the music starts, students begin their locomotor movement along their designated pathway. When the music stops, the students go back to back with the closest person to them and trade cards. If given a duplicate go to the extra card area and pick out a new one.

4. Cool Down Discuss and draw the pathways with paper and pencil or in the air with different parts of their body.



Sample lesson plan: grade 3

Focus: Aerobic activity and muscular strength

Procedure:

1. Opening Prayer

2. Warm-up:

- **Tip-up/tip-down** Each student has a cone and is designated as a tip-up or tip-down team. On the signal, students move from cone to cone tipping the cones down or tipping them up. After a time, switch the ups with the downs. Try using different parts of the body (pinkies, elbows, knees, ankles). Variation: use plastic cups. Right side up and upside down.
- Review and practice muscular strength exercises: push ups, squats, sit-ups, and crab walk.

3. Game. **Fitness Frenzy** Four students with different color vests are it. Each color designates a different muscular fitness exercise. i.e. green = 5 push ups, yellow = 10 squats, red = 5 sit-ups, blue = 10 crab walk steps. If tagged, students must do the exercise before returning to play. Change taggers often.

- Variations: use two areas of the gym for playing. (8 taggers). After tag and exercise is done, enter the other game. Also, use other fitness exercises: flexibility, endurance, and cardiovascular.

4. Cool Down Discuss the body's reaction to physical activity and the benefits of being physically active.

WARM UP ACTIVITIES

State regulations mandate that all physical education classes begin with warm up exercises. The purpose of warm up exercises is to loosen the muscles, to stretch them and to prevent injury from strain and stress. If a lawsuit should occur as the result of an accident, the question of warm up exercises is often raised. Here are some examples of stretching exercises:

Chicken Dance, Hokey Pokey or any dance with music

Jump Rope	Marching
Push Ups	Leg Lifts
<i>Mousercise</i>	Jog
Brisk Walking	Skipping
Hopping	Jumping
Arm Circles	Trunk Twists
Jumping Jacks	Roman Soldiers

Moving Stars

Choose any music to which students design their own exercise routines. Select six to eight students to be a “Moving Star”. Let one begin at the ‘stage spot’, and when the music begins, he or she creates an exercise to the rhythm of the music, while all the other students recreate that design. After approximately twenty seconds, the instructor calls out, “bump and run”. The number two “Moving Star” then approaches the ‘stage spot’ and taps the performer on the shoulder. The performer then returns to the active audience to cause the ‘stage spot’. The new MS creates a different exercise as soon as the other performer has returned to the active audience. Each MS is encouraged to create a new exercise when selected by the rotation to return to the ‘stage spot’.

Freeze Point

Similar to above description, except that the new Moving Star simply takes a step forward, points to the next MS and freezes in that position until that next person begins to create an exercise. All of these Freeze Point Moving stars are positioned around the outside of the active audience. As each Freeze Point Moving Star begins to exercise, all members of the active audience pivot to that person and recreate that person’s exercise design.

Touch and Go

Equipment Needed - One bean bag or marker for each student

Give each a beanbag or and tell team to spread out, put the beanbag on the floor and to stand on it. Tell them to listen carefully to see how quickly they can follow your directions. Tell the students that the beanbag is their on personal space. They must go and touch something on you command. Go touch something blue and hurry back. Go

touch something wooden and hurry back. Go touch something over you head and hurry back.

Variations: Have them touch objects with different parts of the body. Touch the beanbag with you elbow and go touch something red. Use different locomotive skills. Skip and touch something green.

Buzzing Bees

Put the children in groups of two (if odd number you can do group of three) and spread them out standing back to back or toe to toe. Explain that when the game starts you are going to tell them to walk, run, skip, etc., around the room away from their partner and when you call out “Buzzing Bees Stop”, they are to find their partner and stand back to back or toe to toe. Repeat this many times using different locomotor moves.

Birds Fly

Ask children to name some things that fly. All Stand. Each time the leader names anything that flies the players all flap their arms vigorously. If the leader names something that does not fly they quickly fold their arms across their chests. Another time you might play “Rabbits Hop”. The children hop each time the leader names anything that hops. How about “Worms Crawl”?

Single Blending

Choose any music for the students to design their own exercise routine. While all students are engaged in creating their own exercise design, the instructor walks among the participants and selects an individual who is modeling a good creative exercise design. The teacher stops the class and points to the selected student. Instead of stopping their action, they blend out of their design and recreate the design of the selected student. After an appropriate amount of time, twenty to twenty five seconds, the instructor waves to the class to blend out of that design and return to their own creation. Instructor continues walking among the students and selects another student.

Group Blending

Students in groups of two or three. Students in these groups design an exercise to music. As above, instructor walks among the students and selects a group. All groups then blend out of their design to recreate the selected groups exercise idea.

Meet Me Halfway!

Divide the class into groups of two. Set up the class up, partners facing each other from opposite sides of the room. The teacher calls out an activity to do, the students run to the middle of the room and perform the activity with his/her partner. When done with the activity, the students return to their starting spots. Add a second activity, which the students perform after doing the first activity. Keep building more and more activities.

Suggested Activities: High fives, Double high fives, Do-Si-Do, Push ups, Seat spin, etc...

Partner Challenges

Students get into groups of two and prepare for a fast thinking – fast moving work-out session.

Style one – the instructor will verbally issue two exercises. The students will quickly decide which person will do what exercise. Example: “One of you do sit-ups, while the other person will run in place”. After approximately 15 to 20 seconds, the instructor says, “switch”. Now, both partners do the other exercise described. “Switch” can be announced several times. Here are some other examples:

One stand at attention, while the other jogs around that person

One do push-ups, the other jumping jacks

Tip Up/Tip Down

Each student has a cone and is designated as a tip-up or tip-down team. On the signal, students move from cone to cone tipping the cones down or tipping them up. After a time, switch the ups with the downs. Try using different parts of the body (pinkies, elbows, knees, ankles). Variation: use plastic cups. Right side up and upside down.

O, Fiddlesticks

Students stand in a large circle. One player in the middle tries to get the circle players to run across the circle to a new spot by calling out “Everyone who...” and making up the ending (...is wearing sneakers, can ride a bike, likes broccoli, etc.) Players run, and the player in the center also runs to a new spot. The player who doesn’t get a spot is the new caller. If the center player calls “O Fiddlesticks!” everyone must run at the same time. A variation is that the teacher picks out the fastest runner each time to be the new leader (making sure everyone gets a turn.)

Donut Stacking

Using slices of foam pool noodles as donuts, relay teams of 3 or 4 students stack donut slices on the opposite game line one at a time, making a stack. For the second round, the players have to take off a donut from the stack, and so on.

Secret Agent Relays

Each team has a designated captain. Instructor calls “secret” huddle for all captains. In the huddle the captains are informed of what type of relay their group will perform.

Captains return to their team, communicate the directions, wait for the start signal. Choose a new captain for the next secret relay.

Squirrels and Trees

Class is arranged in groups of three, two of the three hold hands above their heads (trees) and the third is a squirrel., on the signal, "run squirrels, run" , extra squirrel and squirrels must change trees.

Hula Hoop Rescue

This event starts with two students from each team standing inside a hula hoop. On "go", the students pick the hoop up around their waists and run together to a goal line. One student gets out of the hoop and the other one runs back to the team line to rescue another student. Then those two students cross back over to the goal line. The most recently rescued student always takes the hoop back for another student. Rescues continue until all students are across the goal line.

Balloon Stomp

Give each player one 8" balloon that has a 3' piece of kite string tied to it. The players tie the string around one of their ankles. On "go" all players run around trying to stomp the balloons of the other players. This can also be a team event by giving each team a different color balloon.

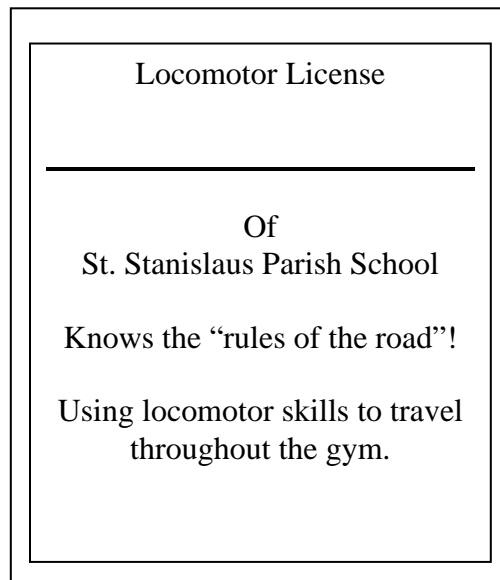
MOVEMENT ACTIVITIES

Locomotor Movements and Music

Locomotor skills: walk, run, hop, jump, gallop, skip, slide, and leap. Using music to stop and start the action, call out a locomotor skill. As the music starts, the children begin moving in all directions around the room, practicing the correct skill and avoiding collisions.

Locomotor License

Use sign posters, designating different locomotor movements as road signs, i.e. Speed limit 30 = jogging, Bumpy road ahead = skipping, Narrow bridge = galloping, flat tire = hop, school zone = walking, out of gas = stop, etc. Point to the different signs and observe students following the correct skill and avoiding collisions. When students are finished, they can be awarded a license for moving safely throughout the gym.



Space Awareness Game

Smaller and Smaller. Using cones or other markers, practice the locomotor skills while you mark off smaller areas to assess space awareness.

Paint the alphabet

Use your body like a paintbrush and paint the letters of the alphabet, after each letter, have children yell out a word that starts with that letter. As children get comfortable with this you can have a theme that the words must be about spring or their recent field trip etc...

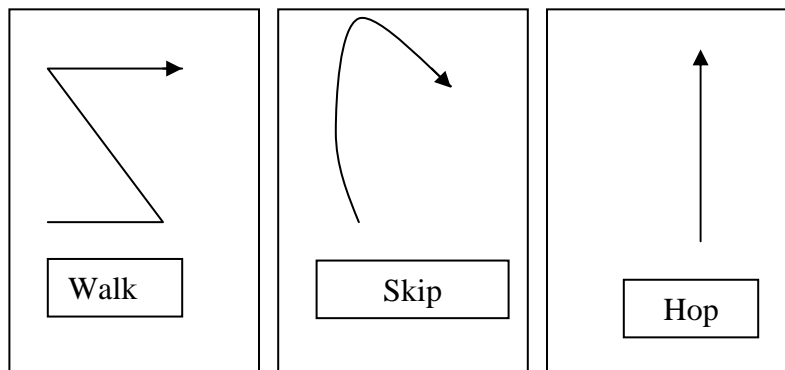
Pathways: straight, curve, zigzag.

Have students:

- ◆ move in different directions (forward, backward, and sideways) along these pathways.
- ◆ move at different speeds (slow, medium, and fast) along these pathways.
- ◆ move at different levels (high, medium, and low) along these pathways.
- ◆ try combinations of the above directions
- ◆ use different locomotor movements (walk, gallop, hop, etc.) along these pathways.
- ◆ move in the shape of numbers, letters, names.

Pathway card swap

Each student is given a pathway card. These are cards with a designated pathway and locomotor skill, i.e. curve-skip, straight-hop, zigzag-walk, etc. As the music starts, students begin their locomotor movement along their designated pathway. When the music stops, the students go back to back with the closest person to them and trade cards. If given a duplicate go to the extra card area and pick out a new one.



Manipulatives

Balloons

1. Keep balloon in the air – free body play

Teacher directed activities:

2. Keep the balloon in the air using – elbows, shoulders and head, knees and feet.
3. Keep the balloon in the air using only hands. (right, left, both, alternate)
4. Repeat above, change levels (high, medium, low)
5. Repeat and change position around body (sides, front, back)
6. keep balloon in the air while moving

Goin on a Bear Hunt

Goin on a bear hunt (repeat)

I'm not afraid (repeat)

Got a real good friend (children hug each other during this part...repeat)

By my side (repeat)

Oh, Oh (repeat)

What do I see? (repeat)

Oh look! It's some tall grass! (repeat)

Can't go over it (repeat)

Can't go under it (repeat)

Can't go around it (repeat)

Got to go through it (repeat... Make motions with arms like you are clearing a way thru grass)

Goin on a bear hunt (repeat)

I'm not afraid (repeat)

Got a real good friend (repeat with hugs)

By my side.(repeat)

Oh, Oh! (repeat)

What do I see? (repeat)

Oh look! It's a tall tree.(repeat)

Can't go over it (repeat)

Can't go under it (repeat)

Can't go through it (repeat)

Got to climb up it (Repeat and pretend to climb up the tree)

Goin on a bear hunt (repeat)

I'm not afraid (repeat)

Got a real good friend (repeat with hugs)

By my side.(repeat)

Oh, Oh! (repeat)

What do I see? (repeat)

Oh look! It's a wide river. (repeat)

Can't go over it (repeat)
Can't go under it (repeat)
Can't go through it (repeat)
Got to swim across it. (Repeat and pretend to swim.)

Goin on a bear hunt (repeat)
I'm not afraid (repeat)
Got a real good friend (repeat with hugs)
By my side.(repeat)
Oh, Oh! (repeat)
What do I see? (repeat)
Oh look! A deep, dark cave. (repeat)
Can't go over it (repeat)
Can't go under it (repeat)
Can't go through it (repeat)
Got to go in it. (repeat, close eyes as you pretend to enter the cave)

Oh,oh! It's dark in here. (repeat)
I feel something (repeat)
It has lots of hair! (repeat)
It has sharp teeth! (repeat)
It's a bear!! (children love to scream this part)

(At this point, increase the speed of your thigh slapping and swim back through the river, back up and down the tree, back through the tall grass, till you get safely home and lock the door.)

I'm not afraid! (Repeat)

Go Round and Round the Village

Skills: Walking, skipping, bow and curtsy

Children hold hands in a single circle, swinging arms back and forth.
Child on the outside walks around circle as children sing:

“Go Round and Round the Village
Go Round and Round the Village
Go Round and Round the Village
As we have done before.”

Children stop swing arms and raise them high to form arches. Child on outside goes in and out of the circle through the arches as boys and girls sing.

“Go in and out the windows. (three times)
As we have done before.”

Child who has been going under arches stands in front of someone in the circle and bows or curtsies each time the word “partners” is sung. Children drop hands.

“Now stand and face your partner (three times)
As we have done before.”

The child and his new partner skip around outside as children sing.

“Now skip with me to London. (three times)
As we have done before.”

The children then join hands and begin anew with two children walking around the outside. The game continues until less than half are out of the circle; then start over using the ones who did not have a turn.

Other Old Favorites:

Farmer in the Dell
Follow the Leader

“Let’s try” Activities

Balance Beam

Balance on the beam:

With both feet

On one foot

On one foot with hands at your side

On one foot with arms out like an airplane

On one foot with your eyes closed

Walk on the beam:

Forward

Sideways

Backwards

Duck walk

Step over a stick while walking

Crawl under a stick

Stoop down and pick something up off the beam

Kneel on one knee, repeat, using the other knee

Step through a hoop and continue to the end

No Apparatus:

Run quietly in place; slow and fast
Jump on both feet; hop on one foot
Jump backward on two feet, one foot; forward
Kick feet in front while running
Kick feet in back while running
Jump high, medium, low
Balance on one foot with the other foot touching the knee of the stable foot
Balance on one foot with the other leg extended straight in front of you
Jump and slap your heels with your hands
Jump and click your heels together
Touch your toes
Squat down and bounce like a rubber ball
Sit on the floor and pedal a bicycle
Jump and turn, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full

Ball Skills:

Throw and catch (self)
Throw and catch while walking forward, backward, sideways
Throw the ball, let it bounce, catch (2 or more bounces)
Clap your hands before catching the ball
Roll the ball, jog and pick it up
Jog in a circle around the ball before you pick it up
Keep the ball bouncing using two hands, right, left, alternate
Keep the ball bouncing while bending low and standing up
Jump up and down while bouncing the ball
Walk forward while bouncing the ball; backward, sideways
Bounce the ball, turn around and catch it
Bounce the ball and lift your leg over or under it
Bounce the ball and duck body under the ball
Roll the ball to knock down a pin
Roll the ball through a hoop
Roll the ball through a rolling hoop
Bounce the ball and catch with a partner

Guess a body part action:

You see with your ... (eyes)
You smell with your ... (nose)
You clap with your ... (hands)
This helps your leg bend ... (knee)

You bend your foot with your ... (ankle)
You raise your hand with your ... (arm)
This keeps your body straight ... (back)
You hear with your ... (ears)
This helps your arm bend ... (elbow)
You walk on your ... (feet)
You bend here when you lean over ... (waist)
You put your hat on your ... (head)
You draw with your ... (hand, fingers)
You need to cut and wash your ... (hair)
Your feet are attached to your ... (legs)
You talk and eat with your ... (mouth)
You chew with your ... (teeth)
You hop on one ... (foot)
You shrug your ... (shoulders)
You wear a watch on your ... (wrist)

Freeze

Students scatter around the playing area and walk, jog or run. At the whistle, everyone freezes and tries to hold that position, like a mannequin. The teacher walks around trying to detect movement.

Car and Driver

Students are paired up, standing one behind the other. The front player is the “car” with bent arms (bumpers) out. The rear player is the “driver” who steers the car by holding his/her hands lightly on the shoulders. At “green light”, the drivers steer their cars around the playing area, avoiding any collisions with other cars. “Red light” stops the cars. Any cars which get into accidents go to the garage for a short time. Switch car and driver roles.

Back to Back

Students stand in pairs back to back. At teacher direction, the students change positions with each other, e.g. Toe to toe, elbow to elbow, knee to knee, right thumb to right thumb, etc.

Walk Through

Students stand on opposite sides of the playing area and walk across at the signal, trying not to touch anyone. If contact is made, the students stop, bow to the other person, and say, “Pardon me”. Graduate to power walking, jogging, and eventually running across without contact.

Jump Rope Games

Although it may be very difficult for the youngest students to jump rope, there are many other ways to use jump ropes. With two enders, they can play High/Low Water, raising the rope off the floor higher with every turn as students take turns jumping over; Jump

the Ditch, two ropes parallel to each other on the floor, widening with every successful jump; Snake, a moving rope on the floor; and Limbo, a rope which players try to go under bending backwards. Waves; a rope moving up and down on the floor, twister; a rope moving circular on the floor, pendulum; a rope moving back and forth across the floor. Also, use the ropes to make shapes, numbers, and letters. Walk on the ropes, forward, backward, and sideways. Balance on the rope. Spell with the ropes.

My Shadow and Me

Students are paired up, one standing behind the other. They take turns leading the other around the play space, changing movements, direction, speed, etc. Switch leader/follower roles often.

Kick it Down and Set it Up

Each member of a relay team must run down to a bowling pin or two liter bottle, kick it over, sit down and use her feet to set it back up before returning to her team. This relay can also be made more cooperative by using two objects. In that race partners must hold hands the entire time and may help each other set up the objects.

Hot Hoops

Purpose: To work on jumping and landing skills and cooperation.

Preequisites: Color recognition, listening skills, cooperation (sharing hoops), understanding of jumping and landing.

Materials Needed: Colored Hula Hoops

Lay hula hoops out on gym floor, one for each child. The teacher chooses one color that is the “hot” hoop saying, “Red hoops are hot!” Any child standing in a red hoop jumps out and joins another child in a different color hoop. Teacher should place emphasis on children jumping off of two feet and landing on two feet when the jump out of the hoops. No more than 4 children should share a hoop at one time. When hoops are filled with children (4 per hoop) it would be time for the teacher to change the hoop color that is hot. Children would go back to their original hoop and the game begins again. Everyone is a winner!

Loop-A-Hoop

Equipment Needed – One or more hula-hoops for each of group

Have the group join hands in a circle. Taking one player’s hand, place a hula- hoop over his/her body and send it on to the next player (they must do this without letting go of hands). This player does the same and the hula-hoop continues around the circle. Keep adding hoops until they are all going around the circle You can also make two or more circles and see which group gets the hoop around first.

Bean Bag Freeze

Equipment Needed – one bean bag for each student

Students balance bags on head. Walk around space in and out of students. If bag falls off, student is frozen until another student picks bag off floor and puts it back on head.

Can You

Players attempt to respond to the “Can You” Challenge of the leader. Be sure to allow children time to process and respond to information..

Can you... reach for the sky?

Touch you toes?

Make you body very small?

Touch your right ear?

Place your hands higher than your shoulders?

Stand on one Foot?

Weather Walks

Have players dramatize all forms of weather by walking as if they are feeling it.

Possible weather conditions could be:

Windy	fall, walking in leaves
Sunny	hurricane
Pleasant	tornado
Very hot	lightening storm
Very cold	drizzle
Icy	muddy
Puddles after a rain	

Various substances or places

In deep snow	eggs
In oil or marbles	around a sleeping tiger
In quick sand or tar	on the moon
In molasses or glue	on a tight rope
On worms	on hot coals or hot sand

In certain places

Into a salad bow	off a cliff
Through a toy store	at a circus
Through a jar of jam	through a dream

In a jungle
In busy traffic

in a haunted house
in a house with a million friendly cats

If you are a good storyteller, weave a story around the weather.

Follow Me, or The Shadow

Use about 1 leader for every seven to eight students. The leaders walk around through the seated group, touching students on the shoulder and saying “follow me” or “shadow”. The tapped students then follow and mimic all of the leaders movements. Continued slowly until everyone is tapped and following a line. Begin again with the last person in each line becoming the new leaders.

Stop and Go

Children travel in general space in a scattered formation. Once the children are able to (1) walk without touching others and (2) stay far away from others as they walk, you can begin to play Stop and Go. When you say “Stop” the children should stop and freeze instantly. When you say “Go, “ they should begin to travel again. Don’t shout the signals-speak them, so the children become accustomed to listening for your voice at a reasonable level.

Body Parts

This games focuses on the different body parts. Once the children have adjusted to Stop and Go, they enjoy the challenge of touching the floor with different body parts-elbow, seat, knee, wrist, waist, left hand, or right foot-as quickly as they can when you say “Stop.”

Numbers

In one version of this game, the children stop with the appropriate number of body parts touching the ground. For example, if you call out “three” the children should stop with three body parts touching the ground.

In a second version, the children stop in groups. The number the teacher calls determines the size of the group. This game is helpful when you want the children to form into groups of three, four, or five in a hurry.

Hoop building house

Teams of four players use six hoops in this race to construct a hoop house. The first hoop is placed on the floor as the foundation. Four more hoops are placed at 45 degree angles inside the foundation. Four more hoops are placed at 45 degree angles inside the foundation to form the four walls. The sixth hoop is placed on top to hold the walls in place and form the roof. After the house is completed the teams race to see which one can get all teams members through one of the house doors and out the other side.

Flower Blossom

A small group sits in a circle, joining hands. Their first challenge is to stand up together without using the hands. The second part of the activity is for the group to lean back without falling over and without letting go of each other's hands.

Human Spring

Stand facing a partner with the feet about shoulder width apart and palms up facing forward. Keeping the body rigid, lean forward at the same time and catch each other with the palms and rebound back to a standing position. Keep the balls of the feet glued to the ground. If that was easy take a step back!

Frankenstein

Objective: Listening/Following Directions; Problem-solving; Cooperation; Communication.

Equipment: Blindfolds (optional)

How to Play: The children form pairs. One partner is "Frankenstein" and the other partner is the "Doctor." The object is for the Doctor to give Frankenstein (who is blindfolded or has eyes closed) verbal instructions to move around the area without bumping into others or walls (objects). Frankenstein must keep both arms extended out in front to act as bumpers in case he/she gets too close to others or objects. Frankenstein should walk slowly and only go where the Doctor instructs. The Doctor is responsible for Frankenstein's safety. After a minute or two, the partners switch roles.

Coconut Trees

Objective: running, space awareness activity

Equipment: Polyspots, bean bags

How to play: Each student picks up a polyspot and a bean bag and then moves to a scattered position. Each circle or spot represents a coconut tree. The bean bag represents a coconut. When the music begins, students can run or walk fast to any other person's coconut tree and steal their coconut returning it to their tree. Students may only pick up one bean bag at a time. The game continues until music is stopped. When the music stops, all students return to their original tree. Students count how many coconuts they have. Players must not take coconuts from other players next to them.

Red Light – Green Light

Where to play: Anywhere

Number of players: An entire class

Suggested Grade Levels: K-2nd grades

Equipment: None

How to Play: Select one player to be the "traffic light"; he is to stand 30'-60' away from the other players who are lined up facing him.

The game begins with traffic light player turning his back to the line players and yelling out “Green Light”. The line players can walk or run toward the traffic light player; however, at any time, the traffic light can yell out “Red Light”, and turn around. The line players must stop immediately. Any player caught still moving must go back to the starting line. Players not caught are allowed to stay where they are. Play continues in this fashion until one of the players finally touches the traffic light. The winning player becomes the traffic light for the next round.

Tie Your Shoes

Partners sit down side by side and untie their shoes. Then they must retie them using only their outside hand. (One using their right hand, the other the left).

Toe to Toe

Stand facing a partner with the feet about shoulder width apart, toes touching partner’s toes. Join hands and try to sit back until the arms are fully extended and knees are bent approximately 90 degrees. Keep the feet flat on the ground. Try this from a sitting position and move up to the “sitting” position! How about in a group of 4’s? 8’s? 16’s?

Over, Under, Around, and Through

Groups of 3 people, 2 of the 3 with hands joined (or holding each other’s wrists), and the third person acting as the “runner”. On go, the runner must step over his partner’s 2 joined hands, run around and go under their hands, run all the way around the two partners, then step through the joined hands. The runner must start on the same side for each movement. Once the group has this pattern established the following changes begin.

- a. Race the other groups (What makes it easier? Faster?)
- b. All three people must complete the pattern
- c. Scramble the order (ex. Round, Over, Through, Under)
- d. Hold up cards with words printed on them to change the order
- e. Use sign language to give the instructions/orders
- f. Allow them to enter/exit on either side (should be much faster)
- g. Allow them to make up their own order for speed

Use a basketball

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Don’t Touch Me

Objective – tag

Equipment – none

Group is in a circle or square. At a signal, the group moves through the middle to the other side – however you may not touch anyone on the way through.

Variation – Add a hula-hoop in the middle which must be passed through to successfully get to the other side.

Time this activity to see how fast each group can complete the task.

Parachute Games (Strong and LeFevre, 1996)

Purpose: Class cooperation, listening skills

Equipment: large parachute

Procedure: Each student takes a place around the parachute, holding on with outstretched hands. At teacher's direction, the class performs various movements with the parachute:

Slow, big waves

Faster, shorter ripples and waves

Umbrella – overhead

Umbrella and “Let go” – then allowing it to float down

Umbrella throw – trying to get the parachute to touch the ceiling

Popcorn – the teacher adds soft balls to the parachute as it is rippling and waving

Mountain – the students raise the parachute overhead and then quickly pull it to the ground, kneeling on the edges to trap the air inside.

Mousetrap – giving each student a number (one, two, or three), the teacher calls out one number at a time so the students can take turns going under the parachute and getting caught in the mousetrap. The students on the outside are holding the edges down as in “mountain”.

Shark – Students sit down in a circle with legs extended under the parachute. Each student is given a number and takes turns being either a “shark” hiding under the parachute pulling other children under by their feet (gently) or a “lifeguard”, who walks around the seated students rescuing anyone being pulled under.

Igloo – good as a closing activity. Standing around the parachute, the students raise the parachute over their heads and then step inside, dropping to a crouch and pulling the parachute to the floor, forming an igloo.

TAG GAMES

Tiger and Hunters

Number of Players: Any Number

Equipment: One Yarn ball

Area: Playground, gym, all purpose room

Skills: dodging, fleeing, running, and tagging

How to play the game: The children stand in a large circle in the center of the gym. The teacher starts the game by going around the circle touching each child with a yarn ball saying “hunter, hunter”. When she reaches the child she wants to be the tiger she calls “tiger” and hands the child the yarn ball. All the other children (hunters) run and the tagger (tiger) tries to tag as many hunters as possible before the teacher blows the whistle. When a hunter is tagged they go sit in a designated area. (circle on the floor or a mat). When the whistle is blown all children come back (even the children tagged) and form a new circle and the tiger goes around the circle and picks a new tiger in the same manner the teacher did.

Make sure no child has a second turn before everyone has had a turn. Make sure its not just boy or girls being chosen.

Magic Number

Number of Players: Any number

Equipment: Yarn balls

Area: Playground, gym, all- purpose room

One child is “It”. The other children make a circle around that child, who kneels down in the middle of the circle. The circle is halfway between two safe lines. The teacher whispers a number to the child who is “it”, so that no other players can hear the Magic Number. The Players run or gallop or do movement the teacher gives around the circle and count out loud in unison as they move. When they say the magic number the child who is it jumps up and tries to tag the as many children as possible before they reach the safe line. Any child tagged before reaching the safe line, they join the child who is it in the middle of the circle and a new magic number is given. Continue playing until all children are tagged or only a few children remain. Have “it” use yarn balls to tag instead of hands

Charley over the water

Number of Players: Any number

Equipment: Yarn balls

Area: Playground, gym, all- purpose room

Single Circle – “It” gets a yarn (use to tag with) and stands in the center of circle. Those on the circle walk around holding hands saying:

Charley over the water

Charley over the sea

Charley catch a big fish

Can’t catch me.

As soon as they say, “me”, they run, if tagged before the teacher’s signal (whistle, bell, music) they join Charley in the center of the circle. Game continues until all are tagged. (There are no safe areas) but you can have children squat down before tagged.

Little Ghost

Purpose: Halloween based activity. Skills worked on are chasing, fleeing, dodging and running with control.

Materials: Poem (below), cones, soft tagging items.

GAME DESCRIPTION

Students stand around a large circle line with three to five players in the middle. Set up 3-4 areas with cones for the HOME. The students in the middle of the circle are Ghosts. The other students recite the following poem as they walk in a circle around the Ghosts.

“Once there was a Little Ghost
Who went out in the night
He liked to scare the children most
On every Halloween night. BOO!”

When the word “Boo” is said, all players must run to one of the Homes without getting tagged. If they get tagged before reaching the Home, they join the Ghost in the middle of the circle, then switch places with that Ghost by handing over the tagging item. The class then goes back to the circle where there are new Ghosts, and recite the poem again. Repeat several times so there is opportunity for many students to be Ghosts.

VARIATION For Grade K, teacher could be the tagger. Children really love this.

Partner tag

Purpose: To review and master tossing and catching, chasing and fleeing and to develop cardio respiratory endurance

Players: have students pair off in the event of uneven numbers their can be groups of three.

Area: Playground, gym, all purpose room

Equipment: Yarn balls one for each pair/group - have music

Have students stand facing each other when the music starts have them start tossing the yarn ball back and forth (decide if they should throw it under or over before they start). When the music stops the child with the yarn ball is it and chases his partner if he/she tags their partner they drop the yarn ball and the partner is it, this continues until the music starts again. The partners then begin to toss the yarn ball back and forth again. Each time the tagging begins have them do a different skill (walking, skipping and running decide which they will do before you stop the music.). This game really helps students work on their catching and throwing skills.

Smaug's Jewels

Scatter 4-5 bean bags around the playing area. Designate a player to guard each of the treasures (bean bags) – one dragon per bag. The object is for the other players to try and grab the bean bag without being tagged. If tagged, the player must go to different treasure. If successful, the player becomes the dragon and the previous dragon attempts to grab another's treasure.

Bug Eyes

Freeze tag is a classic beginner game that will always be around. The trick to having lots of tag games is to modify existing games! The kids think you have reinvented the wheel and be very excited about the “new” game to play! In “Bug Eyes” give the taggers an inflatable eye (purchased around Halloween). If tagged, the player must stand frozen and cover his/her eyes. To become unfrozen, another player must stop in front of the frozen player and say “Hocus-Pocus-Boop!” while doing the magic hand thing that magicians do. A player may not be tagged while performing the magic act.

Frogs and Ants

Purpose: This game is a cooperative game in which students have to help their fellow classmate in order for the game to continue.

Materials: 1-3 pinnies; 5-8 hula hoops

GAME DESCRIPTION

Before playing, explain team cooperation and different strategies students could use to win the game. Let students brainstorm ideas. Point out that, as the dynamics of the game change, so should their strategies. Also, safe tagging and running with control in a group.

“Frogs” are chosen (depending upon class size choose 2 or 3) and give them pinnies to wear. Frogs start out in the middle of playing area. Place hula hoops around the area spaced equally apart. One for each corner and one in the middle works well. On the signal to start, frogs move around the area trying to tag the “Ants”. When an ant is tagged, they must lay flat on their backs with their hands and feet extended into the air. Ants that have not been tagged can try to “Save” their fellow ants by getting four ants (stress that it **MUST** be four) to carry the “injured” ant to a lily pad (hula hoop) and place them safely down inside the hoop. Demonstrate this procedure prior to playing. When four ants are saving another ant they cannot be tagged. However, there must be four ants connected to the hurt ant or they can still be tagged.

Once an injured ant is taken to the lily pad, they have two seconds to get away before getting tagged again. Game is over when all ants are tagged and lying on their backs. When there is no longer four ants to save hurt ants it is just a matter of time before all ants will be tagged. Last two or three ants left at the end of the game become new frogs.

In order to enforce running with control, you might want to have any student that falls on the floor take a short time out. Students quickly learn how to watch not only where they are running but where others are running also.

If the game ends too quickly, have students discuss cooperation among the ants. Explain that if they do not help save hurt ant, the game ends too quickly. It is sometimes necessary to help others for things to work out better. Now watch the new game and praise students who were cooperating with their teammates. The longer the game lasts, the more cooperation has taken place among students.

Below the Knee Tag

Objective: tag

Equipment: none

How to play: This is a one on one tag game with the tagging done below the knee. Once a tag has been made, step back and play again.

Gargoyles

Divide the class into two groups. One group is designated “gargoyles” and the other group are the “innocent bystanders”. The gargoyles begin by finding a spot and becoming a statue. The “bystanders” simply walk (jog) through the garden of gargoyles. At any time a gargoyle may spring straight up and attempt to scare the bystanders. When a gargoyle jumps up, the bystanders should change directions quickly. Gargoyles have enough energy for only one “scare” then must return to the statue form to regain energy. Switch roles after 1 minute.

Variations:

- (1) Allow the gargoyles to spring and attempt to tag while remaining in their spots. Switch roles when tagged.
- (2) Allow the gargoyles spring and chase bystanders for 10 counts.

One vs. One Duck, Duck Goose

Objective – tag

Equipment - none

Two people stand next to each other. The two take turns tapping their partner on the shoulder saying duck, duck, etc. until one player says Goose. They then walk, run, crab walk, etc. away while the chase does 1 jumping jack then goes to tag. Once tagged, start again. You can also start play in pushup position very easily. You can limit the space, or play on a field with a line on either side for the safety zones to run to.

Stuck in the Mud

Children are in scatter formation with music playing. Choose three taggers (use pinky tag or a light yarn ball in which they can tag). As children get tagged they need to freeze and separate their legs, raise their hands and yell, “I’m stuck in the mud, I’m stuck in the mud, somebody save me I’m stuck in the mud!” The other children can save them by sliding through their legs then they are free to run. Play until the music stops, then have the children freeze, the taggers must then follow your direction (like move five steps to their left, or ten hops backwards) then have them pass off the tagging object to whomever is closest to them.

Shark Island

Equipment Needed

- 4 Hula Hoops
- 4 Softie Balls

- 4 Pinnies
- 1 Large Mat
- Cones

Set Up:

- One large island (mat or mats depending upon the class size) located in center of gym
- Four small islands (hula hoops) located in each corner of the gym
- Four coconuts (6" gatorskin balls work best – 1 for each hoop)
- Using cones, designate an area for the hospital (keep a good distance from island) which faces the large island
- Designate the three (or four) Sharks and have them wear a pinnie

Object of the Game:

- Islanders must steal all 4 coconuts and get them to the large island before being tagged by a Shark and sent to the hospital.

To start:

- Gather all players on large mat in center of gym
- Pick 4 players to be Sharks and give them a pinnie to wear
- Place softie ball in each of the four hoops
- Sharks guard the islands to keep Islanders from stealing the coconuts. Sharks cannot go inside the hoops or the large island
- On the signal to start, the Islanders try to steal the coconuts from the islands
- Islanders are safe from the Sharks only on the large island (hula hoops cannot be used as base and Islanders may not go inside the hoops)
- Sharks can tag the Islanders that leave the island and send them to the hospital (shark bite)
- If tagged, Islanders give the coconut back to the Shark and go to the hospital where they wait in line for their turn to be released
- Islanders that get a coconut to the large island without getting tagged need throw a coconut to the first person in line at the hospital. Once the coconut is caught by that person (if some are having trouble catching a coconut, get another Islander in the hospital to help them), the Islander may attempt to get back to the large island with the coconut. If they are tagged again, they give the coconut back to the Shark and go back to the hospital in the end of the line.
- Sharks may not enter the hospital
Cooperation & strategy is used by both sharks and islanders to achieve the goal.
- Shark's strategy: choose an island to guard, designate one shark to guard the hospital
- Islander's strategy: decoys, group attack on one island at a time, send out 1 person to each island at the same time
- Students will learn to adjust their strategies as well as come up with some real clever ones on their own

Pass the Potatoes, Please

One third of the players have a ball. The teacher calls, “Pass the potatoes, please” and players holding balls call another student’s name and then throw the ball to him/her. This continues until the teacher calls, “Tater Tag,” and students now holding balls try to tag other players with them. Passing resumes with “Pass the potatoes, please.”

Cookie Monster

All of the students are on one end line facing the center where the Cookie Monster (teacher) is. When the Cookie Monster says, “Me hungry for some...,” (and fills in with the name of a food), the children may run. The Cookie Monster tags anyone running past and makes him or her helpers. When the teacher calls “Me hungry for cookies”, everyone must run. The game continues until all are tagged.

Toy Story

Using the *Toy Story* characters, separate the players into four corners (toy boxes), jailers (Woody), and Buzz (the taggers). When the name of a character is called out (from one of the corners), those students must run to another toy box. Buzz (es) try to tag any players not in a toy box and send them to Woody, the jailer, who leads them in 10 jumping jacks or similar exercise so they can re-enter the game. Change roles after several turns so everyone has a chance at each character.

The Germ Exchange

When players get tagged, they stand with their feet apart, hands on hips. To be freed, someone must crawl under his or her legs.

Jaws

All players are on one side with several chosen to be sharks at the center. On the signal, “just when you thought it was safe”, players run to the other side of the area. Those who are tagged assist the sharks in the next run. After three runs, the sharks bow in respect to the survivors and the survivors bow in respect to the sharks. Choose new sharks to continue.

Simple Tag Games:

Skip Tag:

All players must skip.

Freeze Tag:

Safe when in a fixed position.

Link Tag:

Hook on to arm of another player to keep from being tagged.

Bean bag Tag:

Slide beanbag to hit the feet of others.

Squat Tag:

(TV, Movie, Book) All players are safe when in a squat position. (and say the name of a favorite TV show, movie, book, video game)

Alphabet Tag:

When tagged, stand in the shape of a letter. When a free player guesses your letter, you are unfrozen.

Turtle Tag or Dead Bug Tag:

Safe as long as you are on your back with legs and arms straight up.

SKILL ACTIVITIES

(Tossing, Catching, Kicking, And Striking)

Sink the Ship

Equipment Needed:

- Large mats (1 for each ship)
- Bowling pins (4 for each ship)
- Softie Balls (4+ for each ship)
- Scooters (1 for each ship)

Set Up:

- Set up ships around perimeter of playing area (use as many ships as you wish but at least 3 or 4 for large groups)
- Set up 4 masts (bowling pins) in front of each ship spaced apart
- Give each ship at least 4 cannonballs (more if you can – may also use yarn balls)
- Space 1 scooter at each ship (lifeboat)

Prerequisites:

- Knowledge of overhand throw, the ability to catch a thrown ball, ability to ride scooters

Object of the Game:

- Knock down all other ships masts before having your ship's masts knocked down

Start:

- Class is divided up evenly among the ships
- Designate 1 sailor to operate the lifeboat
- On the signal, sailors aim and throw cannonballs at other team's masts trying to knock them down. Once a mast is knocked down, it may not be stood back up even if it was their own sailor who knocked it down.
- Sailors must keep at least one foot on the ship at all times (even if they know how to swim). Give a time out if sailors take both feet off the ship.
- Lifeboat sailor retrieves cannonballs from the sea floor and must return them to their ship.
- Sailors may catch thrown cannonballs or reach for them on the sea floor but must keep 1 foot on mat even when doing so.
- Sailors on the ship may block thrown balls or intercept them but they may not guard masts.
- As a ship's masts are all knocked down, all sailors on that ship must sit to signify that their ship has sunk.

Variations:

- If same students are always trying to monopolize the balls, designate that only boys or girls may throw at the beginning of each game. Alternate boys throwing and girl on a lifeboat and vice versa the next round.
- Take turns choosing students to ride the lifeboat after each game.

Stress proper technique to throwing overhand. Reinforce scooter safety rules prior to each game.

Back off

Equipment Needed:

- Cones or Poly Spots (1 for each student)
- Equipment for throwing (1 for every 2 students) (bean bags, yarn balls, flying discs, rubber chickens, foxtail, any type of ball)

Set Up:

- Place students in pairs (may use 3 if class is unequal)
- Give each student a cone or poly spot to use as a marker and have them place it on the floor at an appropriate distance according to throwing/catching abilities
- Students choose one item for their pair to throw/catch
- Partners face each other with enough room to move backwards into open space

Object of the Game:

- Successfully throw and catch an object and each time successful move one step backwards seeing how far apart they can get during a set time limit

Prerequisites:

- Overhand/Underhand throw
- Catching

Start:

- Partners stand 2 large steps apart and behind their marker.
- Students begin throwing and catching staying behind their marker.
- Each time the catcher successfully catches the thrown object; the **catcher** moves their marker back one step.
- If thrown object is dropped or caught in front of the marker, the marker is moved toward the thrower one step.
- Only the catcher's marker is moved.
- Continue throwing and catching for a set time limit (2 – 4 minutes)

Variations:

- For younger students, simply develop throwing/catching skills and do not have them move their marker backwards. Simply rotate all students down one marker

to their left and be sure to have a variety of objects to be thrown one at each marker.

Clean Up Your Room

Number of Players – Any number in two teams

Equipment – as many soft balls and beanbags as possible

Area – Playground, gymnasium, classroom

Divide the players into two teams. The balls are scattered randomly around the area. The children try to clean up their side of the room by throwing all the balls and beanbags onto the other side of the room. They continue to throw the balls back a forth trying to keep their side clean. On the signal to stop, the players sit down. The side that has the least amount of balls and beanbags on it wins. They get one point for that round and the game starts again.

Variations: throw with opposite hand, backwards overhead, backwards through legs, kick with strong leg, weak leg, and punt.

Demolition house

How to Make a House: Each castle is made with 6 hoops of equal size. (1) Place the first hoop on the floor. (2) Place 2 hoops inside the first hoop to form a triangle. (I tell my students that these two hoops must “kiss” or the house will collapse.) (3) Place 2 more hoops in the same fashion on the opposite sides to create 4 sides. (4) Finally, place one hoop on the top.

Equipment: 36 hula hoops
16 – 20 softie balls

Set-Up: This game is played in the gym. Set up 3 castles on each side of the gym as shown. The students are divided into two teams.

How We Play It: The game of Demolition House is much like bombardment except, the targets are no longer the children, and the targets are the houses. The object of the game is to knock down all three castles of the opposing team. Players throw the softie balls from their side of the playing area. Once a house goes down, the players on the team with the fallen house may rebuild the house. If they can rebuild it before the other two falls, play continues, if all three houses are down or are under construction at the same time, the opposing team has won the game.

Game Strategy: It seems so simple, but there are so many strategies to develop. Each player on the team usually assumes a role, either that of the attacker, a defender (who acts much like a goalie guarding the house) or a builder, part of a construction crew who

rebuilds fallen houses. Keep in mind that as circumstances in the game change the strategy also changes. Students may interchange roles as strategy changes.

Castle Guards

The thrown balls may hit the players, who guard the house, so that is a risk they must assume. We always let the guards volunteer for this duty and describe it as a goalie-like position.

Penalties: There are three penalties in this game.

- (1) Crossing the centerline to throw or retrieve a ball gives the offending player one minute in the penalty box (I have them stand out next to me).
- (2) Throwing at a house under construction receives one minute in penalty box and or a time out may be awarded to the team with the downed house to rebuild. I find this works best.
- (3) Throwing at players on the opposing team. One-minute penalty for the first offense. The student is out until the end of the game for a second offense.

In Closing: My children love to play this game! Everyone can find a job, even the most shy, least confident or unskilled player.

Bean Bag Trash Can

A trashcan is placed in the middle of the playing area with poly spots around it on the floor. Balls are scattered around the gym. Starting in four corner teams, the players go out a few at a time to stand on a poly spot and try to throw balls into the trash can. If successful, the player picks up and brings back the poly spot for his/her team. Play continues until all the poly spots have been collected.

Straddle Ball

Circles of six to seven players are sitting in a straddle position with feet touching. Players roll balls to each other, trying to keep the moving ball(s) inside the circle. Continue adding balls to the circles. Students may not go out of circle to retrieve balls.

Crab Soccer

Students move around in crab position, trying to kick a nerf ball into the goal. Goalies can use hands to guard the goal. This can also be played on scooters. Play with multiple balls and goals for more turns handling the ball.

Crab Hockey

Students play floor hockey with scooter hockey sticks and a softball or puck. This can also be played on scooters. Play with multiple pucks and goals for more turns.

Star Wars Battle

Class is divided in to two teams. Twenty or more pins are placed on the baseline of each team. The mid court line divides the two teams. The object of the game is to knock down as many pins as possible of the opposing team.

Air Raid

Scatter pins around the room with one student guarding each pin. Keep 3 or 4 students in “out land”. On a signal, students protect their pin and slide beanbags on the floor to knock down other pins. When your pin is down, hold it in the air and wait for a student in “out land” to take your place.

Hot Tamale

The object of the game is to kick as many balls through the goal, until all have been scored or a time limit has expired. Start: Two teams on opposite sides of the mid court line, 20-30 small balls (tennis, whiffle) rolled out in the center, goals set up at either end line, score boxes on either sideline. After a person scores a goal, they pick the ball up and place it in their score box.

Beanbag Air Hockey

Objective: Hand/eye coordination; reaction; cooperation

Equipment: Beanbags (small cones or markers can also be used).

How to play: The children form pairs. Each pair faces each other about 6-8 feet apart on their hands and knees. The object is to slide the beanbag between your partner’s hands (markers can be used instead of the hands) without your partner stopping it with his/her hands. The game continues with the partners sliding the beanbag back and forth trying to score.

Keep Away

Objective: Throwing; catching; hand/eye coordination; quick reaction; agility.

Equipment: 1 or 2 soft balls or objects for every group of five players.

How to Play: Place the children in groups of five. Four players form a square (corner players) and the fifth player stands in the center of the square (center player). The square should be approximately 10’ x 10.’ The corner players attempt to toss the ball around or through the square without the center player touching it. If the corner players lose control

of the ball, or if the center player steals it, touches it, or knocks it away, the last corner player to have touched the ball switches places with the center player.
Variation: the center player may also get out of the center by tagging a corner player who is in possession of the ball.

Cups and Balls

Give each student a cup and a ball, and ask them to throw and catch (in the cup) as many ways as possible. This can be done individually, with a partner or with a group (let them figure out the ways without telling them about groups or partners).

Gauntlet

Split the class in half. One group starts at the end of a basketball court. The other team splits up and covers the side lines. Team #1 (at the end) must make it through the middle of the court to the other side, without getting hit by large nerf balls that are *rolled* through the middle by team #2. If you make it, you go up one side line and slap the teacher's hand and start over. If you get hit, you go up the other side line and start over. Play continues for one minute, with "strategy time" in between games.

Kangaroo Relay

Each team member must place a half inflated playground ball between their knees and jump to a designated goal line and back.

Mission Impossible

Equipment Needed – Boom box and theme song from "Mission Impossible"
30-50 plastic hockey pucks, beanbags, or whatever you would like for jewels.
3 pinnies (for the guards)

Set –up: Scatter all the hockey pucks (jewels) behind an end line. Three players are selected to be the "guards" and stand in the center of the gym. All of the other students scatter behind the other end line. Their assignment is to retrieve the stolen jewels. The Jewels are brought back behind the other end line. Each player may pick up ONE jewel at a time.

How We Play It: Play begins when the music starts. The players try to make it across to where the stolen jewels are being kept. Players are safe from the armed guards on either end line. Pucks (Jewels) may only be carried, not thrown or rolled across the gym. When tagged by a guard the player is frozen and cannot run. Frozen players place their hands on their heads. If frozen with a jewel, the jewel is placed on the floor. The jewel may be picked up by a guard and taken back to the end line or it may be picked up by another player and taken to the end line. Players who are frozen may be saved by two other teammates. The teammates must hold both hands around the frozen player creating a safety bubble. The Three players walk to the end line together.

The game becomes really fun when the kids get the hang of saving each other. Play continues until all of the jewels are retrieved, all of the players are frozen , or when the music ends. New guards are picked and play resumes.

Bean Bag Partner Catching

Have Students make two lines facing each other (partners). First pass the bean bag back and forth using two hands. After a few minutes, have students step back one step and have them pass and catch using one hand and then alternate with other hand. Other variations include: over-handed, under-handed, under leg to hand catch. With each variations have students move back one step.

Bean Bag Quoits

Equipment Needed – 4 bean bags and one hoop for each group of two

With partner play horseshoes

3 points – bag in hoop

1 point – closest to hoop

game – 11, 15 , 21 pts or play by rounds

Leader Race Throw

Equipment Needed - One ball for each group

Eight or nine in a group with the leader standing in the center of the circle holding a soft or playground ball. On the signal, “Go!” the leader throws the ball to each member in the line who throws it back to the leader. Team members sit down when finished. The first team done wins the race. Variations are chest pass, bounce pass to one another, etc

FITNESS ACTIVITIES

Partner Fitness

Equipment: - 4 cones
- 4 signs marked with station information
- 8 jump ropes
- mats for curl ups
- partial deck of cards containing only Aces, 2's, 3's, 4's, 5's, 6's
of all 4 suits

Set-Up: Make large display signs for cones to identify what activity is to be done at that suit.

-- Hearts = Jumping Jacks -- Diamonds = Push-ups
-- Clubs = Curl-ups -- Spades = Jump Rope

How We Do It: Divide the class into pairs (3's if there are extra students). One partner from each group goes to the teacher and selects a card. The chooser of the card does the number of laps around the gym that the card says. The partner(s) goes to the suit stations and performs that task while the runner runs. The task will not be over until the runner has completed their laps.

Fitness Frenzy

Four students with different color vests are it. Each color designates a different muscular fitness exercise. i.e. green = 5 push ups, yellow = 10 squats, red = 5 sit-ups, blue = 10 crab walk steps. If tagged, students must do the exercise before returning to play. Change taggers often.

- Variations: use two areas of the gym for playing. (8 taggers). After tag and exercise is done, enter the other game. Also, use other fitness exercises: flexibility, endurance, and cardiovascular.

Count 11

Objective – fitness

Equipment – none

How to Play – Three players form a circle and without any organization, signals, planning, etc., they shoot a number out with one hand. The total must be 11. If not the group does one pushup (or another exercise) and they try again. Each time they don't come up with 11, they add one more to the exercise.

Cooperative Aerobic 3 Person Relays

Objective – Relay

Equipment- 2 people in a “line” facing one person (at least 5 feet away – farther as skills increase). The first person in the “line” throws, rolls, passes, kicks, etc. the object of the fielder and follows their throw. The fielder catches stops, fields, etc. the object and runs it back to the next person in line. Repeat. Use music to move students between activities.

Ideas

- a. Basketball passing, soccer dribbling or passing, bowling (with a pin)
- b. Grounders with tennis ball, softball/glove, Z balls
- c. Football passes (with simple patterns by the receiver)
- d. High volley with balloons/beach balls

Fitness Never-Ending Relay

National Standard: Achieves and maintains a health-enhancing level of physical fitness

Equipment Needed: One bucket for each line, Playground ball or Basketball

Formation: Make several lines of students in groups of 3.

Dribble the ball down the floor and place it in the bucket. Do 3 crunches and then pick up the ball and dribble it back to your line. Hand it to the next person in line and they repeat the same task. Continue taking turns after the other players have returned. Play a long song, or a medley of songs. The children are having so much fun dribbling that they forget they are exercising.

Spinning Tops Activities

These activities can be done individually or with partners.

Spin the top and:

1. Do sit-ups until it stops
2. Do pushups until it stops
3. Do jumping jacks until it stops
4. Hold a stretch until it stops
5. Jog around until it stops
6. Toss and catch a ball until it stops
7. Dribble a ball until it stops
8. Hold a balance until it stops
9. Hop on 1 foot until it stops
10. Line jumps until it stops

Partner Jog and Spell

A great warm up activity! Ask the classroom teachers for a list of spelling words. Write the words on index cards. Have the students jog/walk with a partner. One partner jogs over to the teacher and is given a card with a spelling word. The student jogs back to

his/her partner and says the word out loud. Partner #2 must say the word and spell the word. Continue for three words and then switch roles.

Fitness Lines (Melanie Champion, NC)

Create 6 lines (grid squares, hot spots, squad lines). Assign each “line” an exercise, stretch or activity. For example, one line might be the butterfly stretch, another line might be jumping rope. Have the students pick a starting line. On the “go” signal (music works great) the students begin to perform the activity assigned to the line they are in. At the end of 30 seconds, the students rotate to a new line. Continue until the students have rotated through all of the lines (or until the song is over).

Las Vegas Relay

Each team member must roll a die and then go to one of six stations that corresponds with the number they rolled to perform an activity. When each team member has gone to a station the team is finished. Stations might include (1) do five jumping jacks, (2) jump rope five times, (3) make one basket at a goal, (4) dribble a basketball one time through some cones, (5) step through a hoop five times, (6) score a soccer goal.

BOOK RECOMMENDATIONS

Games Kids Should Play at Recess, Curt Hinson, Ph.D., Second Edition, PE Publishing Company ISBN 0-0658988-2-2

Cooperative Learning in Physical Education, Steve Grineski, Human Kinetics, ISBN – 0-87322-879-0

Fitness for Children, Curt Hinson, Ph.D., Human Kinetics, ISBN 0-87322-472-8

The Ultimate Playground & Recess Game Book, Guy Bailey, Educators Press, ISBN 0-9669727-2-4

Children Moving (A Reflective Approach to Teaching Physical Education), Graham/Holt-Hale/Parker, Mayfield publishing
ISBN 0-7674-1748-8

On the Move (Lesson Plans to Accompany Children Moving 5th Edition), Holt-Hale, Mayfield publishing
ISBN 0-7674-1751-8

Elementary P.E. Teachers Survival Guide, Carpenter/Tunnell, Parker publishing
ISBN 0-13-302993-X

Get in the Game: U.S. Tennis Association - Curriculum Guide, USTA 215-322-6789 ext. 239

U.S.A. School Tennis Curriculum (8th Edition), U.S. Tennis Association USTA 215-322-6789 ext. 239

201 Games for the Elementary Physical Education Program, Jerry D. Poppen, Parker publishing
ISBN 0-13-042061-1

Game On, Doyle/Harkness, Human Kinetics publishing
ISBN 0-7360-3446-3

The Cooperative Sports & Games Book, Terry Orlich

Follow Me, M.A. Tolbert

New Games, A. Fluegelman

More New Games, A. Fluegelman

Field Day Survival Guide for Planning the Best Field Day Ever, Krista Winn, Great American publishing

The Best of Great Activities (for Gr. K-6), Great Activities publishing
ISBN 0-945872-09-7

Physical Education Fireworks, Jane B. Doss, Great Activities publishing
ISBN 0-945872-12-7

Making A Difference, Thomson, John, Louisville, KY: UNEEDPE Publishing Co., 1998,
ISBN 1-892023-00-8

Parachute Games, T. Strong and D. LeFevre, Champaign, IL: Human Kinetics, 1996,
ISBN 0-87322-793-X

Periodical Publications

Great Activities (Newspaper for Elementary & Middle School P.E. Teachers)
Ordering Hotline 1-800-927-0682 (5 issues per year)

PenPal (Newsletter for Elementary & Middle School P.E. Teachers), (PlayFit Education
Inc.)
Ordering Hotline 1-888-217-9131 (5 issues per year)

Internet Resources

www.pecentral.org P.E. Central

www.greatactivities.net Great Activities

www.sportime.com Sportime (look for activity guides and resources)

www.flaghouse.com Flaghouse (look for activity guides)

www.aahperd.org AAHPERD (click on NASPE - look for Teacher's Toolbox)

cdc.gov Dept. of Health & Human Services Center for Disease Control (look for
physical activity, nutrition and health)

playfiteducation.com (Penpal)

pelinks4u.com