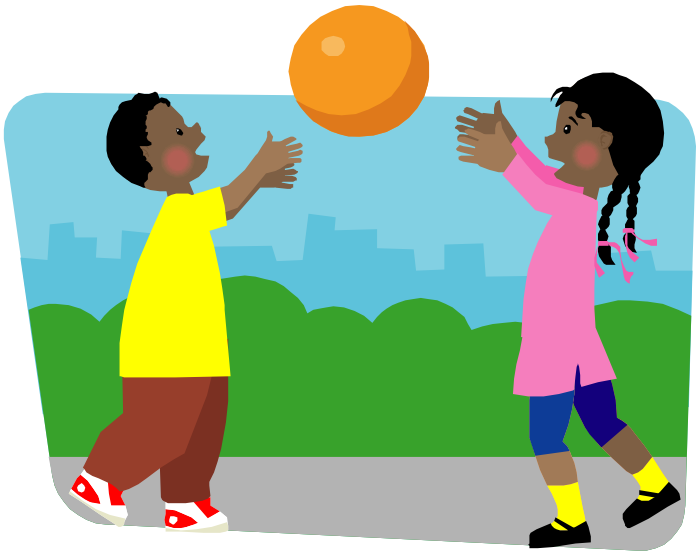
Pick & Play



Indoor & Outdoor Activities Grades 3-5

This material was funded in part by USDA's Supplemental Nutrition Assistance Program and Expanded Food & Nutrition Education Program (EFNEP). The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, call 1-800-430-3244.

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Nutrition Education Program

Pick & Play for 3rd-5th Grade

This packet provides 3rd-5th grade teachers with ideas to incorporate physical activity in your classroom and outdoors for recess. Providing kids with the opportunity to move around will increase their focus, may decrease behavior problems, and prepare them for the next teaching lesson.

This packet includes the following:

1) Classroom set-ups to increase space for physical activity
2) Indoor activities
    - For small areas such as classrooms
3) Large area activities
    - These can be played in large indoor areas or outdoors
4) Activity log - to report which activities work best for your class

Tips to increase physical activity at recess:

- Instead of taking away recess as a punishment, have the student walk the parameter of the playground. This way, they are still receiving physical activity, but are unable to engage in the activities their friends are playing.
- Encourage the students through verbal reinforcement. This will increase their confidence and they will be more likely to continue the activity they are doing.
- Get involved! Students enjoy seeing their teacher engage in recess games/activities.
    - Referee a game, play the game with them, or twirl the jump rope. You will notice more children being physically active.

**The majority of the activities in the packet require little to no equipment, just "Pick & Play!"

Please contact Alyssa Vierregger if you have any questions.

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Complied by Sara Wolfe MS, ACSM-HFS and Alyssa Vierregger, MS

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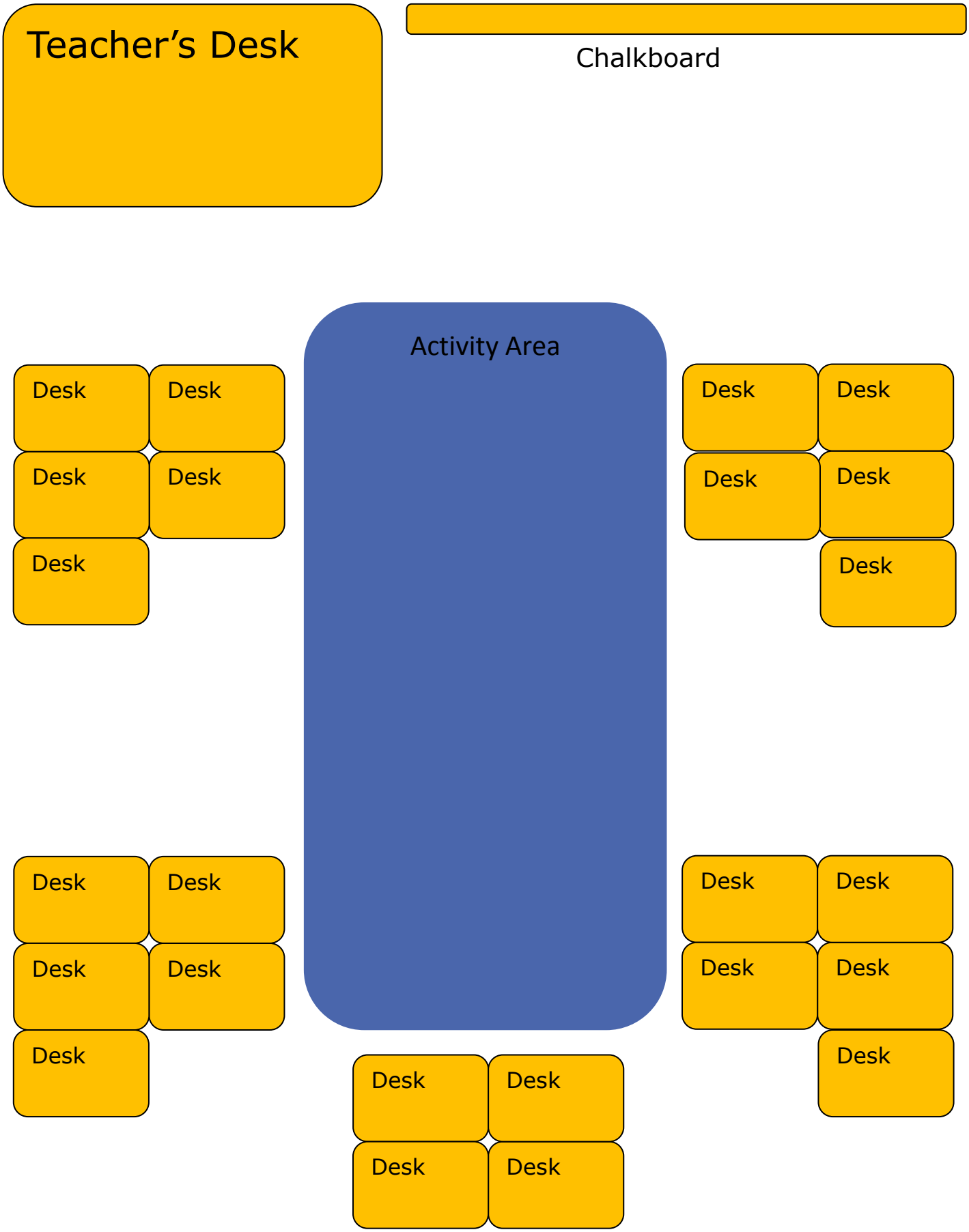
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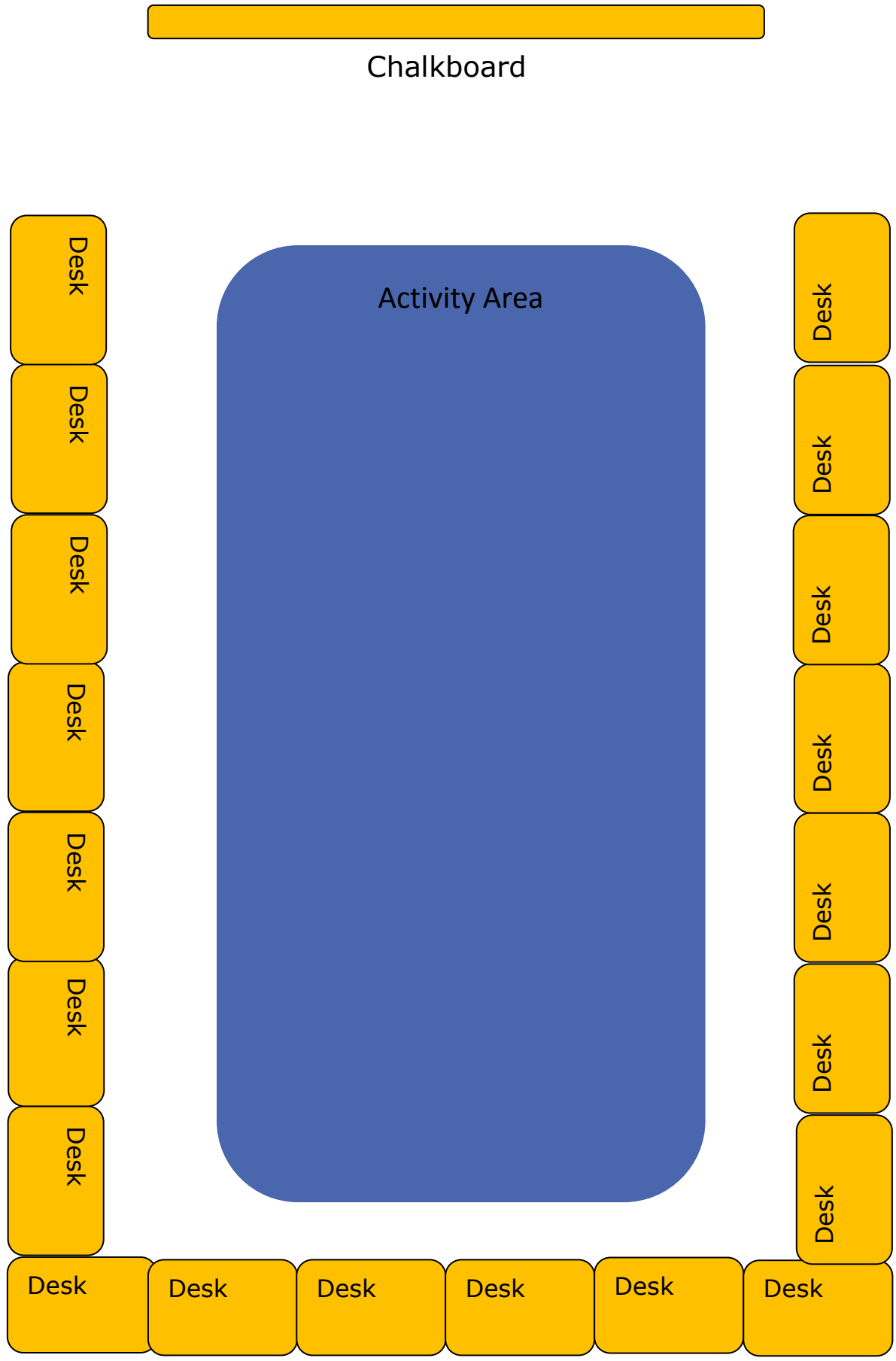
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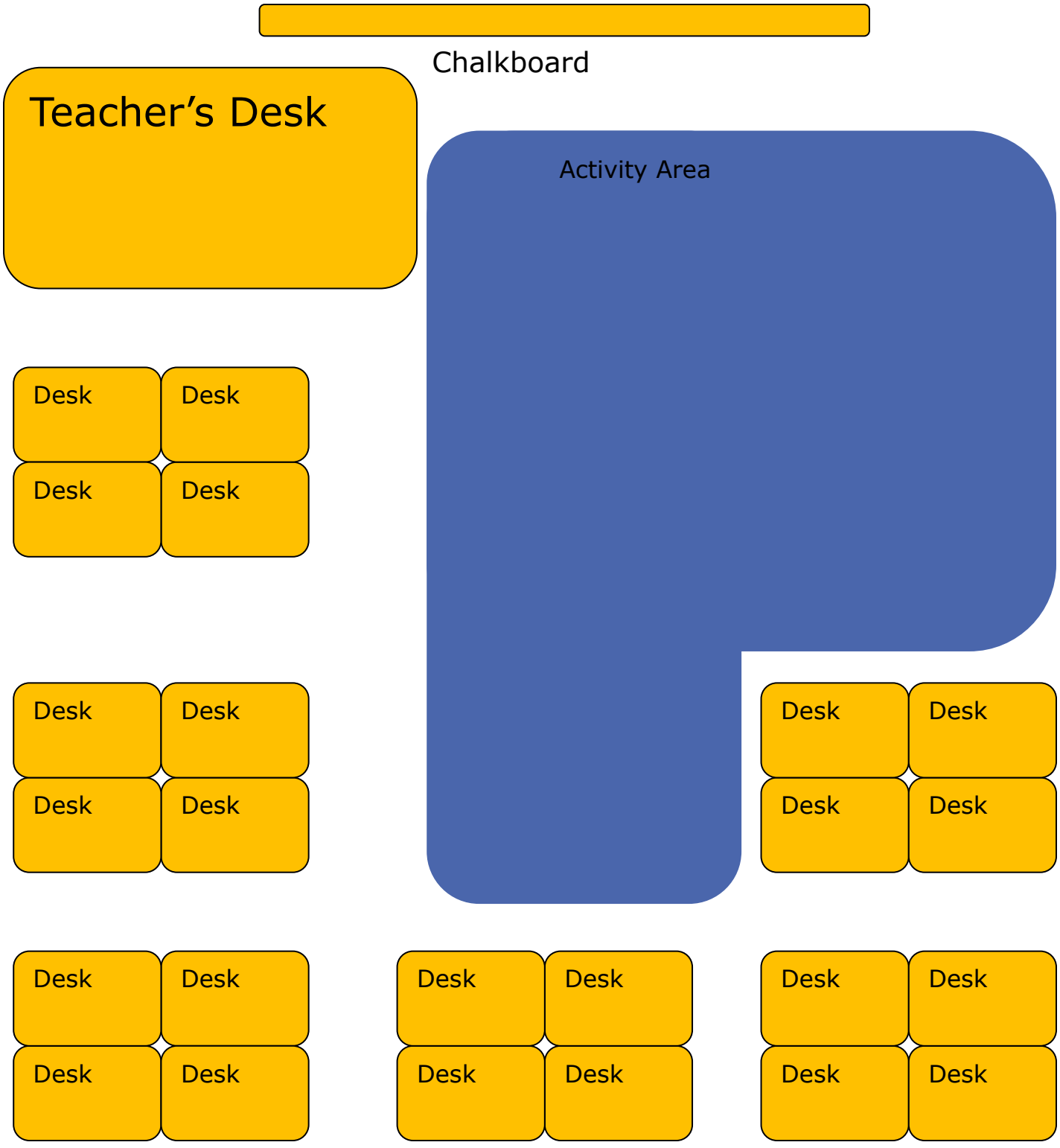
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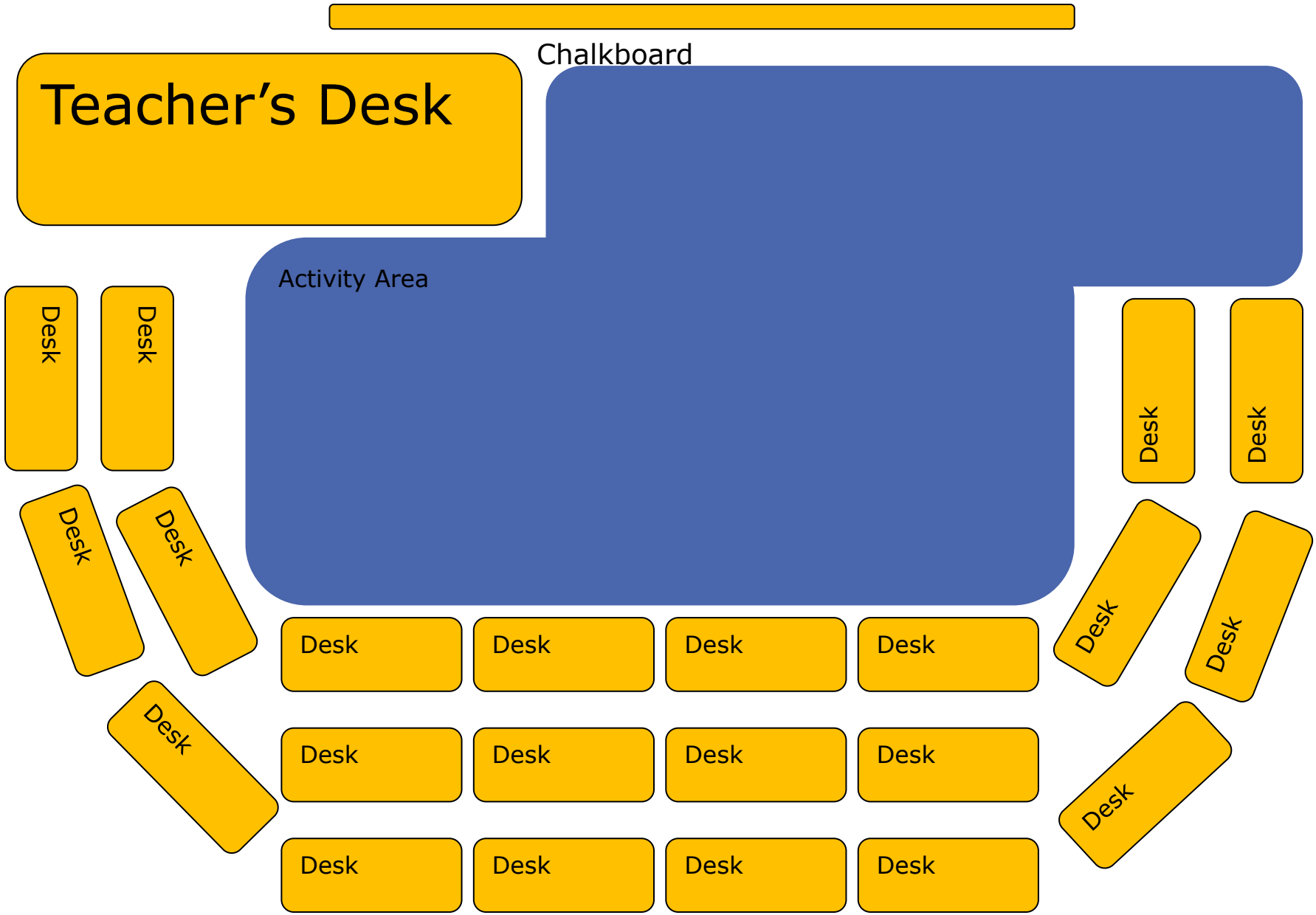
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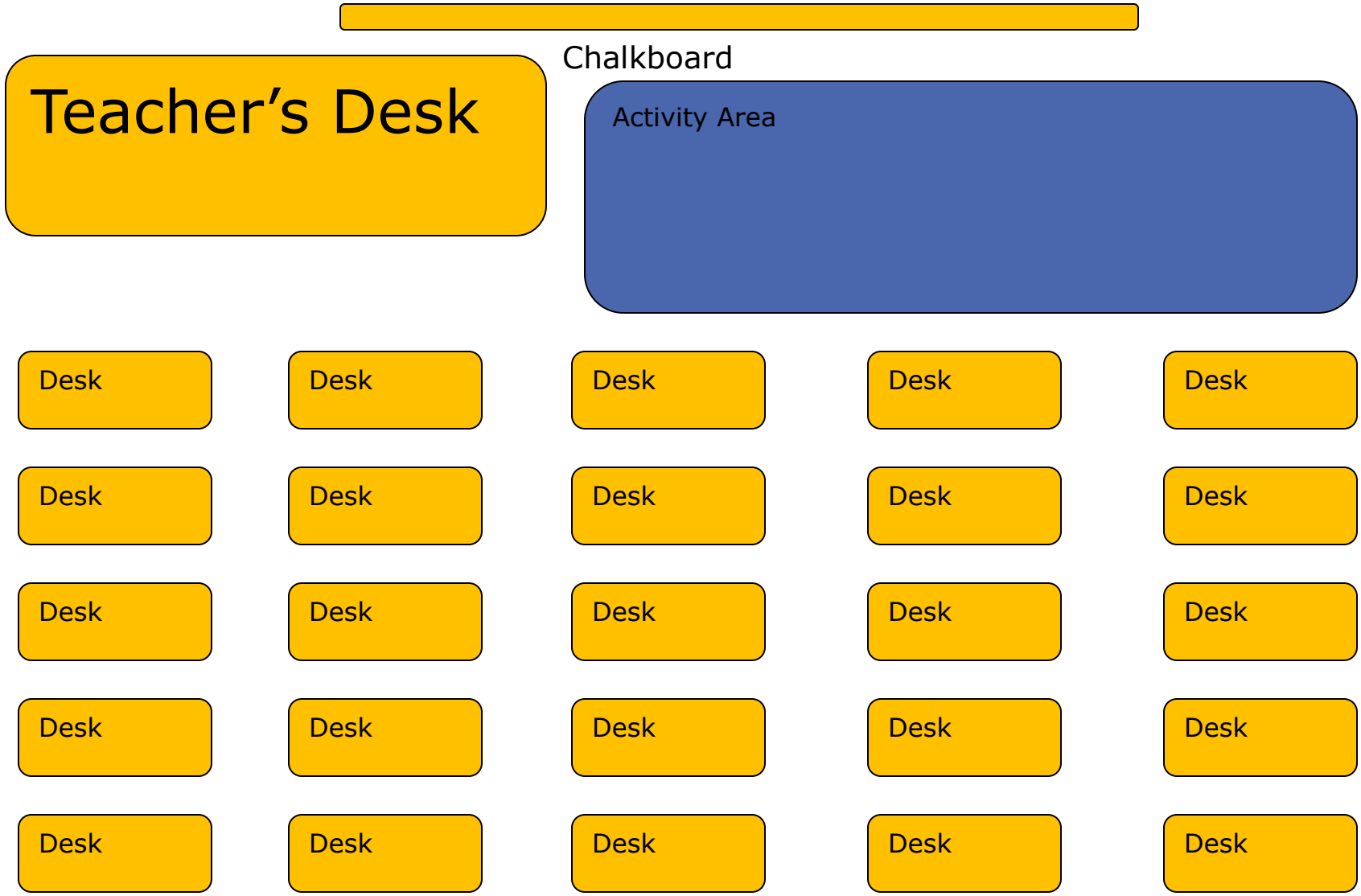
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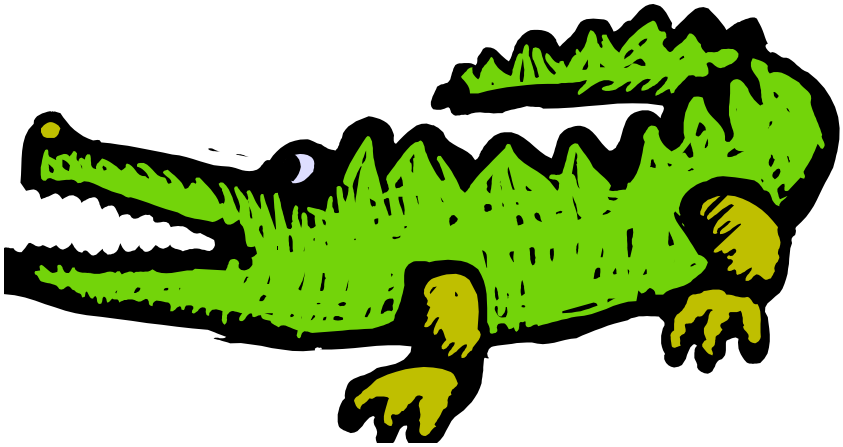
BASIC SKILLS

Alligator Crawl

What equipment do you need? NONE
Working Skill: Animal Movements

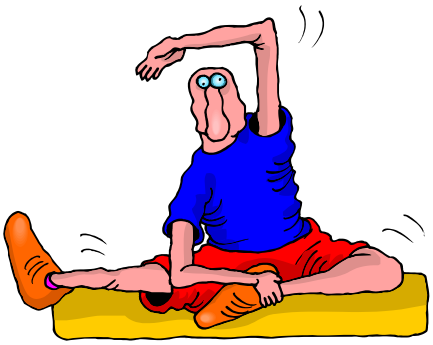
- ✓ Lie on your stomach with your arms bent and knees folded under.
- ✓ Move right arm and right knee together, then left arm and left knee together.
- ✓ Keep the feet and hands close to the body, like an alligator.

Safety Tip: Do the activity on a soft, clean surface.



Lower Body Flexibility Activities

What equipment do you need? NONE
Working Skill: Fitness



Lower body flexibility exercises:

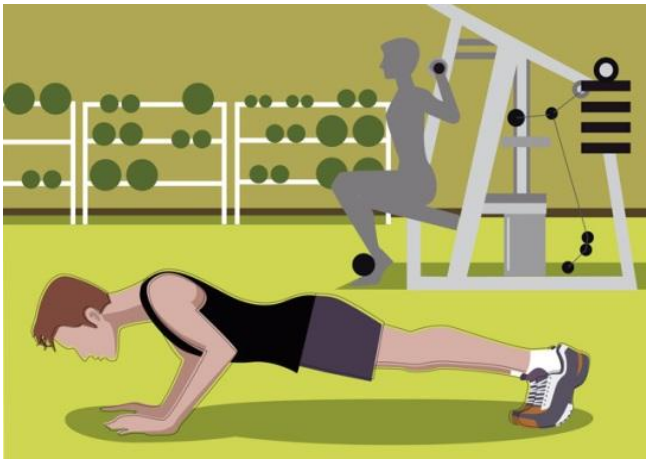
- ✓ Sit on the floor with your legs straight out in front of you. Sit up nice and tall and gently lean forward and reach for your toes. This will stretch your hamstring.
- ✓ Sit with your legs split, in a "V". Sit up nice and tall, and gently lean forward reaching over one leg towards your toes then repeat with the other leg. This will stretch your hamstring.
- ✓ Sit with the soles of your shoes touching one another. Your legs should look like a diamond. Lean gently toward your toes. This will stretch your groin.
- ✓ Push against a wall and move your feet away from the wall keeping your heel on the ground. This will stretch your calf.
- ✓ Lie on your back as if you were going to make a snow angel. Raise one leg straight up into the air and lower it slowly down onto the other side of your body. This will stretch your lower back, hamstring, and buttocks.

Upper Body Challenges

What equipment do you need? NONE
Working Skill: Fitness

Upper body exercises:

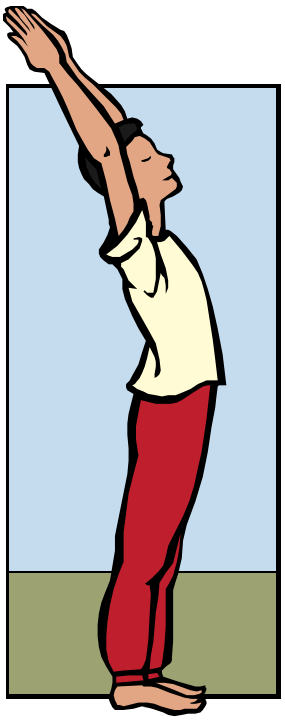
- ✓ Hold your body up with your arms in a push-up position. Continue to hold your body in this position for the following steps.
  - This can also be done from the knees.
- ✓ Wave to a friend, move from side to side, shake a friend's hand, and scratch your back.
- ✓ Create an imaginary line (or taped line) and move in a forward forward, back back, pattern over the line and repeat.
- ✓ Then "deflate" by moving your body slowly towards the floor in any way you can. Repeat this movement.



Upper Body Flexibility Movements

What equipment do you need? NONE

Working Skill: Fitness



Fun upper body flexibility exercises:

- ✓ Make small and large arm circles, forward and backward, while standing up.
- ✓ Bend your knees and hug yourself so you are touching your shoulder blades. Twist from side to side.
- ✓ Raise one hand up and give yourself a pat on the back, use your other hand to try and grab the hand patting your back.

Breathe & Bend

What equipment do you need? NONE

Working Skill: Fitness

Lead students through the following exercises:

Triangle

- ✓ Stand with the feet approximately twice shoulder-width apart.
- ✓ Lift the arms out straight to the sides.
- ✓ Turn the toes of the left foot 90 degrees to the left, and turn the toes of the right foot 45 degrees to the left.
- ✓ Keeping the legs straight, exhale and reach toward the left foot with the right hand. Point the left arm and hand toward the ceiling.
- ✓ Inhale and return to standing position with arms straight out to the sides.
- ✓ Repeat this exercise with the right foot turned out and bend to the right.

Standing Yoga Mudra

- ✓ Clasp the hands behind the back.
- ✓ Keep the legs straight and point the toes forward. Exhale and bend at the hips to bring the head forward and down between the knees.
- ✓ Keeping the arms behind the back, point them toward the ceiling. Hold.
- ✓ Inhale and return to standing position.

TIP: This is a good calming activity to do first thing in the morning, after recess, or after physical education class.

Stretching

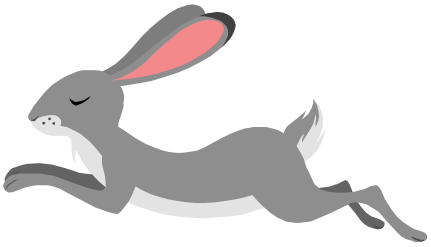
What equipment do you need? NONE
Working Skill: Non-Locomotor

How?

- ✓ Move the body part being stretched smoothly and slowly.
- ✓ Use these prompts:
  - Stretch two different body parts while sitting down.
  - See how many body parts you can stretch at once.
  - What's the easiest body part to stretch? What's the hardest body part to stretch?
  - Can you stretch 4 body parts at one time?
  - Stretch slowly then snap back (gently).

Rabbit Jump

What equipment do you need? NONE
Working Skill: Animal Movements



- ✓ Start in a crouch position with your hands and feet on the floor.
- ✓ Reach your hands forward then bring your feet to your hands by performing a short jump. Just like a rabbit.

TIP: Encourage the students to act like a rabbit and talk about the difference between a rabbit jump and a frog jump.

Kangaroo Jump

What equipment do you need? NONE

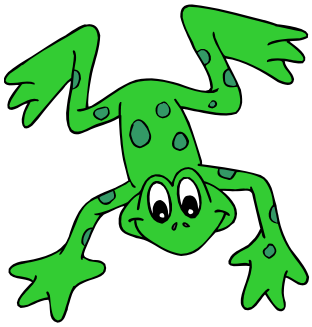
Working Skill: Animal Movements

- ✓ Feet together and knees bent.
- ✓ Hold hands together by chest with palms down, and elbows close together and near the stomach.
- ✓ Move forward around the classroom with small jumps like a kangaroo.

Frog Jump

What equipment do you need? NONE

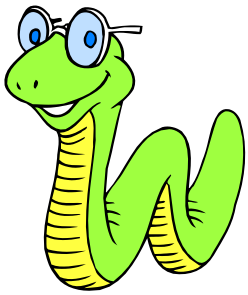
Working Skill: Animal Movements



- ✓ Get in a squatting position and place both hands in front of your feet.
- ✓ Keeping the arms straight and down, jump up and down, softly landing in the starting position each time.
- ✓ Jump moving forward and sideways, imitating a frog.

Inch Worm

What equipment do you need? NONE
Working Skill: Animal Movements



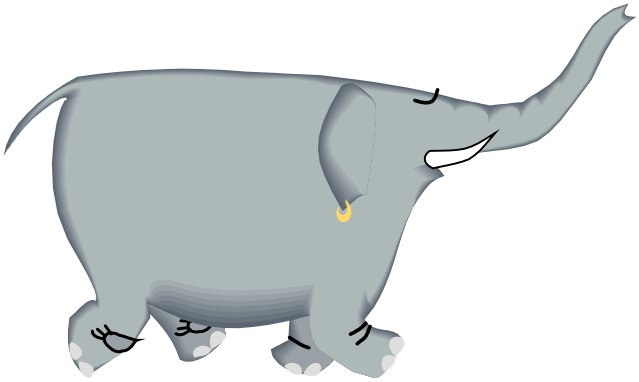
- ✓ Start by squatting with hands and feet on the floor, and your seat high in the air.
- ✓ Slowly walk your feet to your hands.
- ✓ Walk your hands away from your feet.
- ✓ Continue doing this action, just like a worm.

Safety Tip: Use a soft, clean floor

Elephant Walk

What equipment do you need? NONE
Working Skill: Animal Movements

- ✓ Form an elephant trunk by standing, bend forward at the waist with your hands clasped together.
- ✓ Walk slowly swinging your trunk side to side and legs straight with only a slight bend in the knee.
- ✓ You can pretend to splash water on your head with the trunk or shake your head from side to side like an elephant.



Starfish & Jellyfish

What equipment do you need? Music with clear steady beat (optional)

Working Skill: Fitness

Have students stand arms-length away from classmates in activity area with feet together and arms folded in front of the chest. Explain and demonstrate the following steps:

- ✓ Starfish
  - Jump with the feet apart and spread the arms wide to form a star (1 beat).
  - Jump again, bringing the feet together and folding arms in front of the chest (1 beat).
  - Repeat 3 times (6 beats).

- ✓ Jellyfish
  - Bounce by bending the knees and bobbing the head (8 beats).

Repeat the activity for as long as desired, alternating movements every eight beats.

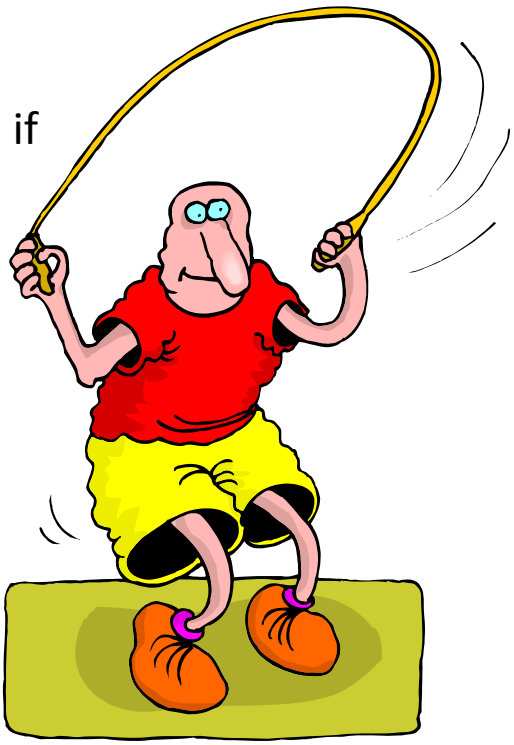
Jump Roping

What equipment do you need? One jump rope per student

-Jump ropes should be the correct length (when the child stands in the middle of the rope, it should reach their armpits)

Working Skill: Fitness

- ✓ Let the students' practice turning the rope and catching/stopping it with their toes.
- ✓ Have the students hold the rope in front of their bodies so the rope is in front of their feet and have them jump over and back many times.
- ✓ Having the students hold both handles in one hand, have them twirl the rope and each time they hear it hit the ground they must jump.
- ✓ Now have them jump normally.
- ✓ They should jump in a rhythm and if some students are slower have them do a rebound bounce between jumps.



Balancing Act

What equipment do you need? None

Working Skill: Balance

- ✓ Have students move to an open area of the classroom and try the following balancing movements:
  - Stand on one leg like a flamingo, with the hands tucked under the arms. Hold for several seconds, and repeat with the other leg.
  - Stand on one leg with the arms stretched out to the sides. Keeping the other leg straight, lift it behind the body. Keep the head up and don't lean forward. Hold for several seconds, and repeat with the other leg.

  - Stand on one leg with the arms out to the sides. Keeping the other leg straight, lift it away from the body to the side. Keep the head up and don't lean. Hold for several seconds, and repeat with the other leg.
  - Put both hands on the ground and lift one foot. Now try it with the other foot.
  - Try to balance with one hand and one foot on the floor.
  - Allow children to come up with other ways they can balance with one foot and one hand on the floor.

Stretching Back & Around

What equipment do you need? None

Working Skill: Fitness

- ✓ Have students stand up next to their desks and lead them through the following stretches:
- ✓ Stargazer:
  - Stand with feet shoulder-width apart and your hands on your back pockets.
  - Breathe in from your belly.
  - As you breathe out, starting from the top of your spine, slowly lean backward until you feel a slight stretch in your back.
  - Let your knees bend slightly and turn your eyes up to the ceiling.
  - Breathe in. As you breathe out, return to your starting position.
  - Repeat five times.
- ✓ Whole-Body Twist:
  - Stand with feet shoulder-width apart and toes pointing straight ahead.
  - Put your hands on your hips and bend your knees slightly.
  - Breathe from your belly.
  - Exhale and gently turn your torso to the right from the waist, letting your chest and head follow. Continue until you feel a gentle stretch in your sides and back.
  - Continue to breathe as you hold that position for 15 seconds.
  - Slowly return to your starting position.
  - Repeat, this time turning to the left.
  - Repeat a few times.

Classroom-Based Activities

Do As I Say

What equipment do you need? NONE

- ✓ Choose a class leader. Have them give commands for a movement.
- ✓ While giving the commands for the motion, the leader should try to confuse the class by performing a different movement that what they said.
    - Example: The leader may say "Put your hands on your elbows" when they actually put their hands on their waist.
- ✓ Students who follow the leaders actions rather than what they said, are given a point. The student with the least amount of points at the end is the winner.
    - Examples of directions:
        - Put your hands on your toes.
        - Reach up high.
        - Put your left hand on your shoulder.

TIP: The teacher could start the role as the leader to help the students understand the game.

Explore Nebraska

What equipment do you need? NONE

- ✓ Teacher leads students on a virtual tour of Nebraska.
- ✓ Have students move at least 30 seconds for each of the actions listed below.
  - Flex your muscles like Husker football players.
  - Run up the stairs at Memorial Stadium.
  - Swim at Branched Oak Lake.
  - Skip through the Henry Doorly Zoo.
  - Climb an oak tree.
  - Hit a homerun at Haymarket Park.
  - Pick corn from the fields.
  - March across the Kearney Archway.
  - Climb Chimney Rock.
  - Go fishing at Holmes Lake.

TIP: Add new movements that correspond with monuments or well-known areas in your county.

One Behind

What equipment do you need? Music with an eight count beat

- ✓ A leader stands in front of the class doing any desired movement (ex: jumping for eight counts).
- ✓ The next eight counts, the class jumps while the leader performs a different movement (ex: jogs in place).
- ✓ The process continues for a set number of phrases with the class always one behind the leader.

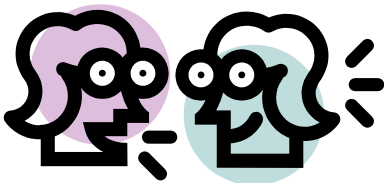
Simon Says

What equipment do you need? NONE

- ✓ One student is "Simon". They stand at the front of the class and call out commands – "Simon says jump up and down", "Simon says, stand up."
- ✓ The students only follow the commands that start with "Simon".
- ✓ The students who move when "Simon says" is not said, are given a point.
    - Students want to have zero points or the lowest number of points.
- ✓ Students should give commands quickly, to trick other students into doing tasks that do not start with "Simon says".

Do This, Do That

What equipment do you need? NONE



- ✓ Choose a leader to do different movements, each of the movements should be preceded by saying “Do this” or “Do that”.
- ✓ Students should copy the movement *only* if they are preceded with the phrase “Do this.” If the directions are “Do that,” no one should move.
- ✓ Students who copy a movement when “Do that” is said are given a point.
- ✓ Students should try to complete the game with the fewest number of points possible.
- ✓ Have the leader give commands quickly.

High, Medium, Low

What equipment do you need? Music

Working Skill: Fitness

- ✓ Students move around the room in personal space.
- ✓ The teacher calls out instructions that require the students to move at different speeds and levels.
    - Examples:
        - Walk at a medium level.
        - Jump quickly at a low level.
        - Skip at a high level and slow speed.
        - Gallop with a partner at a medium speed.

O'Malley Says

What equipment do you need? NONE

- ✓ Select a leader to stand in the front of the classroom. The game starts with the leader calling out military commands, such as "right face", "left face", "about face (turn around)", "attention," and "at ease".
- ✓ Students follow the commands *only* when the command begins with "O'Malley says…" A student who moves at the wrong time should receive a point.
- ✓ The commands should be given quickly in a drill sergeant fashion.
- ✓ Students want to have the least amount of points.

TIP: You can also use terms related to sports or motions that are nonmilitary.

Frozen Balance

What equipment do you need? NONE

Working Skill: Fitness

- ✓ Have the students stand behind their desks, they should first be instructed to balance in a specific position, for example, on two knees, on one foot and one hand, on one knee and one hand, on their bottom, or a knee on a chair and a hand on a desk.
- ✓ The teacher should instruct them to "slowly melt to the ground".
- ✓ The students are then asked to freeze in a specific balance.
- ✓ Again, have the students "melt to the ground".

Rock/Paper/Scissors

What equipment do you need? NONE

- ✓ The original game of rock/paper/scissors requires the players to do 2 fist pounds in their hand and then show rock, paper, or scissors. To make the game active, students should jump in place twice and then show their selection by using their body:
  - Rock = feet together
  - Paper = feet in a straddle position
  - Scissors = feet in a lunge position
- ✓ Before playing the game, practice with the students "jump, jump, show" using the positions described above.
- ✓ Remind the students that rock beats scissors, paper beats rock, and scissors beats paper.
- ✓ The game should start with the students moving around the room. When you say stop, they must find a partner and play the best 2 out of 3 games. As soon as they finish, they should find another opponent.

Teacher Leader

What equipment do you need? Music (CD or tape player)

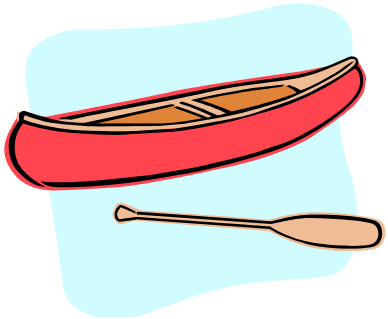
Working Skill: Fitness, Locomotor

- ✓ Start the music and have the class walk around the room (safely).
- ✓ After approximately 30 seconds, the music stops and the students should freeze.
- ✓ The teacher should then lead the group in an abdominal exercise for 30 seconds. The students should be encouraged to do as many as possible.
- ✓ After 30 seconds the music should start again and the teacher should instruct the students to do a locomotor movement.
    - Example: skipping
- ✓ This process should continue for 7 to 8 minutes alternating between locomotor movements (cardiovascular activity), abdominal exercises, upper body strength exercises, and/or flexibility for every 30 seconds.

TIP: A premade tape or CD that alternates between 30 seconds of music and 30 seconds of silence allows the teacher to participate in the activity.

Paddling Canoes

What equipment do you need? None



Working Skill: Fitness

- ✓ Divide the class into groups of 3-5 and have them sit, one behind the next, in a column facing the same directions with their knees raised toward their chests.
- ✓ Explain that we are going to pretend that we're paddling canoes. Every other person in the group will paddle on one side of the canoe while the other people in between will paddle on the other side. We all have to cooperate to paddle on our own sides or the canoe won't go straight.
- ✓ Demonstrate the paddling motion: reach both hands forward and to one side of the body as if grasping a paddle, then pull backwards toward the chest and side while leaning back slightly.
- ✓ Have students begin to paddle, making sure that alternating students are paddling on each side.
- ✓ Have the student in the back of each column call out when to switch sides; everyone in the group should switch to paddle on the other side when "switch" is called out.
- ✓ After a minute, have each student slide up one spot in their group, with the front person going to the back to become the "switch caller."

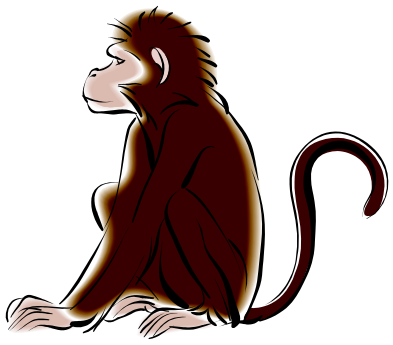
Animal Signs

What equipment do you need? Simple instructional signs with the picture and name of an animal on each.

Working Skills: Fitness, Animal Movements

- ✓ Place instructional signs with pictures of various animals around the class.
- ✓ Students will move from one sign to the next, performing the various movements for each of the pictures. For example, if the student comes upon a sign with a crab on it, they will crab walk to the next sign, if there is a kangaroo they will jump to the next sign.
- ✓ Students should move in a scattered formation from sign to sign around the room.

TIP: Have the students make the signs. Provide them with different types of animals they can choose to make and whose movements are easy to replicate.



Switch-A-Rooski

What equipment do you need? NONE

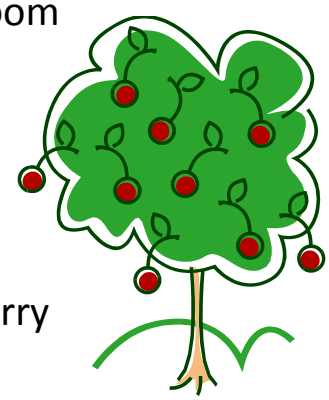
- ✓ Form a circle with the whole class and have them face inward.
- ✓ Two students are selected to be the “floaters” and stand in the middle of the circle. The other students forming the circle are numbered 1-5.
- ✓ The teacher will call out a number 1-5. Students with that number must switch places with another student that has the same number.
- ✓ As the students switch places, the floaters must quickly attempt to fill the opened spaces made by the students repositioning themselves.
- ✓ Students that did not get to a space are now the floaters and play continues on.

TIP: You can use colors instead of numbers. You can also use a different language. You can also have one of the floaters call out the number or color.

Over, Under, Around, & Through

What equipment do you need? NONE

- ✓ Students may line up around the perimeter of the room or stand near their desks.
- ✓ Teacher makes up a pattern where students may go over, under, around, and through imaginary or real objects. Some examples:
  - Over a sea of sticky peanut butter, under a cherry tree, around an ice cream cone, and through a sea of Jell-O.
  - Over a turtle, under a big dog, around the elephant and through a giraffe's legs.



Over	**Under**	**Around**	**Through**
steep mountain	subway	hard, round rock	deep, dark cave
Atlantic Ocean	underground	your desk	a creaky door
wiggly bridge	sand	chair	long tunnel
steep hill	dog	circle	window
thorny bush	water	dirty trash can	haunted house
	limbo stick	the school	a swamp
		a house	spooky hole
		camp fire	swimming pool
		the bed of a sleeping giant	

As If

What equipment do you need? NONE

- ✓ Children should stand at their desks.
- ✓ The teacher reads a sentence to the class:
  - Jog in place **as if** a big scary bear is chasing you.
  - Walk forward **as if** you're walking through chocolate pudding.
  - Jump in place **as if** you are popcorn popping.
  - Reach up **as if** grabbing balloons out of the air.
  - March in place and play the drums **as if** you are in a marching band.
  - Paint **as if** the paint brush is attached to your head.
  - Swim **as if** you are in a giant pool of Jell-O.
  - Move your feet on the floor **as if** you are ice skating.
  - Shake your body **as if** you are a wet dog.
- ✓ Students should act out each sentence for 20-30 seconds.
- ✓ Students may create their own sentences for additional activities.

TIP: Use a tree map for children to generate additional action words.

Wiggles

What equipment do you need? NONE

- ✓ Students stand at their desks.
- ✓ Have the students jog in place while doing. these activities:
  - On the teachers signal, wiggle fingers
  - Then fingers and wrists
  - Then fingers, wrists, and forearms
  - Then fingers, wrists, forearms, and elbows
  - Then fingers, wrists, forearms, elbows, and shoulders
  - Then fingers, wrists, forearms, elbows, shoulders & rib cage
  - Then fingers, wrists, forearms, elbows, shoulders, rib cage, & hips
  - Then, fingers, wrists, forearms, elbows, shoulders, rib cage, hips, & knees
  - Then fingers, wrists, forearms, elbows, shoulders, rib cage, hips knees & head
- ✓ Students may also start with the toes and work their way up (toes, knees, hips, etc.).
- ✓ Repeat the activity without jogging to cool down their bodies.

Freeze-Frame

What equipment do you need? Fast, energetic music

- ✓ Play up-beat, energetic music and have students dance, jump around, or wiggle.
- ✓ After a couple minutes stop the music and have the students freeze in the position they are in.
- ✓ After they are still, say a body part: hand, arm, head, eyes, leg, foot, etc. They are to stay still except for the body part you called out. (Example: if you say “hand,” they will wiggle their hands, but keep the rest of their body still).
- ✓ Let them wiggle for several seconds, then start the music again and let them dance around again.
- ✓ Continue for as long as desired.

Space Jam

What equipment do you need? NONE

- ✓ Students stand at their desks.
- ✓ As the teacher reads the story below, the class identifies each verb or "action" word.
    - The teacher should pause during the reading while the class acts out each of the verbs for 15-20 seconds at their desks.

Hello, my name is Zippy and I live on a space station. Today, I will lead you on a tour through space. First, we need to **put on** your moon boots. They will allow us to **walk** through space. The first stop will be Mercury, the closest planet to the sun. Mercury is very hot… so, OUCH, be careful and **step quickly** so your feet do not get burned. Mercury also has many craters. On the count of 3, let's **jump** into a crater and **see** what we find. 1-2-3**, JUMP**! **Climb** out of the crater so we can **march** to Venus. Venus is the second planet from the sun. This plant has very strong winds and volcanoes. See if you can **walk** through the wind wouthout blowing over. A lot of the surface of Venus is covered with lava, and here comes some… **RUN**! The next stop is earth, the third planet from the sun. Seventy-one percent of the Earth's surface is water, so **hop** in and start **swimming**. See if you can do the **front crawl** and the **backstroke.** Our next stop will be Mars. Mars is known as the red planet. The largest mountain in space, Olympic Mons, is located on Mars. See if you can **climb** to the top! Jupiter is the fifth planet from the sun. It is made up of mostly gas and you can see clouds when you look at this planet. **Find** a cloud and see if you can **float** on it. Our next stop is Saturn, the sixth planet from the sun. it has a rocky core and there are areas of ice throughout the planet. There are also rings of gases around Saturn. WHOA, there is a huge piece of ice, **be careful** and **slide** across it. **Hop** on one of the rings surrounding Saturn and **spin** around in circles. Uranus is our next stop. It has a small rocky core. Can everyone **tiptoe** across Uranus **watching** out for the ice? Next, let's visit Neptune. Neptune has four rings and large storms with fast winds. It also has 13 moons. Quick, **duck**! Here comes a moon, **move to the left** so you do not get hit. Pluto is our next stop. It is the smallest planet and is furthest from the sun. it is a cold planet because it is furthest from the sun. **Shiver** and **rub** your hands together to stay warm. This ends our tour of space. **Grab** a partner and **hop** back to the space station.

Hit the Deck

What equipment do you need? 1 deck of cards

- ✓ The students stand next to their desks.
- ✓ The teacher places a deck of cards in the front of the class.
- ✓ Choose one student to draw a card and have the class do the corresponding activity with each card:
  - Heart: touch elbow to knee or crunches for 20 seconds
  - Diamond: jog in place or march in place for 20 seconds
  - Club: modified push-up (knees or wall) for 20 seconds
  - Spade: jumping jacks for 20 seconds

TIP: Choose 3 or 4 cards from each suit instead of the entire deck to save time.

Morning Routine

What equipment do you need? NONE

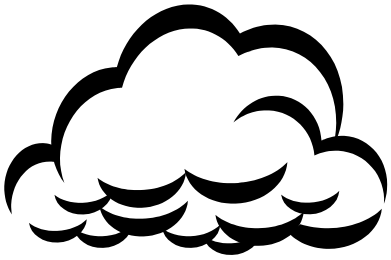
- ✓ The students stand by their desks.
- ✓ Begin the day with the students doing movements for 20-30 seconds or more:
  - Jumping jacks
  - Knee lifts
  - Flap arms like a bird
  - Hopping
  - Scissors (feet apart then cross in front, feet apart then cross in back)

- ✓ After each movement follow it with a stretching movement:
  - Reach for the sky
  - Runners stretch
  - Butterfly stretch
  - Knee to chest
  - Rotate ankles
  - Scratch your back
    - Hold stretches for 10-30 seconds.

Air Writing

What equipment do you need? NONE

- ✓ Students stand at desks or in small groups.
- ✓ Students start moving in place or around the room:
  - Jumping
  - Marching
  - Hopping
  - Twisting



- ✓ The teacher then calls out a letter, number, word or shape and students stop the activity and draw the given command with their arm, hand, leg, elbow, knee or any combination of body parts until the teacher says another activity.
- ✓ Students continue with the new activity until the teacher changes the letter, number, word or shape.

Come with Me

What equipment do you need? NONE

- ✓ The students begin by walking around the room and the teacher chooses a leader.
- ✓ The leader will then call out “Come with me!”
- ✓ The class then falls in a line behind the leader and copies their movements.
- ✓ After a set amount of time, the leader calls out “By yourself!” and the class scatters and does movements individually.
- ✓ Choose a different leader and go again.

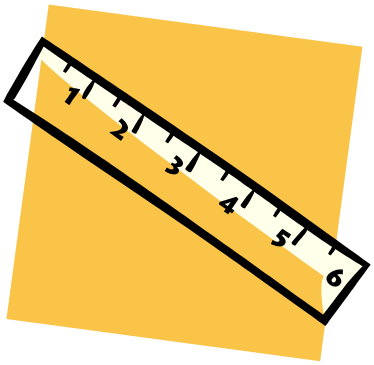
Shuffle Foot

What equipment do you need? NONE

- ✓ Each student should choose a partner. The partners must decide who will be “Same” and who will be “Different”.
- ✓ Partners will stand about 3 feet apart and jump in place 10 times. On the tenth jump, each of the partners will put a foot forward.
- ✓ If the feet are the same (right foot & right foot) then the “Same” person gets a point. If they are different (right foot & left foot) then the “Different” person gets a point.
- ✓ Choose a select number of points that the players will go to. The first one to the set number wins.

Inches, Feet, & Yards, Oh My!

What equipment do you need? NONE



- ✓ Students will line up around the perimeter of the room or stand at their desks.
- ✓ Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent inches or “small”.
- ✓ Have students place one foot in front of the other to represent feet or “medium”.
- ✓ Have students take one giant step forward or backward to represent yards or “large”.
- ✓ Call out different measurements:
  - Example—Move forward 2 feet, back 5 inches, sideways 1 yard.
- ✓ Have all students move in the same direction.
- ✓ Have students jumping, twisting and stretching between measurements for at least 30 seconds.

Pass it on – UNO style

What equipment do you need? UNO cards

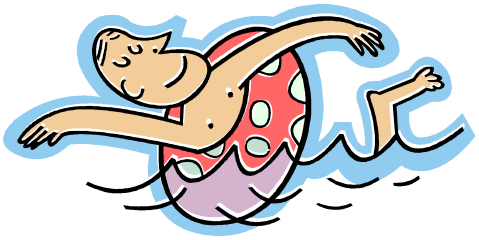
- ✓ Form a large circle and have the kids stretch their arms out wide so they have plenty of room between themselves and their neighbors.
- ✓ Each student receives an UNO card.
- ✓ Students first identify the color on the card, they then perform the following movements that correspond to that color for 10-15 seconds:
  - **Blue:** jump to the sky
  - **Red:** squats
  - **Yellow:** twist
  - **Green:** swim
- ✓ When the teacher says "Pass it on", each student will pass their card to the person on their right and complete the activity that corresponds with the new card.

TIP: Teach the colors in Spanish or have the children squat and slide the card to the next person. You can also create new movements to correspond with each color.

Swimming Strokes

What equipment do you need? NONE

- ✓ Have students stand at their desks or the activity area.
- ✓ Demonstrate different swimming strokes to the students and have them practice each stroke.
- ✓ Say "freestyle," and then lean forward from the waist and mime the freestyle stroke: stab forward with one flat hand, then draw it backward to your shoulder while stabbing forward with your other hand. Continue for several strokes.



- ✓ Say "backstroke," and then lean slightly backward from the waist and mime the backstroke: fully extend one arm upward and back, then pull your hand down to your waist while fully extending your other arm upward and back. Continue for several strokes.
- ✓ Say "butterfly," and then lean slightly forward and mime the butterfly stroke: fully extend your arms in a semi-circular motion to meet above your head, then draw both hands (slightly cupped) down to your waist in front. Continue for several strokes.
- ✓ Once the students are comfortable with each stroke, have them change strokes on your cue.

TIP: If there is enough space, have students lie on the floor and perform some strokes.

Sports Galore

What equipment do you need? NONE

- ✓ Students begin by standing at their desks.
- ✓ Call out different sports skills for the students to mimic for 30 seconds each:
  - Shooting a jump shot
  - Running through tires
  - Batting a baseball
  - Serving a tennis ball
  - Downhill skiing
  - Spiking a volleyball
  - Swinging a golf club
  - Throwing a football
  - Juggling a soccer ball
  - Shooting an arrow
  - Shooting a hockey puck
  - Swimming underwater
  - Fielding a ground ball & throwing it to 1st base
  - Dunking a basketball

TIP: The teacher may also integrate skills into word problems and have the students repeat the number called out:

-If Juan made 5 jump shots and 2 went in the basket, how many did he miss? (3)

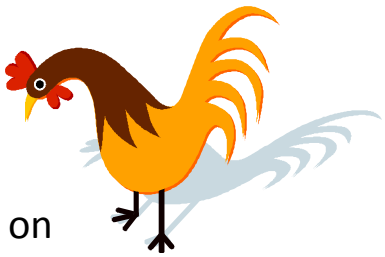
-If Briana hit 2 homeruns, how many bases would she have to touch (8 bases)

Movement Mystery

What equipment do you need? Pictures of people and/or animals in motion

Working Skill: Animal Movements

- ✓ The teacher holds up pictures to the class without looking at it.
- ✓ The students will then move like the person or animal in the picture.
  - Example: If it's a crab, the students will move around like a crab.
- ✓ The teacher will then guess what the picture is based on the students movements.



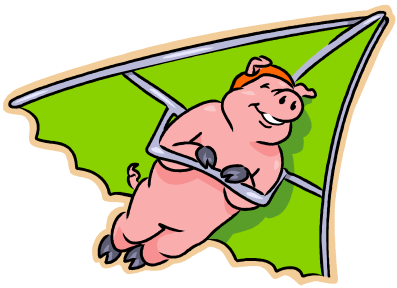
TIP: The images can be drawn or illustrated, or they can be photos. Students could help create the pictures.

Pigs Fly

What equipment do you need? NONE

Working Skill: Animal Movements

- ✓ A leader stands at the front of the classroom and calls out an animal and a movement.
  - Example: "Rabbits swim" "Pigs fly", "Dogs walk"
- ✓ When the leader calls out a correct example of an animal and a movement, the class should perform this movement.
  - Example: "Dogs walk" – the children should imitate the walking dog on their hands and feet.



TIP: Keep the sessions short so that each child is able to lead the class. Suggest some animal movements to start the game.

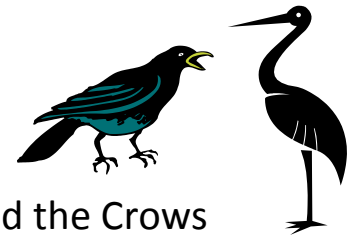
Circle Buzz

What equipment do you need? One to two medium-sized balls (playground balls, beach balls, etc.), & a clock

- ✓ The class stands in a circle facing the middle; one student should be designated the student "first" in the circle line.
- ✓ A ball is passed around the circle with each student touching the ball, all while the students are jogging or marching in place.
- ✓ Each time the first person receives the ball they count out the number of times the ball has moved around the circle.
- ✓ The teacher counts the number of times the ball "buzzes" around the circle 5 times. The class should be challenged to move it faster.

Crows & Cranes

What equipment do you need? NONE



- ✓ Two teams face each other 3 feet apart. Making sure there is space behind them. One team is called the Crows and one team is called the Cranes.
- ✓ When the teacher yells "Crows", that team takes 3 steps back.
- ✓ At the same time, the Cranes attempt to tag the Crow member directly across from them. If they are tagged before taking their 3 steps, they are to join the other team.
- ✓ The teams move back to the original starting position and play again as the teacher calls out "Crows" or "Cranes".

TIP: The teacher can occasionally say random words similar to the team names to trick the students. Students should only move if their team name is called.

Partner Mixer

What equipment do you need? NONE

- ✓ Students walk around the classroom in a random fashion.
- ✓ The teacher stops the student with a designated signal (example: “freeze”, “stop”, “red light”).
- ✓ Once the students are frozen, the teacher calls out “toe-to-toe!”
- ✓ Students should then find a nearby partner and stand toe-to-toe with them.
- ✓ Students that do not have a partner should go to the designated area in the classroom for those who do not have partners.
- ✓ Repeat the process. Students should find a different partner each time.

TIP: This can be used at the beginning of the school year so the students can get to know one another. This can also be a quick way to determine partners for games or activities.

Pop Up

What equipment do you need? NONE

- ✓ Students choose a partner.
- ✓ One partner squats while the other walks around the class.
- ✓ As they walk they try to circle around as many other squatting students as possible.
- ✓ When students that are squatting have been circled 3 times, they pop up and return to a squat position.
- ✓ Signal to reverse roles when necessary.

Paper Ball

What equipment do you need? One piece of paper for each student

- ✓ Students must find a creative way to wad the piece of paper into the smallest ball possible.
- ✓ The students are then asked to do the following:
  - Toss the ball up to the level of their heads and catch it with two hands.
    - Then catch it with one hand.
  - Toss the ball up with one hand and catch it with the other.
  - Toss the ball up high without it touching the ceiling, and then catch it.
  - Bounce it off their foot and catch it.
  - Bounce the ball off their knee and catch it.
- ✓ Work with partners after completing the above tasks to come up with creative tricks.

Volley Relay

What equipment do you need? One balloon per team

- ✓ Divide the students into two or three equal teams and have them gather near a wall.
- ✓ Each team is given a balloon and challenged to be the first team to get their balloon to touch the opposite wall.
- ✓ All of the team members must touch the ball at least 2 times using their hands, the balloon should never stop moving.
- ✓ If the balloon hits the ground, the team must start again.

High Low Jackpot

What equipment do you need? Whiteboard and markers

- ✓ Write a number between 1 and 100 on the board.
- ✓ One student stands with their back to the board, unable to see the number that was chosen. They then try and hit the "jackpot" by guessing the number.
- ✓ After each of the attempts, the class gives the guesser a clue of either "high" or "low". For a higher number, the class jumps up and down until the guess is made.
- ✓ For a lower number the students should get in the push-up position and hold it until the student guesses another number.

TIP: You can use different positions of movements to represent "higher" or "lower" prompts.

Group Orienteering

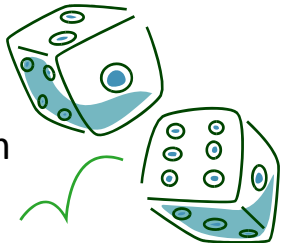
What equipment do you need? NONE

- ✓ The students should start moving about the room randomly.
- ✓ The teacher calls out a landmark within the room (example: mailboxes, windows, the wall opposite of the clock).
- ✓ Students return to their desks and face the landmark. The students that return to their row the safest and quickest get a point.

TIP: Mark the walls as North, East, South, and West. You can remove these markings as the year progresses.

Dandy Dice

What equipment do you need? Two dice. Use large foam dice to add excitement!



- ✓ One student will be the roller.
- ✓ The roller chooses a movement that the class will perform (example: hop in place, jog in place, desk push-ups, etc.), then rolls the dice and announces the sum of the dice.
- ✓ The class then does the chosen movement that many times.
- ✓ Each roller should be given a set number of rolls before a new roller is selected.

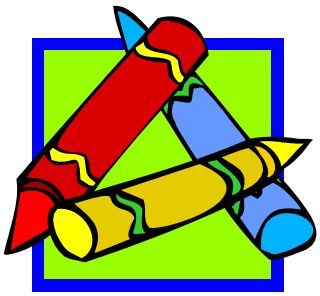
TIP: You can have the class add, subtract, or multiply the two dice numbers and have them do the movement that many times.

Color Hunt

What equipment do you need? Color-coded cards

- ✓ Have all the students get into a ready position in different parts of the room.
- ✓ The teacher flashes a color card.
- ✓ All the children should then find and touch five different objects of that color in the room and return to their original position.
- ✓ No scoring is needed in this activity.

TIP: You can also use shapes instead of colors.



Marching Mixer

What equipment do you need? NONE

- ✓ Students begin by marching around the room.
- ✓ The teacher then calls out a number. The students must form a group equaling that number.
  - Example: The teacher says "Five," the students must get into groups of five and continue marching.
- ✓ The teacher then calls out "Scatter," and the students should then start marching on their own.

TIP: Add in music for excitement.

The Conga

What equipment do you need? Music

- ✓ The teacher will show the students the following steps:
  - Starting with the left foot, walk forward three steps, then kick to the side with the right foot.
  - Starting with the right foot, walk forward three steps, then kick to the side with the left foot.
- ✓ The students should form lines of at least six, with their hands on the shoulders of the person in front of them.
- ✓ The person in front can lead the group on any path around the room.
- ✓ When the teacher says "change," the leader of each group will go to the end of his or her line and the next person becomes the leader.

Time Twister

What equipment do you need? NONE

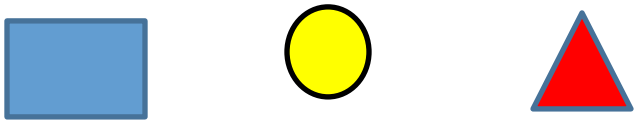
- ✓ Draw a clock face with numbers but no hands on the whiteboard.
- ✓ Ask students to stand next to their desks and begin marching in place.
- ✓ When the teacher gives them a time, the students point their right hand in the direction of the hour hand and their left hand in the direction of the small hand.
    - For example, if the teacher says "1:30," the students would point their right hand up and to the right toward the "1:00" and their left hand would point straight down toward the "6:00."
- ✓ Continue the activity for as long as desired to practice telling time.

How Many Shapes Can We Make?

What equipment do you need? Shapes cut out of construction paper

- ✓ Teacher will go over different shapes with the students.
- ✓ Students describe anything they have seen in those shapes.
- ✓ With the help of the teacher, students create the shapes using their bodies.

TIP: Provide them with harder shapes to make it more challenging (octagon).



Geometric Space Jam

What equipment do you need? Examples of circles/squares/ rectangles/triangles

- ✓ Student will begin by moving in place by their desks: hopping, jumping, marching, twisting, turning, shaking, bending, running, etc.
- ✓ The teacher should call out a shape (circle, square, rectangle, triangle) and students will stop moving.
- ✓ Students will draw the shape in the air using their hand and give examples of items that have that shape.
- ✓ The teacher will call out a new movement to do beside their desk until the next shape is called out.

Money Exercise

What equipment do you need? Coins and large pictures of the coins being used.

- ✓ Have each student get a coin.
- ✓ For each coin handed out, write on the board a movement (penny- raise the roof, dime- run in place, etc.) that corresponds with each coin (use the large pictures).
- ✓ Ask each student to identify their coin and then have them do the movement that corresponds with it.
- ✓ Next, have the students find a partner with a different coin and have them add the value of the 2 coins. Have each student do the exercise that corresponds to their partner's coin.
- ✓ Trade for another coin and continue the activity.

Active Weather

What equipment will you need? NONE

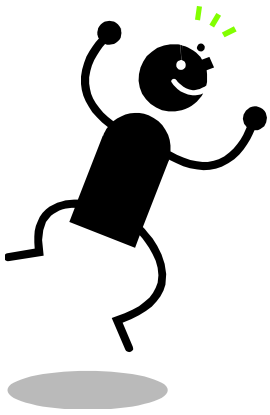
- ✓ Students will move around the room and stomp like thunder, clap like lightening, tip toe like they are on clouds, swing arms like the wind, etc.
- ✓ Have the students create a storm and do as many of the above items in one minute!

Word Jump

What equipment do you need? Several verbs and nouns (listed) and large "verb" and "noun" cards (1 set for each student)

- ✓ Students receive one noun card and one verb card to put on the floor in front of them.
- ✓ The teacher will then read a word from the list and students jump on the appropriate card (either the "verb" card or "noun" card).

TIP: You may also do this activity outside and have the students draw "verb" and "noun" boxes with chalk.



12 Days of Fitness

What equipment do you need? Music (12 days of Christmas instrumental version)

- ✓ Students will act out the following routine:
  - "On the first day of fitness, my trainer showed to me…"
    - 12 jumping jacks
    - 11 raise the roofs
    - 10 knee lifts
    - 9 side stretches
    - 8 jogs in place
    - 7 giant punches
    - 6 kicks
    - 5 side twists
    - 4 jumping ropes
    - 3 muscle pumps
    - 2 scissors (feet apart and criss cross in front and back)
    - 1 stork stand (balance on one foot)

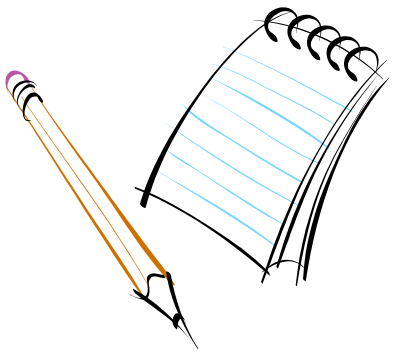
Heart Smart

What equipment do you need? NONE

- ✓ Teacher will discuss the heart:
  - Where is it located? Left side of the chest.
  - What size is it? Size of a fist.
  - Function? Deliver blood to the body.
  - What strengthens the heart? Jumping, swimming, jogging.
  - What weakens the heart? Inactivity, smoking, unhealthy diet.
- ✓ Teacher calls out a habit that strengthens or weakens the heart. If the habit strengthens the heart, students will respond by jumping. If the habit weakens the heart, students will respond by squatting.
  - Riding a bike—jump
  - Eating 4 pepperoni pizzas—squat
  - Walking your dog—jump
  - Smoking cigarettes—squat
  - Never going outside to play and watching TV all the time—squat
  - Dancing with your friends—jump
  - Skating—jump
  - Never eating fruits/vegetables—squat
  - Riding a scooter—jump
  - Shooting baskets—jump
  - Playing video games—squat
  - Eating fast food—squat
  - Raking the leaves—jump
  - Washing the car—jump
  - Taking the stairs—jump
  - Taking the elevator—squat
  - Swimming—jump
  - Eating potato chips and cookies—squat

Stop & Scribble

What equipment do you need? Piece of paper and pencil for every 2 students



- ✓ Teacher calls out physical activity:
  - Jumping
  - Twisting
  - Jogging in place
  - Jumping jacks
  - Hopping
  - Knee lifts
  - Playing air guitar
  - Marching
- ✓ Students begin activity and continue until the teacher calls out a spelling word.
- ✓ Students freeze and partners work together to try to spell the word correctly on a piece of paper.
- ✓ After 10 to 15 seconds, teacher calls out new activity. Continue until all spelling words are used.
- ✓ As students cool down, teacher will write correct spelling on the board and students will check their work.

Tip: Use this activity to review spelling words, vocabulary, or math. For vocabulary, call out the definition of the word and have the students write the word. For math, call out addition/subtraction or multiplication/division problems and have the students write the answer.

Litter Bug

What equipment do you need? Paper

- ✓ Have students choose a partner and have them ball up a piece of paper and place it on the floor.
- ✓ Ask the partners to pick up the paper using the body parts called out by the teacher:
  - Elbow and elbow
  - Foot and foot
  - Knee and knee
  - Forearm and elbow
  - Foot and elbow
  - Knee and elbow
  - Forehead and back of hand
  - Toe and finger

- ✓ Students can place the paper ball back on their desks, or move it to other parts of the room.

TIP: Each student can have his/her own paper ball and play individually. Could also be done as a team relay activity, where students hop around their desks with the paper ball between the body parts and pass the paper ball to the next teammate. The last person hops to the trashcan and puts the paper ball in the trashcan.

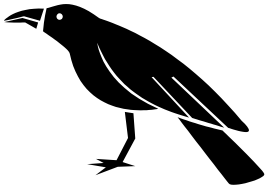
Large Area Activities

(may play indoors or outdoors)

Crazy Crows

What equipment do you need? None

- ✓ Two teams stand in parallel lines approximately 3 feet apart.
- ✓ Create a goal line approximately 10 feet behind each team.
- ✓ One team is the Crows and one team is the Cranes.
- ✓ When the teacher says “Crows” the Crows chase the Cranes to the goal line. If the teacher says “Cranes” the Cranes chase the Crows to the goal line.
- ✓ Those who are tagged before crossing the goal line are to join the other team.
- ✓ Teams return to their starting lines and play continues.
- ✓ If the teacher says a word other than “Crows” or “Cranes” and the students move off the starting line, they must join the other team.



Sneak Attack

What equipment do you need? NONE

- ✓ Two teams stand in parallel lines approximately 40 feet apart.
- ✓ One team is the attackers and they turn their back to the other team who are the sneakers.
- ✓ On signal, the sneakers move toward the attackers.
- ✓ When the teacher yells, “Sneak attack,” the attackers turn around and try to tag a member of the sneakers before they reach the starting point. If they are tagged, they must move to the other team.
- ✓ Reverse roles for the teams after a number of times.

Help Me Tag

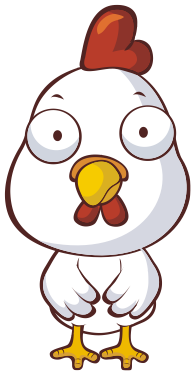
What equipment do you need? NONE

- ✓ Select 4 to 7 students to be the taggers until the game is reset. The other students should be scattered.
- ✓ When the students are tagged, they should freeze, raise their hands and ask for help.
- ✓ To be unfrozen, they must receive a high-five from a classmate that is not a tagger.
- ✓ After 45-60 seconds, the game should be stopped and new taggers chosen.

Midnight

What equipment do you need? NONE

- ✓ The class starts in a straight line and are called the chickens.
- ✓ One student is selected to be the fox and stand 30-40 feet in front of the class.
- ✓ In unison the class yells “what time is it fox?”
- ✓ The fox will then say a time (11 o’clock), and the students take that number of steps forward (11 steps).
- ✓ The student continues the process until the fox yells “Midnight” and then the fox attempts to tag the chickens before returning back to the start.
- ✓ Chickens that are tagged join the fox family.



Everybody's It

What equipment do you need? NONE

- ✓ Students are scattered about the teaching area.
- ✓ The object of the game is to tag as many students as possible without getting tagged.
- ✓ Students can avoid getting tagged by:
  - Skunk tag – holding their nose for 3 seconds
  - Stork tag - standing on one foot
  - Muscle tag – touching a designated muscle and saying it's name
  - Toe-to-toe tag – finding a partner and standing toe to toe

TIP: You can also require students to do 10 jumping jacks or 10 crunches in order to be untagged. If shoving becomes an issue, have the students use the back of their hand.

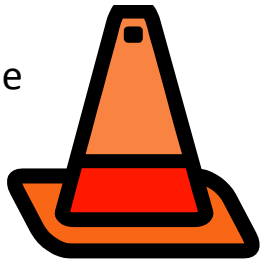
Pretend

What equipment do you need? NONE

- ✓ Students should move about the room randomly doing different locomotor movements.
- ✓ While moving, the teacher gives instructions for pretending:
  - "your arms are full of lead"
  - "you have balloons on your legs"
  - "you are freezing cold"
  - "you are in water"
  - "your legs are wood"

Boundaries

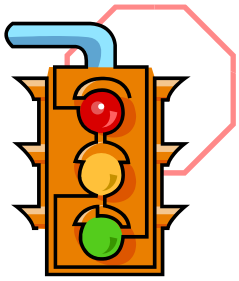
What equipment do you need? Cones or other markers



- ✓ The class starts out on the boundary line (a real line or line between two cones).
- ✓ Students are then told to walk slowly from one cone to the next.
  - Remind students to stay on the line or to the right of it when moving.
  - Have students do different movements such as skipping or waving their arms while they walk.

Red Light Green Light

What equipment do you need? NONE



- ✓ The class stands in a straight line with one student (the traffic officer) standing approximately 15-20 feet in front of them.
- ✓ The traffic officer begins the game by saying, “Green light”.
- ✓ The students will then move forward towards an imaginary line that is even with the traffic officer.
- ✓ When the traffic officer says red light, the students must stop. If students take additional steps after “red light”, they must go back to the starting line.
- ✓ The traffic officer continues saying “red light” and “green light” until a student crosses over the imaginary line. That student then becomes the new traffic officer.
- ✓ The traffic officer also may trick the class by saying red light two times in a row.

Roller Ball

What equipment do you need? 4 to 5, 8-inch foam balls

- ✓ Half the class forms a circle with the other half in the center.
- ✓ The circle players begin rolling the balls toward the feet of the players in the center.
- ✓ If a ball touches a center player on the foot, they are then part of the circle.
- ✓ The center players want to avoid the rolling balls at their feet.
- ✓ When all center players have been touched with a ball, new players are selected for the middle.

Swap Sides

What equipment do you need? NONE

- ✓ Two teams stand in parallel lines approximately 10 feet from one another.
- ✓ The teacher says, “Change sides walking,” and students should then walk from their line to the other line.
- ✓ The team that has their members on the opposite side the fastest without touching anyone receives a point. The object of the game is to teach the students to move without touching others.

TIP: When children are more skilled you can challenge them to skip and change lines or jump etc.

Flippers and Floppers

What equipment do you need? 1 frisbee or paper plate per student

- ✓ Have each student get a disk and practice tossing and catching it on their own.
- ✓ To begin the game, half of the class will place their disks on the ground right side up (this will be the Flippers) and the other half should place them upside down (the Floppers).
- ✓ On signal, the Flippers try to get all the disks right side up and the Floppers try to get all the disks upside down.

TIP: You can have them use only their right hand or only their left hand or having them use their feet or elbows to flip the disks over.

Musical Ball Pass

What equipment do you need? 1 to 2, 8-inch foam balls and music

- ✓ The class forms a circle with one person holding the ball.
- ✓ When the music starts, the player with the ball passes it to the person on the left, and then they pass it to the person to their left and the pattern continues.
- ✓ When the music stops, the person with the ball receives a point.
- ✓ If the ball is passed right as the music stops, the person that has possession of the ball will receive the point.

TIP: Add 2 balls to add excitement or make 2 circles so students have more chances to receive the ball.

Pirate's Loot

What equipment do you need? 15-20 beanbags or other similar objects

- ✓ Place all of the beanbags in the middle of the activity area.
- ✓ Select 4 to 5 students to be pirates and guard the loot.
- ✓ The remainder of the class lines up on a boundary line.
- ✓ On signal, students try to sneak by the pirates and grab some of the loot (beanbag) and return to the line.
- ✓ The pirates try to tag the students when they try to grab the loot.
- ✓ When a student is tagged they must walk outside the boundary line and start over. If they have a beanbag they must return it and then walk outside the boundary line.
- ✓ The students may only grab one beanbag at a time.

Pilots

W**hat equipment do you need?** NONE

- ✓ Players start on a line in the push-up position.
- ✓ The teacher (controller) says, "Rev up your engines" and the students make engine noises.
- ✓ The teacher then says "Pilots take off", and students then get up and "fly" to the opposite side of the teaching area. The first person to land and return to the push-up position gets to be the controller.
- ✓ Before the pilots get to the other side, the controller can yell out a weather delay (tornado, blizzard, hurricane, etc.) and the students then have to return to the starting line and back into the push-up position.

Squirrels

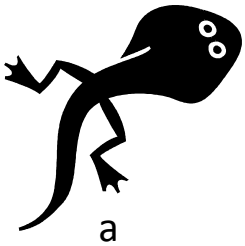
What equipment do you need? NONE

- ✓ Students start with a partner and hold hands facing each other. They raise their hands above their head to form trees.
- ✓ 2 to 3 sets of partners are chosen to be squirrels. They release their hands and are no longer partners.
- ✓ On signal, the squirrels and trees begin moving around the area.
- ✓ When the teacher says, “find a tree”, squirrels quickly find a tree by standing in between two partners who are forming a tree. When the squirrel stands in the tree, the partners bring their arms down.
- ✓ New squirrels are selected and the play continues.

TIP: To make the game more exciting, select more squirrels than there are trees and eliminate those who are unable to find a tree.

Tadpole Relay

What equipment do you need? 1 ball



- ✓ Form 2 teams approximately the same size. Have one team form a circle and the other a straight line adjacent to the circle (the 2 teams form a "tadpole", a circle with a tail).
- ✓ On "go" the circle team starts marching in place and hands the ball around the circle as quickly as possible. Each time the ball reaches the person who started with it the number of rounds is called out.
- ✓ In the meantime, each member of the line team run around the outside of the circle one at a time. When all the members have made it around the circle, the line team yells, "stop".
- ✓ Teams then switch roles, and see who passes the ball around the circle the most wins.

Amoeba Tag

What equipment do you need? NONE

- ✓ Children are scattered and a set of 2 partners are selected to be the amoeba. The amoebas must hold hands at all times.
- ✓ Amoebas try to tag other students to make their amoeba bigger. If a group of 2 tags a student then that student joins and they become an amoeba of 3 and so on.
- ✓ Play continues until only one student is left and amoebas are unable to capture other students.

Odds & Evens

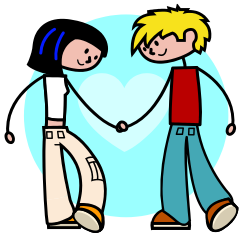
What equipment do you need? NONE

- ✓ Students form 2 teams (odds & evens) and begin in parallel lines approximately 3 feet apart. Behind each team is a goal line approximately 10 feet away.
- ✓ If the teacher says “odds” the odd team must chase the even team to the goal line. If tagged by an odd, an even joins the odd team (and vice versa).
- ✓ If the teacher says “evens”, the evens chase the odds to their goal line.
- ✓ Teams quickly return to their starting lines and play continues.

TIP: After a few rounds call out math problems and the answer to the math problem is who runs.

Division Tag

What equipment do you need? NONE

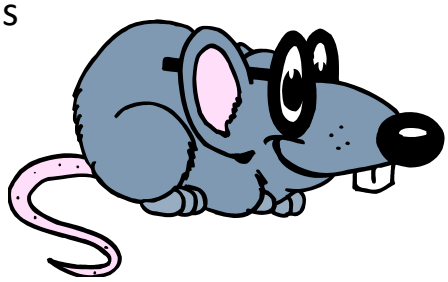


- ✓ Four students are chosen to be the taggers.
- ✓ When a tagger tags another student, they join hands and attempt to tag others.
- ✓ When a set of 2 taggers tags another student, they make a group of 3.
- ✓ When a set of 3 taggers tags another student, they divide and form 2 groups of two taggers.
- ✓ This continues until all students are members of a group of 2 or 3 students.

Mouse Trap

What equipment do you need? NONE

- ✓ The class stands in a circle holding hands, forming the mouse trap.
- ✓ 4 to 5 students should be selected to stand in the middle of the trap.
- ✓ The game starts with the mouse trap opening (students raise their hands), this allows the mice to run under their arms and in and out of the mouse trap. The students that are forming the mouse trap should run in place.
- ✓ After 20-30 seconds the teacher says “close”. This signals the students forming the mouse trap to stop running and lower their arms.
- ✓ The mice that are inside the trap, join the trap, and those outside remain in the game.
- ✓ After all the mice are caught, new mice should be selected.



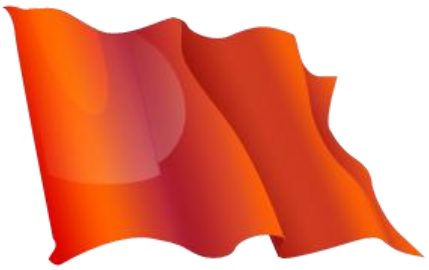
Circle Tag

What equipment do you need? NONE

- ✓ Form small groups with approximately 4 students.
- ✓ 3 members of the groups join hands while the 4th member stands outside the circle.
- ✓ 1 of the 3 students is chosen as the target.
- ✓ The tagger must go around the group and cannot reach over or through the group to tag the target.
- ✓ Every 20-30 seconds taggers should be switched.

Flag Grab

What equipment do you need? 6 to 8 handkerchiefs, scarves, or bandanas



- ✓ Divide the activity area in half with one team in each half.
- ✓ Each team receives 3 or 4 flags to place on their half or the activity area.
- ✓ The object of the game is to grab the other team's flags and return them to the other side safely.
- ✓ To protect the flags, players can tag and freeze opponents in their territory. If the person was tagged while holding the flag, they must place it where they are.
- ✓ To unfreeze teammates, they must reach them without getting tagged and may return them to their side by holding hands (they cannot be tagged if holding hands). But may not carry a flag with them.
- ✓ Players may not stand next to flags to defend them. They must move around.

Map a Trail

What equipment do you need? 1 piece of paper, pencils, hard portable surface to write on

- ✓ Identify boundary areas for activity.
- ✓ In groups of 2 to 4, students search the area for a creative trail to form.
- ✓ Students then walk their trail.
- ✓ They then draw a map of the trail they walked on the paper provided.
- ✓ To make sure the map is accurate; they use the map to follow the trail again.
- ✓ Groups then switch maps to walk each other's trails.

Fire in the Woods

What equipment do you need? NONE

- ✓ The class stands in a line on one side of the activity area.
- ✓ One child is the tagger.
- ✓ The tagger yells "Fire in the woods, run, run, run!" Students then attempt to get to the other side of the activity area without getting tagged. If tagged, they join the tagger in the middle.
- ✓ When the students make it to the other side they wait for the cue to go again. The last person not to get tagged becomes the tagger.

Right Left

What equipment do you need? NONE

- ✓ The class arranges themselves in rows and columns forming a grid pattern.
- ✓ 2 chasers and 2 runners are selected.
- ✓ The rest of the class faces the same direction and holds hands (as a group, forming either rows or columns.
- ✓ Runners are given a head start and attempt to avoid the chasers by running up and down the rows (they may not go under arms)
- ✓ If the chaser tags the runner then the runner becomes the tagger and the tagger becomes the runner.
- ✓ To help runners the teacher can say “right” which cues students to release hands and turn to the right and join hands with the new people beside them, making columns.
- ✓ The teacher can continue to say “right” or “left” as chasers pursue the runner and the rows and columns alternate.

Guard the Treasure

What equipment do you need? 1 cone & 1 beanbag per group of 4 to 5 students

- ✓ In groups of 4 or 5, one student guards the beanbag setting on top of the cone.
- ✓ The other 4 students make a circle around the cone and attempt to grab the beanbag without getting tagged by the guard.
- ✓ The first student to grab the beanbag without getting tagged is the new guard.
- ✓ If tagged in the act of grabbing the beanbag, they must return the beanbag to the cone and play continues.

Walking Cards

What equipment do you need? 3 or 4 decks of playing cards

- ✓ Find a trail, track or area round the school grounds to walk alone or with a partner.
- ✓ The teacher stands at the starting line and gives each student a card every time they pass.
- ✓ At the end of the time provided for them to walk they add up the points they have (face cards = 10 points; aces = 11 points).
- ✓ Winners are determined by students with the most points or highest average (points divided by number of cards).

TIP: Using the highest average instead of points allows students who do not accumulate many laps to experience success.

Nouns & Verbs

What equipment do you need? NONE

- ✓ Two teams (nouns & verbs) stand in parallel lines approximately 3 feet apart.
- ✓ A goal line is created 10 feet behind them.
- ✓ When the teacher says “nouns” the nouns chase the verbs to the goal line. If a verb is tagged by a noun, the verb joins the nouns and vice versa.
- ✓ Teams quickly go to their starting lines and play continues.
- ✓ When students understand the game, the teacher can call out words that are nouns or verbs. Students then have to identify what category the word falls under and flee accordingly.
    - Example: if the teacher says “walk”, the verbs chase the nouns.

Loose Caboose

What equipment do you need? NONE

- ✓ Teams of 5 to 6 students stand in a single file line with their hands on each other's shoulders of the person directly in front of them (forming a train).
- ✓ One team is chosen as the "loose cabooses" and will participate as individuals instead of as a team.
- ✓ The train teams begin jogging around attempting to avoid the loose cabooses.

- ✓ After the trains get started, each loose caboose attempts to latch on to a train by putting their hands on the shoulders of the last person in the train.
- ✓ If a caboose is successful or if the train breaks while trying to avoid the caboose, the first person in line becomes the caboose.

TIP: If a caboose is having problems attaching to the train, yell "trains stop!" to result in new cabooses.

Abdominal Tag

What equipment do you need? Foam balls, beanbags, or scarfs to mark chasers (optional)

- ✓ Designate two students to be "chasers." They will be identified by either carrying a ball, beanbag, scarf, or any other marker you choose. (The ball or beanbag is only to be an identifier—not to be thrown).
- ✓ The chasers will try to tag people.
- ✓ If tagged, the students must lie on their back with feet and hands in the air, toes and fingers pointed toward the ceiling. Do not let feet or hands touch the ground when you are tagged.
    - This position will help strengthen abdominal muscles and keep hands and feet free from tripping the chasers.
- ✓ To become unfrozen, you must be tagged on the hand by a free runner.
- ✓ Change chasers frequently, and vary the movement the chasers and escapers use when chasing and fleeing.
    - Examples: Running, walking, hopping, or skipping

Spaghetti & Meatballs

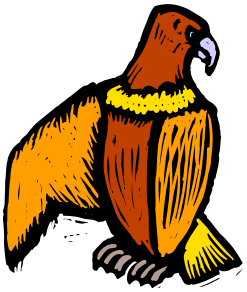
What equipment do you need? Foam pool noodles, & balls of yarn or soft, plush balls

- ✓ Split the students into two teams or "plates."
  - ✓ Start each team with an even number of noodles and balls (or spaghetti & meatballs).
  - ✓ Students will have a "food fight" by tossing the noodles and balls onto the other team's plate.
  - ✓ The teacher will yell "Freeze!" after a few minutes and whichever team's plate is the "cleanest" (has fewer spaghetti and meatballs) is the winner.

Partner Tag

What equipment do you need? NONE

- ✓ Partners start approximately 10 feet away from each other. Both people power walk.
- ✓ The chaser is trying to catch up and tag their partner. If the teacher says, "switch" then roles reverse immediately.
- ✓ If the chaser tags their partner, start again but give them some extra distance.



Hawks & Eagles

What equipment do you need?
Handkerchiefs or other markers for teams (optional)

- ✓ Count the class off by twos and have the ones and twos face each other in a line.
- ✓ Ones are hawks and twos are eagles, and the group that is called chases the other group to the other side and tries to tag them.
- ✓ If someone is tagged, they have to join the other group.
- ✓ Each time the groups will line up facing each other.

Steal the Cone

What equipment do you need? Five cones

- ✓ Divide the students into even teams.
- ✓ Set four cones up in a circle. Place one cone directly in the middle of the circle.
- ✓ Send each team to their team cone. The object of the game is to start at their team cone and run around each of the other cones and once they reach their cone, they can run to the middle of the circle and attempt to get the cone.
- ✓ The first one to get the cone wins. Tally points by team.
- ✓ Have them play to a specific number.
- ✓ The winning team gets to decide what exercise the opposing team will perform.

5 Food Group Lap Warm-up

What equipment do you need? NONE

- ✓ Explain to the kids what activity goes with each food group.
- ✓ For example:
  - **Grains**= Shuffle sideways
  - **Vegetables**= Hop on one foot
  - **Fruit**= Run backward
  - **Dairy**= Skip
  - **Protein**= Sprint
  - *You can use these examples or create your own movements
- ✓ Start by having the kids take a few laps to warm-up.
- ✓ As they are still jogging their last lap, start yelling out a food group, the kids have to keep doing laps by doing the movement that is associated with the food group you yelled out.
- ✓ Examples: If the kids are jogging around the gym and you yell "Grains!" they being shuffling sideways around the gym until you yell another food group.
- ✓ Do this until each food group is called a couple times and the kids are warmed-up for more activities.

TIP: You can make it more challenging by naming a food from each group and having them perform the movement for that food group.

Touchdown Tag

What equipment do you need? NONE

- ✓ Choose 4-5 kids to be taggers. Send them to the middle of the playing field.
- ✓ Line the rest of the children up at one end of the gym.
- ✓ Children then try to run from one side of the gym to the other side without getting tagged.
- ✓ The game continues until there is only one person remaining.

Finger Fencing

What equipment do you need? NONE

- ✓ Students begin by standing in pairs facing one another.
- ✓ This activity consists of approximately 5 second bouts. Partners take turns counting out loud.
- ✓ Partners face one another and stand on one foot.
- ✓ On signal they hook index fingers with their right hands and try to push or pull their partner off-balance.
- ✓ If one of the partners becomes off balance and touches the ground with the opposite foot, the other partner receives a point.
- ✓ If both partners lose their balance then there is no score.
- ✓ If no one scores after the 5 second bout, it is a draw.
- ✓ Repeat using the left hand.

Activity Log

Game (played indoor or outdoor)	Student Interest (high, moderate, low, or no interest)	Comments

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