

MIAMI DADE COUNTY PUBLIC SCHOOLS

AFTER SCHOOL PROGRAM PHYSICAL ACTIVITY MANUAL



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BALL HANDLING

ACTIVITIES



BATTLE BOWL

Space: Field or Hardcourt

Equipment: 16 playground balls and 8 plastic bottles filled with sand or water

- Sixteen players line up on opposite end lines, with one captain from each team on the sideline who will retrieve the balls that remain in the middle
- Eight plastic bottles are placed in the middle of the court about 4' apart
- All players on team A receive a playground ball
- The Captain says, "Ready, aim, roll!"
- On "roll", the players bowl the balls at the club
- The number of pins knocked down will be the first-round score for Team A
- Team B will repeat the same process
- At the end of the game, the team who has knocked down the most pins will be the winner

BEANBAG PASS

Equipment: 4 beanbags

Skills: Passing a beanbag in various ways

Space: Field or Hardcourt

- Four teams line up on one side of a square
- By placing teams in a square, it makes it possible for the students to watch each other
- The first player on the right in each team is the leader
- Each leader is given a beanbag
- The leaders say (Example: John (or any student), how shall we pass the beanbags?)
- The student may suggest any one of many ways such as:
 - Pass it with the left hand
 - Pass it from your own right hand to your own left hand and then to the next one
 - Toss it with your right hand
 - Hand it under your left knee
- Then, the leader says, "Pass it with your left hand (or whatever it was), ready, go!"
- The beanbag is passed up the line and back again
- The first Captain to get the bag back, hold it up and call "Finished!" gets a point for their team.
- Each time the leader asks a different student on a different team how to pass the beanbag
- The team getting the most points wins

FOUR CORNERS

Space: Field Area

Equipment: 4 goals (up to 24 players)
1 ball per pair
24 spot markers

- Create a large activity area and place a goal in each of the 4 corners of the area
- Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal
- Pair students
- Send 1 pair to each of the 4 goals as goalies
- All other pairs scattered in area with locked elbows and a ball at their feet
- The first round of play will be soccer style
- You'll dribble and pass the ball soccer style between you and your partner toward a goal and then shoot the ball from behind the spot markers.
- If you score a goal, switch places with the goalies
- They'll lock arms and dribble your ball to a new goal while you and your partner defend the goal you just scored on
- Goalies do not have to lock elbows
- If goalies block a shot, the shooting team must go get their ball and dribble to a different goal before taking another shot

FOUR DOWNS

Space: Hardcourt

Equipment: 8 bowling pins and 8 playground balls per circle

- Formation: 2 single circles, facing inward (no more than twenty students per circle)
- The basketball court is the best area for this game
- The players form 2 large circles
- 4 bowling pins are placed in the center around a 3' circle, where two players who are pinsetters stand
- Eight playground balls are given to each circle
- They attempt to roll the ball, to knock over 1 or more of the pins
- The pin-setters must not interfere with the ball in any way
- They may continue to be pin-setters as long as there are never 4 pins down at the same time
- Whenever there are 4 pins down at the same time, the group calls out "4 down!"
- All play stops and the pin-setters choose two new players to take their place

GOAL ZONE BALL

Space: Field or Hardcourt

Equipment: Various types of soft balls (12) and cones (10)

- Divide the class into two teams each scattered on their own half of the basketball court
- The object of the game is to throw, roll or bounce a ball into the opponent's goal zone, which extends 6-8 feet from the end line
- A point is scored whenever this occurs
- Students may enter the goal zone to stop a ball
- They can use their hands and feet to stop the ball
- The ball can only be thrown from behind the center line
- If a ball goes out of bounds, the nearest student may retrieve the ball and give it to a teammate
- Set a time limit and the team with the highest points is the winner
- Variations: Set up a smaller playing area with less students on a team

THE GROUCH

Space: Field or Hardcourt

Equipment: 2 goals

1 yarn ball per student

16 spot markers

4 large cones

- Create a large rectangular activity with the 4 large cones
- Set 2 goals up 5 to 10 paces from each end line
- Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal
- Choose 2 students to be “Grouches” each standing inside one of the goals
- All other students scattered throughout the activity area with a yarn ball
- On the start signal, players with a yarn ball can shoot at either goal from behind the spot markers
- If a ball goes inside the goal, it’s the Grouch’s job to toss it back out as quickly as she/he can
- If the ball doesn’t go inside the goal, players can move to pick up any ball that’s on the floor

GROUP JUGGLING

Space: Field, Hardcourt, or Shelter Area

Equipment: 1 ball per group of 5-7 students

- Students get into circles of 5-7, scattered within boundaries
- Each group has a ball
- The object is to cooperate with others in the group by passing a toss able object in sequence
- Play begins with a toss across the circle to anyone not next to you
- Passing continues until everyone has received a pass and the ball returns to the 1st person
- Repeat, using same sequence
- Once you have successfully passed in sequence 3 times, add a 2nd ball
- When you are successful with 2, try it with 3 balls simultaneously

LINE-UP BALL

Space: Field Area

Equipment: 8 ½ playground ball

- Formation: 2 or more teams, maximum of 10 on each team
- The first team kicking has each student get a chance to kick the ball.
- Runs are scored when the student kicks the ball and runs a complete circle around his/her own team
- The runner stops running when the fielding team secures the ball, lines up single file and passes the ball under everyone's legs until the last person in line holds up the ball and yells "Stop!"
- The student stops running, and runs are added to score
- After the last person has kicked, teams switch, and the process is repeated

LINE UP BEHIND

Space: Field or Court Area

Equipment: 1 Ball per group

- Have students form a circle in groups of 5
- Give each group a ball
- The ball is passed around the circle until a signal to stop is given
- When the signal is given, the student with the ball freezes and everyone else lines up behind that student
- The ball is passed over their heads to the last one in line
- That student runs to the front and sits down
- The first team to accomplish this is the winner

MOON BALL

Space: Field or Hardcourt

Equipment: Beach Ball

- Anyone in the group may hit the ball in the air
- Each hit is counted unless the same person hits it twice
- The total does not increase unless a new person hits the ball
- If the ball touches the ground, that is the total for that round and the group is given the opportunity to try and increase their score
- Allow time for strategy change and input

OVER THERE

Space: Field or Hardcourt

Equipment: 2 goals per group of 16 students
3 or more foam balls per student
1 long foam noodle per student
4 cones per group of 16 students
Pennies/flags for half of the students

- Using cones, create a court for each group of 16 students
- Set goals at the ends of each court approximately 5 yards from the court's end line
- Scatter 24 foam balls at one end of each court and 24 at the other
- Create teams of 8 students, each with a noodle
- Send 2 teams to each court, 1 team at each court wearing pinnies/flags
- Use the noodle and safe striking rules to move the ball from your side of the area to the goal
- After shooting your ball into the goal, hustle back to get another ball from inside your goal
- Freeze when you hear the stop signal (whistle) and listen for instructions
- Variations: Move the ball soccer style with the feet. Move the ball by rolling it with the hands. Add goalies and/or defensive players

QUICK BOWL

Space: Court Area

Equipment: 10 Bowling Pins, 10 Nerf/Soft balls

- The court is divided into two sides, with one team on each side
- Five pins are set-up on each side, 4 feet from the end line
- Students are not allowed to cross the center line or the end line in front of the pins
- Each team is given five balls
- On the “go” signal, students will roll the balls towards the other team’s pins
- Balls can be blocked, knocked out of the way, or picked up and rolled
- The object of the game is to knock the other team’s pins over before they knock yours
- A time limit may also be set and the team that has knocked over the most pins at the end of the time limit is the winner

QUICK THROW

Space: Hardcourt

Skills: Throwing at a target

Equipment: Basket or milk crates and tennis balls

Set of four or five milk crates or baskets on a hardcourt.

The object of Quick Throw is for a group (30-50) to try and throw as many tennis balls as possible into a crate or basket during a two-minute time period. Each crate has a different point value, with the closet scoring one point, the second 3 points, third 5 points, and the farthest 9 points.

The group is competing against itself in trying to score as high a point total as possible, either by shuffling thrower and retriever positions or deciding as to which crates should be targeted.

The group must choose who are going to be throwers and who will be the retrievers. The throwers must remain behind the throwing line. The retrievers may stand any place they wish, but they may not "help" the balls in the crates; their job is simply to retrieve missed shots and get the balls back to the throwers as fast as possible.

Once the clock starts, the throwers and retrievers may not exchange positions. This is a decision-making game and should be played more than once so that players have an opportunity to change their tactics and positions.

SINKERBALL

Space: Field, Hardcourt, or Shelter Area

Equipment: Scooters, pins, jump ropes, and cones

- 1 team starts along one end as the “tugboats” pulling their cargo (a plastic pin balanced on a scooter, pulled by a jump rope)
- Each player on that team has their own cargo to pull
- The other team is along the sides in a designated throwing area (use cones for boundaries)
- Team 2 each has a foam ball or 2 to start with
- On the “GO” signal, the tugboats try to travel back and forth from wall to wall as many times as possible, keeping their pin alive
- The pin cannot fall over, either by self-mistake by pulling too fast or from a ball hitting it down
- Team 2 (throwers) will try to knock off the pins from the scooters
- When a player’s pin is knocked over, that player isn’t out
- He/she can go and block/guard one of their teammate’s pin as they continue traveling along
- At the end, the whole team will surround the last member’s pin/cargo trying to keep it up until it finally falls, and the 2 groups switch roles for the next round
- Points can be earned every time a player makes it safely to an end or which team lasts the longest before all pins are down

TEAM HANDBALL

Space: Field or Hardcourt Area

Equipment: 2 goals per 12 students, 1 ball per 12 students, 12 spot markers per goal, 4 large cones

- Play begins with a throw-off from midfield
- The starting player stands at midfield and passes to a teammate
- This starts the game and is the way players should restart play after each goal
- If the ball goes out of bounds, restart with a throw-in
- A player standing on the side line or end line throws to a teammate who is in bounds
- Defense must be 5 paces away from the player performing every throw-off and throw-in
- No contact between players is allowed
- Defense must stay an arms-length from the player with the ball
- Defense cannot touch the ball when an offensive player has control
- Passes and shots can be intercepted/knocked down with hands and arms
- Offense can take 3 steps with the ball and/or hold the ball for no more than 3 seconds
- Change possession if the ball hits the ground after a pass
- Shots are not considered passes
- Offense may get a rebound from a shot

TEN LAPS

Space: Field, Hardcourt, or Shelter Area

Equipment: Any ball

- Formation: 4 or more single circles, facing inward
- No more than 8 students per team
- Divide the class into four or more equal teams
- Each team makes a circle
- Once in the circle, the team takes one step backward
- One player on each team is given a ball
- The object of the game is to pass the ball around the circle 10 times before the other teams can do so
- When the player who started the ball, gets it back the first time
- That player calls out "First Lap"
- Next time, that player calls out "Second Lap" and so on
- The first team to call "Ten Laps" wins

THROW AND RUN CHALLENGE

Space: Field Area

Equipment: One ball and 4 cones per group

- Divide class into groups of 3
- Each group will choose 4 cones and a ball to throw
- The 4 cones need to be set down as if on a line (20-30 feet apart)
- Two cones will be used for the throwers and two cones for the runner
- The runner's cones should be a few feet closer
- On the signal, the throwers begin to play catch, counting how many throws they make
- Also, at the signal, the runner counts how many times he/she can run back and forth from cone to cone
- After 30-40 seconds, have students stop and compare scores and then rotate positions

TWIST AND TURN/BEND AND STRETCH

Space: Field Area

Equipment: 4 cones and 1 ball per pair

- Create a medium activity area (20x20 paces)
- Students are paired up, standing back to back, scattered in area
- One ball per pair
- The object is to cooperate with your partner and pass the ball back and forth by twisting, turning, bending and stretching
- Twist and Turn
 - Feet stationary
 - Turn to 1 side
 - Hand the ball (using both hands) to your partner
 - The partner receives ball, turns in opposite direction and hands it back to you on the other side
 - The ball should “orbit” your waists
- Bend and Stretch
 - Both take 1 small step apart
 - The partner with the ball bends down and passes it between their legs
 - The other partner bends down to receive it, then stretches overhead to pass it back to partner
 - Continue until a signal is given
- If you drop the ball, pick it up and keep going
- When you hear “Switcheroo!” change your passing direction
- Give signal randomly every 3-8 seconds

BASKETBALL ACTIVITIES



ADD 'EM UP

Space: Hard Court

Equipment: basketball balls

- The object of the game is to dribble quickly, shoot a basket and return to your group in 20 seconds
- Each group starts with both balls on the ground
- When you hear your number (1-4), you are the Shooter
- Pick up a ball, dribble to the nearest basket and shoot using proper form
- A basket scores 2 points and touching the rim scores 1 point
- Continue shooting and scoring until signal
- Student has 20 seconds from start to finish
- Remaining group members circle up quickly, and begin shooting the remaining ball to each other
- Award 1 point for each shot taken using proper form
- Count your group's shooting score aloud
- Add shooter's score with group's score for a total
- Replace balls and all line up on sideline for next round

AROUND THE WORLD/SCHOOL

Space: Hard Court

Equipment: basketball balls

- Five numbers or more are drawn around half of the basketball court
- The first player shoots and tries to make a basket starting on number 1
- If the player misses, the next player shoots
- If the player makes the shot on number 1, that player goes to the next number (2) and tries to make a basket.
- This will continue in number order if the player continues to make a basket on their first try and each number
- If the player misses, they may call “chance” and get another try to shoot a basket
- If the player makes the shot on their chance turn, they advance to the next number
- If the player does not make the shot on their chance turn, they must start back at number 1

BEANBAG RETRIEVE

Space: Hard Court

Equipment: basketball balls and beanbags

- Divide the class into 2 groups and give the first student a ball
- Have both groups line up behind the baseline on a basketball court
- Spread out 40-50 beanbags behind the half court line
- On the signal, each student in group 1 will dribble to half court, grab 1 beanbag and return it to the baseline
- This continues for 2 minutes
- Switch groups and the team that retrieves the most beanbags is the winner

CONE MADNESS

Space: Hard Court

Equipment: basketball balls or other bouncing ball and cones

- Place cones upright within the marked boundaries
- Divide students into 2 even teams and give each student a ball
- On the signal, one team will dribble while they try and knock over as many cones using their hands only
- While the other team will dribble and return the fallen cones to their original upright position
- Do this for 2-3 minutes and determine if more cones are up and down
- Switch the teams after several tries

DRIBBLE TAG

Space: Hard Court

Equipment: 15-20 basketball balls or bouncing balls

- Select 4 players to be IT
- These 4 players will each have a basketball
- It is up to them to dribble the ball and try to tag as many players as possible who are scattered on the court
- The players who are tagged must retrieve a new ball and become IT
- Once the majority of students have been tagged, start the game over by selecting new players to be IT

SHARKS AND MINNOWS

Space: Hard Court

Equipment: 1 hula hoop for half of the class, 1 basketball for each student remaining on other half of the class, and cones for boundaries

- Spread hula hoops out in a specific area marked by cones
- One student should stand in each hoop (Sharks)
- The other half of the class (Minnows) begin at the shorter end of the playing area (Basketball Court)
- On the GO signal, Minnows (dribblers) attempt to cross the ocean by dribbling through the Sharks without losing control of the ball
- Sharks must remain in their hoop and may attempt to knock the ball from the Minnows

SHUTTLE DRIBBLE AND PASS RELAY

Space: Hard Court

Equipment: 1 basketball each team

- Teams line up in shuttle relay formation
- A line is drawn halfway between the lines
- The first person in each line on one side of the court has a basketball
- At the starting signal, the first person dribbles the ball across to the passing line and passes it to the first person in the opposite line
- The person dribbles it across the passing line and passes it to the next person opposite that player
- This continues until everyone is back to their original position

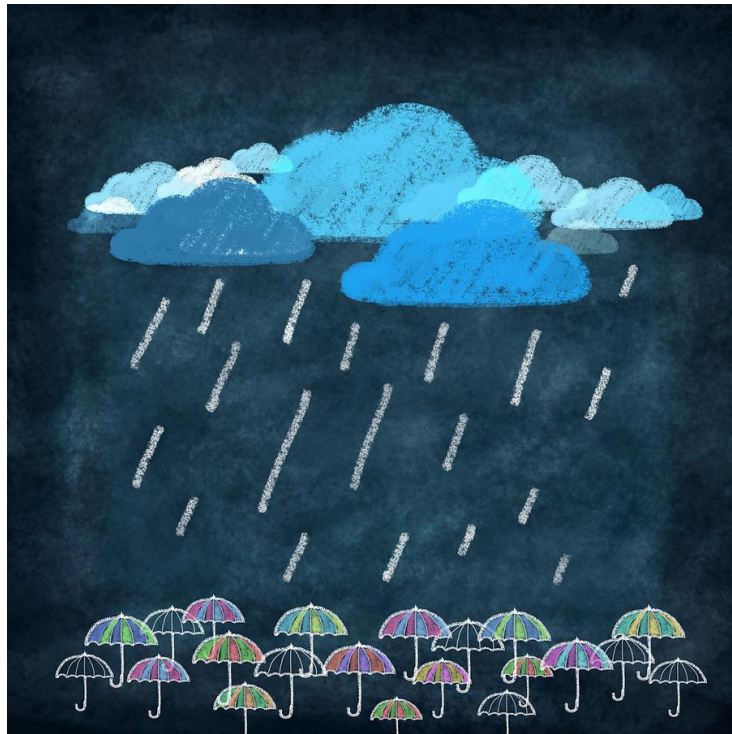
TWENTY-ONE

Space: Hard Court

Equipment: basketballs and basketball goals

- Each player in turn takes a long shot and a short shot, recovers the ball and passes it to the next person in line
- 2 points are given for a long shot, 1 for a short shot
- The first person to score 21 is the winner

INCLEMENT WEATHER ACTIVITIES



Cup Stacking Challenge



Equipment: Stacking Cups, desks, or floor space

Goal: eye-hand coordination, learn basic cup stacking techniques, pair work, attention

Students begin with hands on their knees (if they are sitting at a desk, their hands begin on the desk beside the cups).

3 Cups

- Give each student 3 cups or pair students and have them take turns.
- On the signal, they must make a 3-cup pyramid, down stack them and finish with hands on knees or desk.

6 Cups

- Give each student 6 cups or pair students and have them take turns.
- On the signal, they must make a 6-cup pyramid (3-2-1 pattern), down stack them and put their hands on their knees.

The Twins

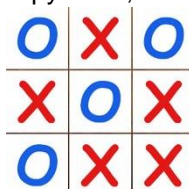
- In pairs, students stand or sit side by side and must use their outside hand to build the 6-cup stack and later to down stack it.

Cup Stacking Relays

- Teams line up on one side of the classroom.
- Have a stack of cups on a desk for each team.
- On the signal, the first player hops, walks, skips, etc. to the desk and sets the first cup.
- This player returns with the same locomotor skill, high-fives the next player, and continues until a team has finished up stacking.
- Have a second relay to down stack the cups.

Tic-Tac -Cup

- Set-Up: 3 cups per team, 1 tic-tac-toe card, 5 buttons, chips or markers per team.
- On the Go! The first member of the team will up stack and down stack the cups.
- Once done, move to the tic-tac-toe board and place a piece on it.
- Return to the team and high five the next player.
- Be the team that finishes the tic-tac-toe game first!
- Alternatives: instead of stacking the pyramid, have students build a tower and down stack it.



Find the Leader



Equipment: None

- Player may remain at their desks or form a circle around the room.
- Chose a student to be known as IT
- IT leaves the room
- Chose a student to be the leader (Do not tell IT who the leader is)
- The leader will start any motion with the hands, arms, head, feet, truck, etc.
- When IT is invited back in the room, the entire class is imitating the movement started by the leader
- The leader will change the motion and the rest of the class will follow
- IT is allowed three guesses to find the leader
- The leader needs to make it difficult for IT to guess who they are
- Have the followers look at the leader non-directly so IT will not figure it out

Frozen Vocabulary

Equipment: None

- Each student will stand at their desk
- Students will begin by doing an activity at their desks:
 - Jumping
 - Twisting
 - Jogging
 - Jumping Jacks
 - Hopping
 - Knee Lifts
 - Playing air guitar
- Students continue activity for 30 seconds or until teacher calls out a vocabulary word at which point the students freeze.
- Teacher calls on a volunteer to use the vocabulary word properly in a sentence
- Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

Variations:

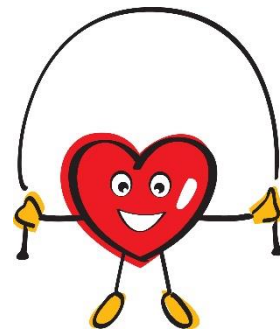
- Students can define vocabulary word
- Students can spell the word
- Students can name a synonym or antonym
- For math, students can give the sum, difference, or quotient of 2 numbers



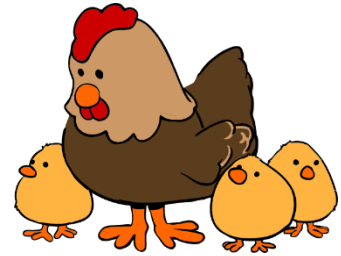
Heart Smart

Equipment: None

- Students stand at desks
- Teacher will discuss the heart:
 - Where is it located? Left side of the chest
 - Function? Deliver blood to the body
 - What size is it? Size of a fist
 - What strengthens the heart? Jumping, swimming, jogging (Students will act out each activity)
 - What weakens the heart? Inactivity, smoking, unhealthy diet
- Teacher calls out a habit that strengthens or weakens heart
- If the habit strengthens the heart, the students will respond by jumping for 15 seconds
- If the habit weakens the heart, students will respond by falling or squatting for 5 seconds
- Examples of strengths and weaknesses of heart habits
 - Riding a bike – jump
 - Eating 4 pepperoni pizzas – fall
 - Walking your dog – jump
 - Smoking cigarettes – fall
 - Never going outside to play and watching TV all the time – fall
 - Dancing with your friends – jump
 - Skating – jump
 - Never eating fruits/vegetables – fall
 - Riding a scooter – jump
 - Shooting baskets – jump
 - Playing PlayStation – fall
 - Eating fast food – fall
 - Raking the leaves – jump
 - Washing the car – jump
 - Taking the stairs – jump
 - Taking the elevator – fall
 - Swimming – jump
 - Eating potato chips and Twinkies – fall
 - Have students share more heart habits



Hen and Chickens



Equipment: None

- The students are seated
- One student is selected to be the HEN and leaves the room
- The leader walks quietly around selecting three students to be CHICKENS by tapping them on the shoulder
- When the leader has chosen three, the students place their heads on their desks hiding their faces in their arms
- The leader gives a signal for the HEN to come in
- The HEN runs around the room saying, "Cluck, Cluck."
- Those three students who have been tapped as CHICKENS answer, "Peep, Peep," while keeping their heads down
- The HEN listens, trying to locate the CHICKENS
- The HEN taps a student on the shoulder of those that may be a CHICKEN
- If the HEN makes three wrong guesses, a new HEN is chosen
- If the HEN guesses correctly, the student chooses a new HEN to leave the room
- The HEN should be given a time limit to speed up the action

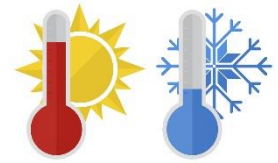
Hide in Sight

Equipment: Any small object

- A small object unlike any other in sight in the room is chosen to be hidden
- The leader chooses approximately six students to hide their eyes or leave the room
- The leader walks around the room and hides the object in PLAIN SIGHT
- At the signal, the student's lift their heads or reenter the room and walk around the room searching for the hidden object
- When the object is found, each student returns to their seat without telling where the object is, sits down and says, "Hackle Buckle Beanstalk."
- The first student to find the object hides it for the next group
- The teacher must stress to the student who finds the object first to not give the hiding place away



Hot or Cold



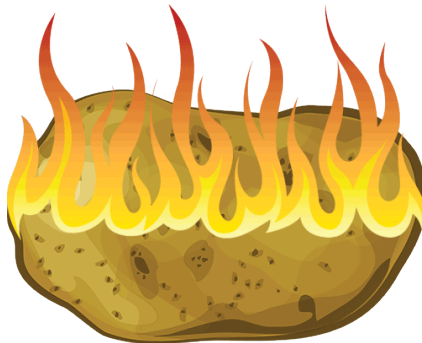
Equipment: None

- One player is asked to leave the room
- The other players select an object in the room
- When the player returns, the class claps loudly when the player is HOT, near the chosen object or the class claps softly when the player is COLD.
- After the player has made three wrong guesses, another player is chosen to leave the room

Hot Potato

Equipment: One or more balls or erasers

- A ball or eraser representing a HOT POTATO is passed from player to player around the room
- Anyone holding the HOT POTATO when the whistle blows must drop out
- The game continues until only one player remains
- The game is made more exciting by using three or four balls or erasers



Jack-In-The-Box



Equipment: None

- The students stand beside their seats
- When the leader says, “Jack-in-the-Box”, they stoop
- When the leader says, “Jack-in-the-Box”, they spring up
- If the leader says, “In-the-box, “they must remain standing
- If the leader says, “Out-of-the-box,” they must stay down
- They may move only when the word JACK preceded the two phrases
- Anyone who moves at the wrong time, sits down
- The leader moves on any or all phrases, trying to catch the students
- After a few minutes of play, all who are still standing are declared winners



Jacks, Jill's, and More

Equipment: 1 die, one chart of exercises

Goal: Develop lower body coordination and strength. Students are paired up.

Option 1: Teacher asks a question. The student with the right answer gets to roll the die.

Option 2: Each group has an activity card and one die. Students take turns rolling the die.

Option 3: Same as 1 or 2 but activity is done in bouts of 30 seconds.

Number	Exercise
1	10 Full Jacks (full jumping jacks)
2	10 Full Jills (open and cross legs front-back, swinging opposite arm in front)
3	10 Partner Jack Kicks (facing each other, one jumps and opens legs sideways while partner kicks foot in the middle of partner/switch)
4	2 Partner Circle Jacks (one partner does jumping jacks in place while the other does 4 jumping jacks in circles around him/switch)
5	10 Jacks and Jills (alternate one jack and then one jill)
6	Jacks of Choice (students choose their favorite from the list)

Limited Space Bingo

Equipment: 1 Limited Space Bingo Card
 1 pencil
 4 jump ropes
 6 juggling scarves
 6 bean bags
 6 hoops
 6 utility balls

- Review the Limited Space Bingo Card and make any adaptations necessary due to the number of students, facility, equipment, etc.
- Provide each student with a copy of the Limited Space Bingo Card and a pencil
- The object of the activity is to score a BINGO (5 squares in a row vertically, horizontally or diagonally) by finding others who will do the activity with you or who fit the descriptions
- When you finish a task, that person must sign your card
- A person can only sign your card once
- The challenge is to score a BINGO within the time limit
- If BINGO is completed before the signal, help others finish their whole card



Limited Space Bingo Card

The object is to score a BINGO (5 squares in a row horizontally, vertically, or diagonally). To do that, find others who can answer the questions or will do the activity with you. Have them sign your BINGO card on the appropriate square. You may use each person no more than 2 times. If you finish before the signal, your Closing Challenge is to help others get a BINGO. Good luck and have fun!!!

Jump Rope together for 25 jumps (in hall)	I speak more than 2 languages	Do 10 Curl-Ups together	Give 5 people a high-give (5 th person signs your card)	Do the Chicken Dance with a partner (2X)
I have more than 2 siblings	Have someone watch you do your best Hoop Trick for 5X (in hall)	I was born in an even numbered year	Bounce Catch a ball for 25 catches	I have never been absent from school
I have been at this school for less than 1 year	Juggle 3 items (5 catches)	I eat at least 5 serving of fruit most days	Play catch for 20 catches	I have been at this school for more than 4 years
Toss a bean bag with partner for 10 catches	I listen to country music	I have helped a teacher in the past 5 school days	I floss daily	Walk balance beam style (10 steps forward, 10 back)
Do Bend and Stretch with partner back to back 10X	I take the stairs instead of the elevator/escalator	I don't eat fast food	I take daily walks	Do Twist and Turn with partner back to back 10X

Limited Space Bingo Card (Blank)

The object is to score a BINGO (5 squares in a row horizontally, vertically, or diagonally). To do that, find others who can answer the questions or will do the activity with you. Have them sign your BINGO card on the appropriate square. You may use each person no more than 2 times. If you finish before the signal, your Closing Challenge is to help others get a BINGO. Good luck and have fun!!!

Litterbox



Equipment: Paper

- Have partners 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.
- Variations:
 - Each student can have his or her own paper ball and play individually
 - Could 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.



Luck of the Draw

Equipment: Activity Card, one deck of cards per group

Goal: To develop a variety of fitness skills, team work, waiting for turn

Option 1: Teacher asks a question. The student with the right answer gets to pick a card from the pack. All students must do the activity assigned to that card.

Option 2: Make groups of 4 students. Give each group an activity card and a deck of cards. Students take turns pulling a card from the deck. All group members must do all the activities.

Option 3: Same as options 1 and 2 but allow students to do as many reps as they can in 30 seconds.

Card	Exercise
Ace	Do Rock/Paper/Scissors with partner. Winner chooses an activity from this card. Both players do it.
2	Jog in place 20 times
3	One-foot Ski Jump: Jump on RIGHT foot 20 times from side to side
4	One-foot Ski Jump: Jump on LEFT foot 20 times from side to side
5	10 jumping hacks and 10 jumping jills
6	Windmill: 20 alternate arm circles forward
7	Back Windmill: 20 alternate arm circles backwards
8	10 push-ups with hands on chair or desk
9	10 chair crunches
10	5 times HAND JIVE while jogging in place
Jack	5 walking laps around desk while doing tummy rubs/head pats
Queen	20 seconds touch your toes
King	20 seconds reach as high as you can

Hand Jive: Slap thighs twice, clap twice, both hands cross in front twice (like "safe" motion from umpire), bump fists twice, (right over left), then switch and bump twice again (left over right), hitch-hike over right shoulder twice, and twice over left shoulder.

Missing Person

Equipment: None

- One student is sent out of the room
- Another student is hidden
- The rest of the class change seats quietly
- The student who went out is called back in and must try to guess which classmate is missing
- No longer than one minute should be permitted for the guessing
- If the student guesses correctly, that player selects another classmate to go out of the room
- Since it is extremely difficult to guess correctly, it may be easier to play with one-half of the class at a time and have two teams competing



Pass It On – UNO Style

Equipment: UNO Cards

- Form a circle around perimeter of the room
- Teacher hands out one card to each student
- Students identify color on card and perform activity that corresponds to that color for 10-15 seconds
 - Blue: jump to the sky
 - Red: squats
 - Yellow: twist
 - Green: swim

PE Mannequin Challenge

Equipment: None

- Create groups of 2 to 20
- Send groups to different areas of the room, with enough space to quietly discuss their challenge without other groups hearing their discussion
- Give each group an emotion, character trait, or scene
- The object of this challenge is for your group to express your given emotion, character trait, or scene as mannequins for the rest of the class to guess
- Students will be given 3 minutes to discuss and plan your mannequin poses
- When the group gets a “pause button signal”, freeze and strike a mannequin pose for the other groups to observe
- After guessing and discussing your groups scene, move on to the next group

Ping Pong Dunk



Equipment: 1 table tennis ball for each pair

Goal: Eye-hand coordination, understand concept of force

- Students sit on the floor facing each other 4 feet apart
- Place the cup (cup stacking or any plastic cup) in the middle
- Students take turn bouncing the ball and trying to score inside the cup
- Alternative: Have the students bounce the ball on a desk while partner tries to catch it with the cup

Rhythm Echo



Equipment: None

- Each row represents a team
- The teacher stands in front of each row in turn and claps out a rhythm pattern
- The student in the row must clap the rhythm exactly as it was given
- If they succeed, their row is given a point and the teacher goes on to the next row with a different rhythm
- If they fail, the teacher gives the same rhythm to the next row
- After the students develop a memory for the sound patterns, they collaborate with movement patterns to fit the rhythm within their row
- The students will present their new rhythm pattern and have a specific row try and copy it for points

Rock, Paper, Scissors – Double Action

Equipment: None

Goal: To help students differentiate between strength and stretching exercises

Option 1:

- The teacher says or writes on the board a specific pair of actions (push-ups/toe touches, sit-ups/shoulder stretch, jumping jacks/trunk twist, hop on one foot/pull knee to chest, etc.)
- Students pair up and do Rock, Paper, Scissors
- The winning hand does the strength/power exercise 5 times
- The losing hand does the stretching exercise 5 times

Option 2:

- Same as Option 1, but winning hand does the activity 10 times, while the losing hand does it 5 times

Rock, Paper, Scissors – Foot Action

Equipment: None

Goal: To help students differentiate between upper body and lower body, and between strength and stretching exercises.







- Partners stand facing each other
- They will do Rock, Paper, Scissors with their feet instead of their hands
- While they say “rock, paper, scissors”, they softly bounce on both feet
- Rock = feet together
- Paper = feet apart
- Scissors = one foot in front, one behind
- Winning pair of feet does an upper body strength or stretching exercise
- Losing pair of feet does a lower body strength or stretching exercise
- Post example of strength and stretching exercises on board



Roll Some Brain Breaks

Directions:

- Roll one die for each of the columns
- Perform a quick brain break that matches the number you rolled on the die
- For example: if you roll a 1-2-4-3-5 you would perform the following brain breaks:
 - 10 jumping jacks, 5 wall push-ups, 10 twists at the waist, 10 jumps over a pencil on the floor, and 10 windmills

	Column 1	Column 2	Column 3	Column 4	Column 5
1 	10 jumping jacks	Wiggle your whole body for a count of 10	Bring R elbow to L knee and L elbow to R knee 5 times	Jump in place 10 times	Rub your entire R arm with your L hand
2 	Squeeze your R hand firmly with your L hand	5 walls push-ups	Move the upper half of your body	Spin in a circle 3 times to the right	Touch L hand to bottom of R foot Repeat 5x
3 	Move the right side of your body	Spread legs apart and bend at waist looking between knees Repeat 5x	Make 10 small circles with your arms	10 jumps over a pencil on floor	Give yourself a big hug for 10 seconds
4 	Rub your entire L arm with your R hand	Touch R hand to bottom of L foot Repeat 5X	Twist at the waist 10 times with arms out to the side	Spin in a circle 3 times to the left	Make 10 large circles with your arms
5 	Touch R hand to L shoulder. Touch L hand to R shoulder. Repeat 5X	March in place with knees high for a count of 10	Squeeze your L hand firmly with your R hand	Move the left side of your body	Touch R hand to L foot and then L hand to R foot 5 times
6 	Run in place for a count of 15	Move the lower half of your body	Touch hands overhead and try to balance on one foot for 5 seconds	Tap your feet on the floor while making small circles with fingers for 10 secs	Take 10 deep breaths

Sports Galore

Equipment: None

- Students are standing at desks
- Teacher calls out the following sports skills to mimic for 10-15 seconds
 - 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 and throwing it to first base
 - Dunking a basketball

Variations:

Teacher can also integrate skills into word problems and have students repeat the number he or she calls out:

- If Juan made 5 jump shots (students act out) and 2 went in the basket, how many did he miss? (3)
- If Briana hit 2 homeruns (students act out), how many bases would she have to touch? (8)

Ask students for skills to mimic.



Stop and Scribble

Equipment: Piece of paper and pencil for every 2 students

- Students at desks with partners
- Teacher calls out physical activity
 - Jumping
 - Twisting
 - Jogging
 - 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, teachers call out new activity
- Continue until all spelling words are used.
- As students cool down, teacher will write correct spelling on board and students will check their work
- Variation: Same activity using sidewalk chalk instead of paper and pencil (outside)

Weather Vane

Equipment: None

- This is an excellent game to familiarize the class with the points of the compass
- One student chosen to be the Weather Person stands at the front of the room
- The other players stand in the aisles
- The Weather Person says, "Turn to the South," or some other direction
- The other players respond at once
- Players who turn in the wrong direction are unreliable weather vanes and must sit down
- A good pause before the direction is called often catches the players off guard
- After a few minutes of play, a new Weather Person is chosen to start another game

Variation

- Weather Bureau: The student in front represents the Weather Bureau and tells the class from which direction the wind is blowing
- If the wind is blowing from the South, the players must face South
- If the Weather Bureau says the wind is blowing from the East, all must face East
- If the Weather Bureau should say, "Hurricane," the players turn around several times
- Players facing the wrong direction must sit down
- After a few minutes of play, a new Weather Bureau is chosen
- For older children, halfway points may be names, as Northwest, Southwest, etc.

3rd-5th Grade

Inclement Weather

Activities



The following games are listed in the Kindergarten-2nd grades section of the Inclement Weather Activity section but are age appropriate for 3rd-5th graders.

Activity Name

Cup Stacking Challenges

Frozen Vocabulary

Heart Smart

Jacks, Jills, and More

Luck of the Draw

Ping Pong Dunk

Rock/Paper/Scissors Double Action

Rock/Paper/Scissors Foot Action

Roll Some Brain Breaks

12 Days of Fitness

Equipment: The holiday tune, "The 12 Days of Christmas"

- Students standing at desks
- Students will act out the following fitness song
- "On the first day of fitness, my trainer gave to me"
 - 12 jumping jacks
 - 11 raise the roofs
 - 10 knee lifts
 - 9 side stretches
 - 8 jogs in place
 - 7 jabs/punches
 - 6 kicks to the front
 - 5 hula hoops
 - 4 jumping ropes (imaginary rope)
 - 3 muscle poses
 - 2 scissors (feet apart then cross in front, feet apart then cross in back)
 - 1 stork stand (balance on one foot)
- Variations:
 - Write the activities on the board or poster board to make them easier for children to follow and to sing along
 - Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song

Balloon Ball



Equipment: Balloon or light weight ball

- Members of Team A sit in rows one, three, and five
- Members of Team B sit in rows of two, four, and six
- The aisle between the side wall and row one is Team A's goal
- The aisle between the wall and row six is Team B's goal
- The leader tosses the balloon into the air in the center of the room
- The seated players strike the ball with the open hand and try to get it over their opponent's goal
- Players may not use their fists or leave their seats
- If either of these violations occurs, a member of the team committing the violation must toss the balloon into the air
- A point is cored for each goal made
- The team with the greater number of points wins the game

Variation:

- If too many goals are scored, choose one player from each team to be a goalkeeper
- Each goalkeeper may stand and try to prevent the balloon from dropping on the floor and passing thru the goal area

Balloon Volleyball

Equipment: Balloon and long string or rope

- Divide the class into two teams seated in chairs, facing each other
- Place a string or cord across the center of the classroom
- Each team hits the balloon over the string

Rules

- No player can hit the balloon twice
- Players must remain seated
- Each team should have three rows each
- Players change rows every five points
- Fifteen points wins the game
- Team must win by two points
- All volleys must be overhand

Bean Bag Baseball

Equipment: Waste Basket and 4 bean bags

- Divide the players into two teams
- The players toss the bags into the basket from a distance of ten to fifteen feet
- Players will be seated until their turn
- One team takes a turn at bat, tossing the bean bags underhand
- Each player starts with four bean bags
- If the first or second bag goes in the basket, that player does not use the others
- If the first bean bag tossed goes in, it is a HOME RUN
- If the second bean bag tossed goes in, it is a 3RD BASE HIT
- If the third bean bag tossed goes in, it is a 2ND BASE HIT
- If the fourth bean bag tossed goes in, it is a 1ST BASE HIT
- If all 4 bean bags miss the basket, it is an OUT
- Once a student makes a basket, the next person goes.
- The score is kept by using a baseball diagram on the board
- Each player gets a git, the scorer advances the runners and records the score
- This game helps students understand baseball and softball rules





Bird, Beast, or Fish



Equipment: None

- Player A stands in front of the room, calls the name of another player and says, "Bird, beast, or fish --- beast!"
- Player A or the teacher starts counting to ten
- Player B whose name was called must name a beast before the teacher finishes counting to ten
- If Player B is successful, that player calls on another player
- If Player B is unsuccessful, Player A receives another turn
- The next player may call for any of the three classes of animals to be named before the count of ten
- Any bird, beast, or fish named by a player in the game may not be repeated by any player later in the game

Buzz

Equipment: None

- The players count in turn around the room (1,2,3,4,5 etc.)
- When the number seven or any number in which seven occurs, or any number which is a multiple of seven is reached, the player says "BUZZ," instead of the number
- **EXAMPLE:** Suppose the players have counted to thirteen
 - The next player will say "**BUZZ**," because fourteen is a multiple of seven
 - The next player would say fifteen, the next sixteen, and the next would say "**BUZZ**," because the figure seven occurs in the number seventeen
 - The count continues until the number seventy which is BUZZ-O is reached
 - From seventy, it continues as **BUZZ-ONE**, **BUZZ-TWO**, etc. up to seventy-seven, which is **BUZZ-BUZZ**

Variations:

- **FIZZ:** This is played exactly like BUZZ except that FIZZ is said in place of five, numbers with five in them and multiples of five
- The fifties are handled by saying "FIZZ-O," and so on
- "**FIZZ-FIZZ**" is said in place of fifty-five

Chip Chop

Equipment: None

- The players stand in a circle or remain seated at their desk
- CHIP designates the person on right of each player
- CHOP designates the person on the left
- If the leader points to a player and says “CHIP,” the player must name the person on the right before the leader counts to ten
- If the leader points to a player and says, “CHOP,” the player must name the person on the left before the count of ten
- A player who fails to name the designated player before the count of ten, is out; otherwise, the leader remains and points to another player

Variations:

- The leader tosses a ball to the player and says “CHIP” or CHOP.”
- The leader starts counting after the ball is caught
- If the ball is missed, it is returned to the leader, who throws it to another player
- The leader occasionally may call both “CHIP” and “CHOP” so the player must name both players beside him

Corners

Equipment: Number four corners of the room

- One student CALLER is seated with their eyes closed
- All student quietly goes to one of the four numbered corners (one, two, three, four) of the room
- After ten seconds, the CALLER chooses one number (one, two, three, four).
- Whatever number is called, all students standing in that corner are out and return to their seats
- The game continues until one player remains
- That player is the winner and becomes the new CALLER
- When only four players remain in the game, they must go to different corners

Factor It In

Equipment: 4 pieces of scrap paper labeled 2, 3, 4, and 5

- Students are divided into 4 groups and each group is sent to a corner of the room
- Teacher labels each corner of the room with one of the pieces of scrap paper
- Teacher calls out a number that is a multiple of 2,3,4,5
- Students who are in a corner that is a factor of that number will move to another corner
- Movements include:
 - Jumping
 - Skipping
 - Walking
 - Hopping on one foot
 - Marching

Example: If teacher calls out 6, students in corners labeled 2 and 3 will move to another corner

Variations: Have students move to a corner labeled with a factor of the number called. If a prime number is called, have students move to center of room.

Fit-Tionary

Equipment: None

Goal: Identify the body parts affected by the different fitness activities
Identify different sports or the name of physical activities
Identify parts of the body and other health-related concepts learned in class

- Groups of 4-5 students
- Invite one player from each group to come to the teacher
- Teacher shows a card with a word
- The player goes back to the team and mimics an activity for the group to identify it
- The group earns one point for every activity guessed in 30 seconds

Alternative: If you have space, as soon as a team guesses correctly all team members must perform a physical activity (for example: 10 jumping jacks). The team that first finishes the physical activity wins the points.

Fruit Basket



Equipment: None

- Players are seated at their desks or on chairs in a circle
- Each player is given a name of a fruit
- The same name may be given to several players
- One seat is marked so there is one seat less than the number of players
- IT stands in the center and calls the names of two fruits
- The players having these names must change places
- IT tries to get into one of the seats vacated
- If IT succeeds, the player who lost the seat becomes IT
- When IT calls, "FRUIT BASKET UPSET," everyone must change places

Jump Start Your Heart



Equipment: 6 pieces of paper labeled:

- Right atrium (jogging in place)
- Right ventricle (shadow boxing)
- Left atrium (pretend to jump rope)
- Left ventricle (twisting)
- Lungs (cross-country skiing- jumping with feet going forward and back rather than side to side)
- Body (pretend to chop wood)

- Teacher will discuss the heart:
 - What does it do? The heart acts as a pump for the body. The blood travels from the right atrium to the right ventricle, from the right ventricle it travels to the lungs and back to the left atrium. It then travels to the left ventricle and from there it goes to the rest of the body and back to the right atrium. This process repeats itself over and over.
 - Teacher labels 6 parts of the room with following activities:
 - Right atrium
 - Right ventricle
 - Left atrium
 - Left ventricle
 - Lungs
 - Body
 - Teacher sends groups of children to each part of the room that is labeled
 - Teacher calls out “start your heart” and students begin movement that corresponds to their location
 - When teacher says “blood flow” students stop and move to the appropriate location for correct blood flow
 - Students will move to the location where the blood travels next
 - Teacher again calls “start your heart” after students have moved to new location
 - Continue until students have gone to each location

Variations:

- Teacher has students demonstrate other exercises that will strengthen the heart: jumping, swimming, jogging
- Teacher can post location signs in random order



Kaleidoscope

Equipment: Signs for players to hold

- Four to eight students stand in a row across the front of the room
- The teacher gives each student a sign to hold with a color (red, blue, yellow, etc.) written on it
- The other students close their eyes and put their heads down on their desks while the COLORS change places.
- Any student who can correctly name the COLORS in their new positions and put them back in their original positions is the winner

Variations: The names of flowers, birds, states, or cities may be substituted for the colors.

Memory Lane

Equipment: None

- Students at desks with partners
- Teacher calls out one task at a time and partners complete that task at a time and partners complete that task
- Tasks should be called out in the order provided
 - High five right
 - High five left
 - Low five right
 - Low five left
 - High ten
 - Low ten
 - Backwards ten high
 - Backwards ten low
 - Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
 - Sole of shoes right
 - Sole of shoes left
 - Elbow right
 - Elbow left
 - Both elbows
- Partners repeat the tasks beginning with the first task each time
- Have students repeat sequence as fast as they can with accuracy

Memory Run

Equipment: None

- Students may remain in their seats
- The student chosen to begin the game, stands, names an object in the room and calls the name of another student
- The third student names the two objects just name and adds another to those
- Each person called must name all preceding objects in the correct order
- See how many objects can be named before someone misses

Variations:

- As the players advance in skill, have the first student run and touch an object, name it, call the name of another student and return to that players seat
- The student called runs to the same object, names it, then touches and names a second object and calls the name of a third student
- This continues until the list becomes so long that no one can remember the objects in their correct order
- Divide the class into teams
- The team that can name the greatest number of objects is the winner

Overhead Relay

Equipment: Volleyballs

- Each row is a team
- Each team should have the same number of players
- Students on a team stand in a line one behind the other behind a starting line
- Establish a turning line a few feet in front of the starting line (distance depends upon the space available)
- The first person in each line has a volleyball
- On the starting signal, the ball is passed over the head to the person behind, who passes it to the next, and so on
- When it reaches the end person, that player runs forward, crosses the turning line, runs back to the front of the players' own team, steps behind the starting line (the team keeps moving back to make room) and passes the ball over the head to the first person in line
- This procedure takes place until all are back to their original positions
- Every person in each line must handle the ball as it is passed back
- Failing to do so is considered a foul
- If the ball is dropped, the person dropping it must retrieve the ball and get back in position before passing it on
- The team finishing first, without having any fouls, is the winner

Variations:

- Pass the ball between the legs

Ringer pass

Equipment: Deck tennis rings or cardboard donuts

- Each row is a team
- One deck tennis ring or nine-inch donut cut from cardboard is needed for each team
- Players turn sideways in their seats facing the same direction with their feet in the aisles
- The first person on each team hangs a donut on the toe of the left foot
- At a signal, the first player tries to hang the donut on the LEFT toe of the second player
- The players help each other, but they are NOT permitted to use their hands in transferring the ring from one person to the other
- They may not leave their seats
- If the ring is dropped, it cannot be picked up using their hands
- The donut is passed down the line from LEFT toe to LEFT toe until it is received by the last player
- The last player receives it on the LEFT toe, takes it in the hand and hangs it on the RIGHT toe, and starts it back up the line, passing it from RIGHT toe to RIGHT toe
- As soon as the first player on the team has it on the RIGHT toe, that player takes it off with a hand and holds it up in the air
- The team finishing first wins
- Score ten points to the team in first place
- Five points to the team in second place
- Three points to the team in third place



Scavenger Hunt

Equipment: Items for students, score sheet

- The class is divided into four teams with each team assigned a CAPTAIN
- The teacher asks the class for an item such as band-aids
- Without leaving their seat, the student who has a band-aid, passes it to the CAPTAIN, who holds it in the air
- The first team who has the item gets one point
- Players cannot leave their seats to get items called for
- The following suggested items can be used:
 - Rubber band
 - Pennies
 - Safety pin
 - Picture of a dog
 - Plastic ruler
 - Watch
 - Paper clip
 - Red crayon

Scramble Word Football

Equipment: Large drawing of a football field with ten-yard markings
Small scale paper football (masking tape on back)
Five letter word list
Dry erase markers and dry erase whiteboard

- Divide the class into two teams such as the JETS and DOLPHINS
- The teacher flips a coin and the winner of the coin toss has the chance to unscramble the first word on the list
- The teacher places the football on the fifty-yard line and puts a five-letter word on the board with the letters scrambled
- If the scrambled five letter word is KOSEM and a player on the JETS correctly calls "SMOKE," the ball is advanced ten yards

Rules:

- The object of the game is to advance the football to the opponents' goal line, scoring a touchdown for 6 points
- Each team attempts to advance the football ten yards towards their opponent's goal line by correctly guessing the scramble word
- A word incorrectly guessed by one team can be correctly guessed by the opposing team
- This will advance the football ten yards in the other team's direction
- Team A gets the chance at the first scramble word
- Team B has the chance to guess the second scramble word regardless of which team guessed the first word correctly
- Teams alternate chances at guessing the scramble word within a fifteen second time limit
- After a touchdown, the football is returned to the fifty-yard line and the team not scoring a touchdown is given the next scramble word
- Players must raise hand to guess word
- The teacher will penalize a player who calls out or displays unsportsmanlike conduct
- The penalty is a ten-yard advancement of the football



FIVE LETTER WORD LIST
FOR
SCRAMBLE WORD FOOTBALL

You may want to choose words in categories such as: health, food, colors, numbers, etc.

about	bread	daddy	globe	light	pasta	sauce	start
above	break	daisy	glory	liver	patch	scare	state
actor	broom	dance	going	llama	peace	scarf	stick
after	brown	dirty	goose	local	peach	scary	sting
again	brush	dodge	grade	loose	pearl	scent	stock
agent	bully	doing	grain	loved	penny	scope	stone
alien	cable	dough	grand	lucky	petal	scout	storm
alive	candy	drama	grant	lunch	phone	sense	story
alley	catch	dream	grape	magic	photo	serve	stove
allow	cause	dress	graph	mango	piano	seven	sugar
alone	chain	drink	great	maple	pizza	share	super
along	chair	drive	greed	march	place	sheep	sushi
angel	chaos	eager	green	match	plain	shelf	sweet
anger	chase	eagle	group	media	plane	shell	swing
angle	cheer	early	grove	melon	plant	shine	table
apart	chess	earth	guard	mercy	plate	short	teeth
apple	chest	eight	habit	metal	point	shout	there
apron	child	event	happy	meter	power	sight	thing
arrow	class	every	heard	model	press	silly	today
award	clean	extra	heart	money	price	sixty	tooth
bacon	clear	fable	heavy	month	pride	skate	topic
baker	clock	fancy	honey	mouse	proud	skull	total
beach	close	fever	honor	mouth	puppy	sleep	touch
beard	cloud	field	horse	movie	purse	small	tower
beast	clown	fifty	house	music	quack	smart	track
being	coach	fight	human	nasty	quart	smell	treat
belly	color	first	hyper	never	queen	smile	trout
below	comet	flame	image	night	quest	snail	truck
bench	cough	flood	jelly	ninja	quick	snake	trust
berry	count	flute	jolly	north	quiet	socks	tulip
birds	court	focus	judge	oasis	radio	solid	unity
birth	cover	force	juice	ocean	range	solve	value
black	craft	forty	knife	offer	reach	sorry	valve
blast	crazy	forum	koala	often	ready	sound	video
block	cream	fresh	later	olive	rhyme	south	voice
blood	crime	frown	latte	onion	right	space	wagon
board	cross	fruit	laugh	order	river	spoon	whale
bored	crown	funny	leave	organ	rough	sport	worry
brain	cupid	ghost	ledge	paint	round	stage	worse
brand	curve	giant	lemon	paper	royal	stand	wrong
brave	cycle	given	level	party	salad	stars	

Sentence Play



Equipment: Dry eraser markers and dry erase whiteboard

- Students are seated in rows facing the board
- Each row is allotted a space on the whiteboard
- The first player in each row is given a dry erase marker
- At the signal to run, that player goes to the whiteboard and writes the first word of a sentence, returns and sits in seat and gives the dry erase marker to the second player, who writes the second word of the sentence
- As the game progresses, each player adds a word and period which completes the sentence
- The first team that completes a sentence is the winner

Variations:

- Teacher can choose a topic on what the sentences should be about (Sports, health, exercises, etc.)

Silent Detective



Equipment: Clothes pin or large paper clip

- Students close their eyes and lower their heads
- The teacher walks around the room and places the clothes pin or paper clip in a visible location on a student
- The class is told to stand up and walk around the room silently, attempting to locate the student who is wearing the clothes pin
- When a student has found the player wearing the clothes pin, the student returns to their seat
- All students continue to try to find the player wearing the clothes pin until all players are seated
- No player may touch another player while searching for the clothes pin

Silent Dynamite



Equipment: Eraser, beanbag or small six-inch playground ball

- All players sit on desks or tables
- Each player tosses the eraser, bean bag, or ball gently to another player, so it can be caught
- If a player misses the eraser, bean bag, or ball, that player is out and sits down in their seat
- The last remaining player is the winner

Variations:

- Use two erasers and divide the class in half to increase action
- Emphasize players are to toss object so that other players can catch it
- Players may not attempt to trick others or throw hard
- To increase difficulty, students can toss object with opposite hand or catch with one hand

Spelling Tag



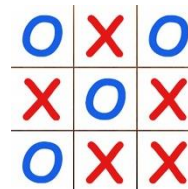
Equipment: 2 different colors of paper, tape

- Students get into 2 groups
- Teacher hands out a piece of paper to each student, with half getting one color and the other half getting another
- Students write spelling list on the piece of paper, while teacher writes an activity on the board
 - Jumping Jacks
 - Marching
 - Knee Lifts
 - Scissors (feet apart, then cross in front, feet apart, then cross in back)
 - Hopping
 - Twisting
- Students will help each other tape spelling lists to backs of shirts
- Students divide into 2 groups based on color of paper
- On signal, students will circulate and select a partner with another color
- When selected, the student will pick a word from the spelling list and request that the other student spell that word
- While spelling, the student will perform the activity written on the board
- Partner checks the back of the other student's shirt to make sure that word was spelled correctly
- Teach can change activity on the board as desired

Variations:

- Reduce spelling list to limit time of activity
- Students can write vocabulary list and definition instead of spelling words

Tic Tac Toe Tournament



Equipment: Paper and pencil
Tournament (single elimination) Bracket Sheet

- Each student chooses one opponent for the Tic Tac Toe Tournament
- The object of the game of Tic Tac Toe is to get three X's or three O's, vertically, horizontally or diagonally

Tournament Rules:

- Flip a coin to determine which player begins in game number one
- In game number two, the opponent begins first
- Players alternate beginning first in each succeeding game
- Players play five games
- The player who wins most of games is the winner
- After five games, if players are tied, they play until the tie is broken
- The winners report to the teacher who places their name on the single elimination bracket sheet, until all players have been eliminated and there is one Tic Tac Toe Champion
- Players who have been defeated can play practice games against other players who have lost
- Permit the championship game (last two players) to play on the board so all students can watch

Twenty Questions

Equipment: None

- One player is given the opportunity to see if the rest of the class can guess the name of a chosen subject
- The teacher should be told what the subject will be
- The player states whether it is animal, vegetable, or mineral or a combination
- The rest of the players can ask as many as twenty questions to find out what the subject is
- The questions must be of the type that can be answered by “Yes,” “No” or “I don’t know.”
- The first questions should be general and gradually narrow down to final details
- For example: “Is it a person?” “Is the person alive?” “Does the person live in America?”

“Does the person live in the United States?”

- The person who first names the subject is given the next opportunity to answer questions on a subject
- If the class does not guess in twenty questions, the player tells the class the answer and chooses another member of the class to take the next turn

Variation:

- The subject chosen can be an athlete, famous singer, movie star, etc.
- A time limit may be set, and the questions asked as rapidly as they can be answered

What's for Dinner?



Equipment: 1 paper plate per students, crayons and marker

- Students are sitting at desks
- Teacher passes out 1 plate per student
- Students will draw a nutrition or typical meal on their plates
- Student will choose a partner and stand up at their desks
- One partner will hold both plates
- On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates for 30 seconds
- Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity for 10-15 seconds
 - Jogging in place
 - Waving plates up and down in front of body
 - Swimming underwater using plates for fins
 - Jumping jacks while holding plates
- Continue activity for 10 seconds and switch by giving plates to other partner and repeat as many times as desired
- Have students return to desks with their own plates and discuss a nutrition concept such as healthy food choices and portion sizes.
- Have students identify the healthy foods they drew on their plates
- Continue discussion as part of a nutrition lesson

What's My Line?

Equipment: None

- The class tries in turn to guess the occupation chosen by one of the members of the class
- The leader should know the occupation chosen
- If possible, the questions should be answered by "Yes" or "No" or "I don't know."
- After a total of ten NO answers, another student chooses a new occupation

Variation:

- Teams can be formed, and points awarded for correctly guessing the occupation
- The teacher can select a panel of six students to ask questions

Who Am I?

Equipment: None

- A student sits in a chair in front of the room facing away from the class
- The teacher selects a student to quietly go to the back of the room and say, "Who Am I?"
- The student in the chair must identify the voice
- If the guess is wrong, the student who said, "Who Am I?" replaces the student in the chair
- If the student guesses correctly, the teacher chooses another student to say, "Who Am I?"

LARGE GROUP ACTIVITIES



CAPTURE 4

- Place 25-30 beanbags or deck tennis rings in the center of the field.
- Place 8-10 hoops equal distance from the center.
- Line up three students behind each hoop.
- The first student runs to the center and retrieves an object and places it in their hoop. The next student has the option of retrieving an object from the center or from another team's hoop.
- Students may retrieve only one object at a time.
- The first team to place 4 objects in their hoop is the winner.

CROSSOVER

- Divide class into two teams.
- One team (the runners) begins at one end of a designated area, and the other team (the taggers) is at the other end.
- On the signal, the runners try to cross over the other team's end line without being tagged.
- Hoops are spread out in the designated area and may be used as safety hoops (no tagging).
- If a student is tagged before getting to a safety hoop or crossing over the end line, they must return to the starting line.
- Play the game for 2-3 minutes, then switch roles.

HIGH FIVE RECALL

- Partners face each other 15-20 ft. apart.
- Using a locomotor movement, students meet in the middle and give each other a high five and return to line.
- The teacher then calls out a new locomotor movement.
- The student must do previous movement and then new movement.
- This continues using various locomotor movements and repeating all calls.

NUMBER HUDDLE

- Student stand in a scattered formation.
- The teacher will roll foam dice.
- Students will form a huddle matching the number on the dice.
- If dice are not available, the teacher will clap her hands and students must form groups matching the number of claps.

PASSING BY

- Cones are scattered around the playing area.
- The challenge is to use various locomotor movements see how many different cones each student can touch in a set amount of time.
- Add poly spots and have students circle a cone and touch a poly spot.
- You may also divide the class into two groups.
- One group will be the tree cutters and will push the cones over while the other will be the tree planters and will put them back up.
- At the end of a set amount of time see which group the winner is.

SHAPE UP

- Place circle, stars, squares, etc. of different colors in the playing area.
- Students spread out in playing area and perform a specified locomotor movement.
- On the teachers signal each student picks up a shape.
- The teacher will ask the students to find someone with the same shape, same color, same shape and color.

SHARKS

- Place several hula-hoops around the playing area.
- Students are scattered throughout area and performing a specified locomotor movement.
- When the teacher yells “shark” students must quickly find an island (hoop) to stand in. More than one student may stand in a hoop.
- As the game continues, hoops will be removed.
- Students’ work cooperatively to ensure all students safely finds a hoop space.
- Remove only enough hoops to keep the game safe.

WINNERS’ COURT

- This game can be played using either box ball or volleyball skills, with/without a net. There are 3 teams of 6 in this game.
- One side of the court is the winners’ court and all serves will come from this side.
- The server will be about 15-20’ from the center of the court.
- Team 1 will start in the winners’ court and will serve to team 2.
- Team 3 will be on the sideline next to team 2.
- The sideline team should always be next to the receiving team because that is where the sideline team will always enter the game.
- If the receiving team wins the point, they will go to the winners’ court and serve to the team that was on the sideline.
- If the winners’ court team wins the point, they will stay, and the sideline team takes the place of the receiving team.

JUMP ROPE SKILLS



JUMP ROPE SKILLS

INTRODUCTION

Jump rope has become one of the most popular cardiovascular fitness activities. It can be performed indoors or outdoors, requires a minimum amount of space, is inexpensive and very simple to use. Rope jumping can be adapted to meet the needs of the highly skilled athletes as well as the needs of participants with some physical limitations.

GENERAL JUMPING HINTS

- Hold rope loosely, using thumb and index finger for control.
- Elbows remain in at waist level with arms extended sideways at about a ninety-degree angle.
- The body should remain erect but flexible.
- Use circular wrist motion to turn the rope.
- Jump on the balls of the feet with a soft landing. Flat-footed landings can cause ankle, knee, and shin problems.

BEGINNING ROPE JUMPING

- It is not uncommon for beginning participants to have trouble handling the ropes.
- Difficulties may involve snapping, slamming, or whipping the rope or using only one arm.
- There are a variety of teaching techniques that can be used to help participants experience early success.
- The following step-by-step progression can be used, or any one of the following procedures may help the participants.
- Turning the rope over the head of the jumper and catching it under the toes.
- Holding the rope stationary, jump forward and backward over the rope.
- Swinging the rope slightly, jump backward and forward over the rope.
- Increasing the swing gradually until a full turn of the rope is attempted.
- Holding the hands together on one side, swing, or twirl the rope.
- While swinging the rope to one side, jump in place as rope touches the floor.
- Turning a long rope, the turner matches the rhythm of the jumper.
- Standing next to a jumper, outside the rope, a participant matches the rhythm of the jumper.
- Jumping to the sound of the rope as it touches the surface.
- Exploring individuals' ideas.



PARACHUTE ACTIVITIES



PARACHUTE ACTIVITIES

BATTLE BALL

- Use the same formation as in “**Ripples and Waves.**”
- Divide the class into two teams such as the Greens and the Blues.
- Place one ball in the center of the parachute.
- On the signal, “Go,” both teams try to shake and bounce the ball off the parachute on the other team’s side.

CHANGE PARTNERS

- Number the class off into fours (1-2-3-4) and follow the instructions given for making the “umbrella.”
- When the parachute is in the full extension overhead, call any number from 1 to 4.
- The numbers called will change places with each other by running under the new umbrella to their new positions.
- When the numbers just called are in their new positions, repeat the same process again and call different numbers to change this time.
- Repeat until all the numbers have been called.
- Later, you can have the children perform different locomotor skills (skipping, jumping, hopping, etc.) as they change positions.

THE FLOATING CLOUD

- Follow the same procedures as in making an umbrella.
- When the students’ arms are in full extension and the parachute is in the full umbrella position, on your signal the class will turn loose at the same time and let the parachute glide to the floor.

HOT AIR BALLOON (Mushroom)

- Use the same procedures as in the umbrella.
- As the students stand and raise their arms to full extension, they should all walk toward the center 4 to 5 steps.
- The parachute will billow up toward the ceiling like a big balloon.
- As the chute starts to deflate, they move back to their starting position.

INSIDE THE MOUNTAIN

- Follow the same procedure for making a mountain.
- When the chute is in its peak position, have the class pivot in place (turn halfway around), kneel, and pull the parachute down in front of them.
- Keep the knees on the edge of the parachute to keep the air inside.

MERRY-GO-ROUND

- Have the children grasp the parachute with one hand and all face the same direction. On your signal, the class will go around in a circle using whatever form of locomotion you call out.
- On your next signal, the class will pivot in the opposite direction, re-grasp with the other hand, and continue.

THE MOUNTAIN

- Have the students follow the same procedure for making an umbrella.
- When the parachute is in its peak position, have the children pull the edges of the parachute to the floor and place their knees on the edge of the chute and hold their arms in the air.

NUMBER CHANGE

- Use the same procedure for making the **“Mountain.”**
- When the children pull the parachute over them, have them sit on the edges and lean back against the parachute.
- The children are numbered off 1-2-3-4.
- When a number is called, these children will change places by crawling under the parachute.

PEEK-A-BOO

- Use the same procedure for making, **“Inside the Mountain”** except the children will lie on their stomachs with their heads inside the parachute and their forearms on the edges.
- On the signal, “Out,” everyone at the same time will poke their heads outside the parachute.
- On the signal, “In,” they pull their heads back in.

POPCORN

- Follow the same procedures as in **“Ripples and Waves”**, except that any number of balls are thrown on top of the parachute.
- The bouncing balls will sound and look like popping popcorn.
- (This gives the arm and shoulders a good workout).

RIPPLES AND WAVES

- To make “ripples,” put the class into a circle around the parachute.
- Have the children grasp the edges firmly with both hands, palms down, and at waist level.
- Now, shake the parachute vigorously. (This is a good warm-up)
- To make “waves,” have half the class raise its end of the parachute while the other half of the class lowers its end of the parachute.
- Repeat with each half of the class doing just the opposite of what they did before.
- **Variation:** Students number off starting with “1.” As the ripples and waves are formed, teacher calls out a number or series of numbers to run under and across to the other side.

THE UMBRELLA

- Begin with the parachute flat on the floor.
- The class is in the stoop position grasping the edges of the parachute.
- On the signal, everyone – without moving his or her feet- stands up pulling the parachute off the floor and raising their arms to full extension overhead.
- The parachute will billow overhead like a big umbrella.
- Keep the arms extended and do not let go or walk around toward the center.

THE WAVE

- To make the wave go smoothly all around the circle is a real team effort in timing and staying alert.
- Begin with everyone holding on to the parachute and in a stoop position.
- On the signal, “Begin,” an appointed student (A) stands with his or her arms straight overhead.
- The person (B) next to the appointed student begins his or her stand when (A) is halfway up.
- Continue this motion, person to person, all the way around the circle. This takes practice but is a lot of fun.

RELAY ACTIVITIES



ATTENTION RELAY

Space: Field Area

Equipment: Cones

- Formation: Six or seven teams lined up in relay formation
- Divide the class into six or seven equal teams, no more than 4 students per team.
- Players in each team are numbered consecutively from front to back
- The leader says “Attention – number 4 (or any other number)!” All number 4’s run out of the line to the right, run forward and around the cone on the turning line, back to their own line, keeping to the right, around the end of the line back into their own line
- The first number to come to attention in their own place gains a point for their team
- Numbers should be called at random, sometimes calling a number twice in succession, so that students must pay attention throughout.
- The team with the most points has “paid the best attention” and is the winner
- Variations: Math skills – The teacher can call out a math problem (addition, subtraction, multiplication or division) and the answer of the math problem would be the number that would be called out. The student would be solving math problems and must know the answer to know what student would be running out.

BALL BOUNCE RELAY

Space: Shelter Area or Hardcourt

Equipment: Large rubber ball

- Bounce a large rubber ball while walking to the turning line, then pick up the ball and run back

FETCH AND CARRY RELAY

Space: Hardcourt, Field Area, or Shelter

Equipment: beanbags, deck tennis rings, small objects, hula hoops

- Draw a 2-foot circle about 15 feet in front of the starting line
- 15 feet beyond that, draw another circle
- In the nearest circle, place 3 beanbags, deck tennis rings or other small objects
- The first player in each line runs to the first circle and one at a time, carries the 3 beanbags to the other circle and places them in it
- Then, that player runs back and tags the second player
- The second player runs to the far circle and one at a time, replaces the beanbags in the first circle
- This continues until each has had a turn and returned to their own position

OVER AND UNDER RELAY

Space: Field Area, Hardcourt or Shelter Area

Equipment: 1 ball (any size)

- This game is like Overhead Relay
- Except that alternate players pass the ball between their legs instead of over their head

OVERHEAD RELAY

Space: Field Area, Hardcourt or Shelter Area

Equipment: 1 ball (any size)

- The first person passes a ball over their head to the next person
- It is passed to each player in turn
- EVERYONE must handle the ball
- The last person runs to the turning line, crosses it, runs back and stands in front of their own team, behind the starting line (the team keeps moving back to make room) and passes the ball overhead to the next person
- This continues until all are back in their original places
- It is a foul if the ball is passed without all players having handled it
- A foul disqualifies the team

PUT AND TAKE RELAY

Space: Field Area, Hardcourt or Shelter Area

Equipment: beanbag or small objects and cones

- The teacher will place a cone at the designated spots for the beanbag or small object
- The first person in each line has a beanbag or other object
- On the starting signal, that person runs forward and “puts” the beanbag on the ground just behind the goal line, then runs back and tags the second person
- The second person runs forward and “takes” the beanbag back to the next player
- This continues with alternate players “putting” and “taking” the beanbag

RESCUE RELAY

Space: Field Area

Equipment: Cones

- The 1st person in each line runs to the goal line, then runs back and grasps the hand of the 2nd person in line and runs with the person to the goal line
- The 1st person remains there and the 2nd person goes back and gets the 3rd person
- They run together to the goal line, then the 2nd person stays there (behind the 1st person) while the 3rd person goes back to get the 4th person
- This continues until each player in turn has been escorted (by the person in front of them) to safety
- The first team to get lined up behind the goal line is the winner
- Teach the rescuer to turn BEFORE they grasp the hand of the next person, otherwise they may fail to grasp the hand which will be on the inside when they are side by side, making it difficult to run

ROCKET SHUTTLE RELAY

Space: Field Area, Hardcourt or Shelter Area

Equipment

- Divide your class into teams of three or four and line them up on one side of the gym or playing field. Each team receives a hula hoop.
- On your whistle, the first member on each team steps into their hoop, holds it at waist level, then runs to the other side of the gym and back.
- When the first runner returns, teammate number two steps into the hoop and together, the two teammates run back across the gym. Then the third member gets into the hoop until finally, all four teammates are inside the hoop shuffling as fast as possible back and forth across the gym.
- The first team to stuff every member into the hoop and return to the start line is the winner.

SIMPLE RELAY

Space: Field Area

Equipment: Cones

- The team lines up in a single file line behind the starting line
- There should be the same number on each team
- On the starting signal, the first person in each line runs forward, crosses a marked line or runs around a cone, turns around, runs back, tags the extended hand of the second player, and goes to the end of the line
- The 2nd person in line runs to the marked line or cone and back
- Tags the 3rd person and goes to the end of the line
- This continues until everyone is back into their starting place
- When the last person returns to the line, everyone in line raises their hand to show the team is finished
- The first team finished is the winner
- It is a foul:
 - For any player, other than the first one, to run before being tagged
 - For a runner to turn back before crossing the finish line
- One foul disqualifies a team

UNDER THE LEG RELAY

Space: Field Area, Hardcourt or Shelter Area

Equipment: 1 ball

- The ball is rolled by the first player through the legs of the entire team
- The last player in the line picks the ball up and runs around the designated marked line and returns to the front of their line and continues rolling the ball until all players have finished their turn

BASKETBALL RELAYS

- Dribble the ball to the cone and back. Now try it with one hand only. Switch hands
- Dribble with the right hand to the cone, then from the cone back to the line, dribble with the left hand
- Dribble as you shuffle to the cone and back
- Roll the ball as you run beside it (keeping it in control) to the cone and back
- Dribble the ball backwards to the cone and back
- Move the ball around your waist as you jog to the cone and back
- Dribble the ball twice with the right hand and then twice with the left hand, continually switching, as you go to the cone and back
- Shuffle sideways passing the ball to a partner around the cone and back
- Dribble the ball forward five steps, then back two steps. Keep doing this until you get around the cone and back
- Hold the ball with two hands high over your head as you run around the cone and back
- Carry the ball behind your back as you go around the cone and back
- Hold the ball between your knees and hop around the cone and back

BEANBAG RELAY

- Throw the beanbag up with one hand to the cone and back. Now, use the other hand
- Balance the beanbag on your head as you go to the cone and back
- Balance the beanbag on your elbow as you have an arm bent and out in front of you around the cone and back
- Hold the beanbag between your knees as you hop to the cone and back”.
- Kick the beanbag on the ground as you go to the cone and back
- Balance the beanbag on your foot as you walk, as fast as possible, around the cone without dropping the beanbag
- Hold the beanbag using only your shirt and run around the cone and back
- Walking backwards, push the beanbag with the sole of your foot around the cone and back
- Slide the beanbag along the floor towards the cone (try to hit it), go pick it up and run it back
- Balance the beanbag between your shoulder and cheek as you go around the cone and back
- Kick the beanbag around the cone and back as you do the crab walk
- Balance the beanbag on the back of your hand around the cone and back
- Throw the beanbag from hand to hand in an arc-like fashion as you go to the cone and back.
- Sprint the beanbag to the cone and then throw it to the next person in line
- Balance the beanbag on the back of your neck and crawl to the cone and back

FOOTBALL RELAY

- Hold the football like a running back and run around the cone and back
- Hold the football on its ends, with arms extended, as you go around the cone and back
- Throw the football up in the air as you run. Now, try to make it spiral. Now, throw it up so that it spins end to end
- Kick the football like a soccer ball to the cone and back
- Run with the football to the cone. Stop, and from the cone, throw it to the next person in line then run back to the end of the line
- Hold the football in the palm of one hand trying to balance it to the cone and back
- Run backwards with the football around the cone and back
- Start your turn with a small punt to yourself and run to the cone. Do the same thing on the way back
- Hold the football with both hands behind your back to the cone and back. Now try it with one hand behind your back
- Using only one hand, hold the football on your head to the cone and back
- Run the football to the cone. Leave it there and tag the next person in line. That person picks up the football and runs it back to the next person in line
- Run with a partner and continually pass it back and forth with an underhand toss to the cone and back
- The first person in line hikes the ball to the second person in line. The first person then runs to the cone and catches the throw from the second person. The first person runs the ball back to the line
- Pass the football around your waist as you run to the cone and back

FRISBEE RELAYS

- Hold the Frisbee like a steering wheel to the cone and back
- Throw the Frisbee low to the ground towards your cone
- Pick it up, touch your cone, and run the Frisbee back to the next person
- Roll the Frisbee on its edge towards your cone trying to hit it.
- Pick it up, touch the cone, and run the Frisbee back to the next person
- Balance the Frisbee on your head around the cone and back
- Toss the Frisbee from one hand to the other as you run to the cone and back
- Run the Frisbee to the cone.
- At the cone, throw the Frisbee low to the ground towards the next person in line, then run to the back of the line
- Use two hands and throw the Frisbee up in the air.
- Catch the Frisbee as though you were clapping.
- Keep doing this as you run to the cone and back
- Put one foot on the underside of the Frisbee and drag the Frisbee to the cone and back.
- Try doing the same thing running backwards
- Throw the Frisbee as you normally would throw it (lightly), but to yourself.
- Do this as you run to the cone and back
- Hold the Frisbee as though it were a pizza box.
- Try balancing it
- Put the Frisbee between your knees and hop around the cone and back without dropping the Frisbee

HULA HOOP RELAY

- Run around the cones while holding the hula-hoop with one hand
- Run around the cones while holding the hula-hoop over your head with two hands.
- Now try holding it overhead with only one hand
- Stand inside the hula-hoop and run around the cones and back
- Roll the hula-hoop on its edge to go around the cones and back
- Run with the hula-hoop on the floor and keep both feet within the hoop always while going to the cone and back
- Run with only one foot inside the hula-hoop as you drag it around the cone and back
- Use one hula-hoop per group.
- The first person runs around the cone holding the hula-hoop in front of them, then they come back to get the second person; together, they run around the cone and come back to get the third person, and so on... (Everyone stays outside of the hula-hoop)
- Use one hula-hoop per group.
- The first person runs, while inside of the hula-hoop, around the pylon and comes back to get the second person.
- That person joins the first person inside of the hula-hoop and together they go around the pylon.
- They come back to get the third person, and so on... (Everyone remains inside of the hula-hoop)

JUMP ROPES RELAY

- Run around the cones while dragging the jumping rope behind. If the rope is too long, you can fold it in half
- Fold the rope in half and run around the cones swinging the rope from one side to the other
- Run and skip around the cones and back. Use the jumping rope the way it was intended to be used
- One person runs around the cones holding the jumping rope and comes back to the start where the next person joins them and so on
- As a group, everyone makes a circle with the rope and one person runs in the middle of the rope (without touching it) to the cones and back. Switch the person in the middle
- As a group, everyone holds the rope with two hands above their head in a straight line. The whole group runs around the cone and back. Then, before the next turn happens, the person at the front moves to the end and everyone moves up
- Two people run with the jumping rope holding one end each. Try to keep the jumping rope tight

LOCOMOTOR RELAYS

- Run around the court and back. Now try jogging or walking
- Speed walk around the court and back
- Skip around the court and back
- Gallop around the court and back
- Hop around the court and back
- Leap around the court and back
- Kick your feet out in front of you as you run to a designated area and back
- Run backwards around the court and back. Now try jogging and walking backwards as well
- Run with your arms straight up over head as you go to a designated area and back
- Run with your hands on your hips as you go to a designated area and back
- Hop on one leg and switch half-way as you go to a designated area and back
- Pretend you are an animal as you go to a designated area and back (Examples: crab, snake, kangaroo, rabbit, bear, elephant, tiger, lion, fish, monkey, etc....).
- Shuffle your feet while moving sideways to a designated area and back
- Move sideways and cross one foot over the other as you go to a designated area and back
- Move sideways and put one foot in front of the other and then put it behind continuously as you go to a designated area and back
- Run with your arms behind your back to a designated area and back
- Run with your hands on your head to a designated area and back
- Run with high knees to a designated area and back
- Do controlled lunges to a designated area and back
- Run to a designated area and do ____ (number of exercises) before returning (push-ups, sit-ups, jumping jacks, scissor jumps, etc....)

SCOOTER BOARD RELAY

- Sit on the board and use your heels to drag the scooter board around the cone and back
- Sit on the scooter board and use your feet to push the scooter board around the cone and back as you move backwards
- Sit on the scooter board and use your feet and hands to get the board around the cone and back

SOCCER RELAYS

- Dribble the ball around the cones using both feet. Keep the ball close to your body
- Dribble the ball around the cones with the right foot only. Use both sides of the foot
- Dribble the ball around the cones with the left foot only. Use both sides of the foot
- Dribble the ball backwards around the cones using both feet
- Roll the ball sideways with the bottom of one foot to the cones and come back using the other foot
- Control the dribbling of two balls around the cones and back
- With people at two ends of the field, pass and follow your pass. Go to the end of the other line
- Start the relay with a throw- in towards the cones. Chase down the ball and dribble it back
- Dribble the ball back and forth using only the inside of the feet to the cones and back
- Dribble around the cones and back by using only the outside of both feet

SMALL GROUP GAMES & TAG



EVERYONE'S IT TAG

Space: Field Area

Equipment: Cones

- Establish boundaries in a field area using cones
- Every student is IT
- If a student tags another student, the tagged player must stand still, but they can tag runners that pass by
- If two players tag each other at the same time, both players, must stand still
- The game continues until there is only one player left

FLAG TAG

Space: Field Area

Equipment: 4 cones and 1 flag per student

- Section off an area (30x30) with cones
- Scatter students in area; each wearing flag
- The object is to avoid having your flag pulled and to pull others' flags
- Everybody is IT
- On the signal, move to pull others' flags while avoiding having yours pulled
- If your flag is pulled, pick it up, run outside the boundaries, do 3 jump tucks, put flag back on and rejoin game

GRAB IT AND GO

Space: Field Area

Equipment: Bean bags, rubber rings (need 30 or more objects)

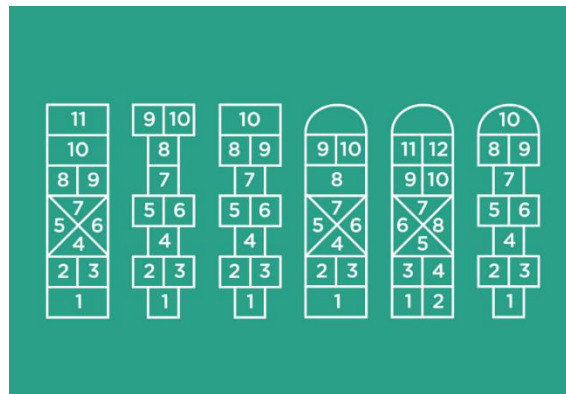
- Equipment is scattered behind safety lines (mark area with cones) along two sides of the playing area
- Two or three taggers are chosen to begin protecting the objects from being “taken” by the non-taggers
- At the “go” signal, non-taggers who are standing at “home” try to retrieve one object at a time from behind the safety lines and take it back “home” without getting tagged by the taggers (who can go anywhere in the general space)
- If they are tagged before getting home, they must return the object and start again
- Non-taggers are “safe” any time they cross into “home” and cannot be tagged by the taggers
- Set a time limit and count how many objects were taken home
- Select 2-3 new taggers and play again

HOPSCOTCH

Space: Hardcourt Area

Equipment: beanbag, pebble, or small object

- There are many different variations of Hopscotch
- It is best to play the game with a very small group or use as a station
- Each player should have some small object to toss which he/she can identify
- The first player throws the object into the number block
- If successful in getting it inside the lines, the player hops over this block and then hops into every block in order
- Where there are two blocks side by side, go into both at the same time; that is, jump and land with one foot in each box
- Upon reaching the end blocks, the player jumps into the air, turns about where the object is
- The player picks up the object, hops into this block and hops out
- The player throws the object into the number two block, hops into another one, hops over two and continues as before
- Each time the player starts over, the object is thrown into the next higher block
- Play continues until a “miss” is made by any of the following:
 - Tossing the object so that lands on a line or in the wrong box
 - Stepping on a line
 - Putting down the other foot, except on the first toss into block one, the object is left in the block where it was when missed
 - The first player to get the object to the end block is the winner, provided each person in the group has had at least one turn



OCTOPUS

Space: Field Area

Equipment: 1 Hula Hoop per group

- Have students get in groups of 3-4 inside a hula hoop, waist high and stand in a specified area marked with cones
- Select one group to be the taggers
- When the teacher gives the signal, all groups must move simultaneously and try to avoid the taggers
- If a group is tagged, they must perform a selected locomotor movement, for a prescribed number of repetitions and then return to the game
- After a few minutes, select a new tagging group and play again

QUICK SWITCH

Space: Field or Hardcourt Area

Equipment: 10-15 poly spots or bases

- For a class size of about 24-30 students, choose 3 taggers
- Also, choose 7 students to start out scattered standing on a poly spot
- The object of the game is to be standing on a poly spot when the game concludes
- When the signal is given, all students begin trying to switch with any student standing on a poly spot
- Any student at any time during the game can switch with someone on a spot by simply tapping them on their shoulder
- When a student on a poly sport is tapped on the shoulder, they must leave their sport and try to go to another spot
- They may not retap the person who just tapped them
- The taggers are trying to “slow down” everyone who is not on a spot by tagging them
- When a student gets tagged, the tagger will tell them a movement (10 jumping jacks, hop 10 times)
- The student who was tagged must perform that movement at the designated area and then return to the game
- After 2-3 minutes, the stop signal is given, and everyone freezes
- The students who are on a poly sport are the winners
- Select new taggers and begin again
- Music may be used as the signal for starting and stopping the game

PAIRS TAG

Space: Field Area

Equipment: None

- Have students choose a partner
- Select one of the partners to be IT
- That person tries to tag only their chosen partner
- If a tag is made, the "IT" designation switches over and the chasee becomes the chaser
- Only fast walking allowed, and 3 seconds must elapse between tags

PIRATE TREASURE

Space: Field or Hardcourt Area

Equipment: 1 hula hoop and 1 beanbag per group

- Divide students in groups of 4,
- One guard and three pirates
- Give each group a hula hoop and beanbag
- The beanbag is considered the gold
- The object of the game is to select one student to be the guard and guard the piece of gold (beanbag) placed in the center of the hoop
- The guard may not step into the hoop
- All students must circle the fold and the pirate that steals the gold without being tagged is the new guard

SORE SPOT TAG/HOSPITAL TAG

Space: Field Area

- Select one of two persons to be IT
- IT tries to tag any student
- When a student is tagged, the person must hold the spot where she/he was tagged (with one hand); but that person is still in the game
- Hold the first spot tagged with either hand
- Hold the next spot tagged with your only free hand
- Having no hands left, any student with a free hand may tag you
- This will allow you to free one hand and continue playing
- Play continues until only one or two players have hands available to tag others

SOCCER ACTIVITIES



FOUR GOAL SOCCER

Space: Field Area

Equipment: Soccer balls

- Each team is lined up, side by side, at a corner of the field.
- Four players from each team attempt to score a point by kicking the ball through either of the opponent's goals (opposite sides of the field).
- The ball must pass through any of the goals from the inside of the field.
- There are no boundaries.
- 1 point is scored for each goal.
- After a point is scored, one of the opposing teams gain possession of the ball with the opponents standing 10 yards back.
- After a time, limit set by the teacher, the team with the most goals is the winner.

KBP

Space: Field Area (no more than 6 players per team)

Equipment: Soft playground ball

- Team B lines up with a partner to the right of home base.
- One partner set of team B steps up to home plate one player, kicks the ball, both players attempt to tag all three bases in succession and reach home before the fielding team can complete four passes and get the ball to the catcher to tag home base.
- If both players succeed, a point is scored for the team. If the players fail, it is an out. The next time the partners kick they must reverse roles.
- The kicker and his/her partner are out if:
- They fail to get home before the catcher tags the base; They kick the ball into foul territory;
- They fail to touch a base; The kicker does not get the ball across the restraining line.
- The fielders may not step over the restraining line either to field or throw a ball.
- If they do, a point is awarded to the other team.
- A ball caught on the fly does not constitute an out, but the fielding team gets a bonus of one pass. That is, the person catching the ball starts by calling out "two" instead of "one".
- When everyone on the team has a turn to kick, serve or throw, the teams change places

PASS vs DRIBBLE

Space: Field Area

Equipment: 2 soccer balls per group of 6 students and cones for boundaries

- Create groups of 6 students.
- Within each group, 5 students (passers) take 1 ball and form a circle around their cone.
- The 6th student (dribbler) stands outside the circle with the second ball.
- The team in the passing circle will make as many accurate passes as possible. while one player dribbles three times around the group.
- Grade Level Progression
 - 3rd: Passers form small circles with dribblers dribbling at a walking pace
 - 4th: Dribblers at a jogging pace
 - 5th: Passers form large circles with dribblers at a jogging or running pace

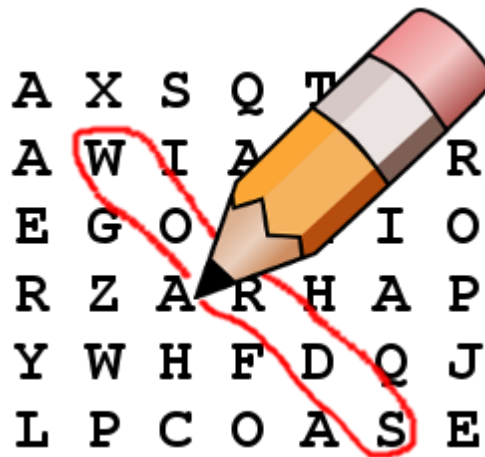
PIN SOCCER

Space: Hard Court

Equipment: Soccer balls and volleyballs, 12 bowling clubs per team five feet apart, at least 4 balls

- Divide the class into three teams.
- Each team stands behind the end line.
- The players kick the balls and knock down the pins assigned to their team.
- The first team that knocks down their four pins wins the game.
- Students are not permitted to use their hands or step in front of the end line.
- Add more balls when necessary. One player from each team should be assigned to retrieve balls.

ACTIVITY SHEETS



Crossword Puzzles

Word Search

Matching

Basketball Word Scramble 1

1. ERBAK _____

2. CCAHO _____

3. OTRCU _____

4. FORLO _____

5. VPTOI _____

6. APLY _____

7. LKLSI _____

Word Bank

play
skill

pivot
floor

coach
court

break



Date: _____

Gym Terms

M E A T A M B D K J C O L H K E K D R O J K I C V
U S K N E F I E C V Y P Y M E R I O I L R U J S A
U N A K T Q U Z V R D L Z B Z Z Z D B H S G U L T
D U C T V P F J Y C L P A H U M Y G R D T O A E K
I B F F L X F A M I V R L G H U U Z R Y G E A D P
X N Z X A Y G F M N B G Y Z J F L G G A R B S N U
T J G H A W F D A E S D J U Z U W N G O Z D A P J
F B V C D D A T L S H O W E R S Q O B T I D V V I
H P Z U T E H L F P I L A T E S Y I I K S L E B M
Q C Y S R Z L F I G F W R I M K C U N M R Z M T T
L R J T B L D Z T I X X L W D S C W A S Y Q N T V
M R M W E K O W N C A A M L C R E F C H I B Y J H
S H Q B U A W R T W C K U D I T Q O Z Z V O N T X
C D B L A E V E N I L Q B C O T Q J X S G E T Q Y
B M I V C I A G T J X J V X Y T W F E B E N Y T J
U B K G S Q S P S N Y O P Q D H T H S H L X K O D
R H F L T T I J D G H G E I Z A C T Z C Z I G H T
Q D E T S L D D B D N E Y D J N W C Z N M G S E H
P B N M L H W U R S A P J U U X A J T X I E U P X
K N I E A N T Q W W B V S R R P R M B N M E L U
S X A B H W T I W C E F Z C W B J M L G R T O H L
L B U Y D O O N O P W D S D M R H U U E T D X I M
W S G U H G S J T I F S S O R C A P W P S E F J E J Z

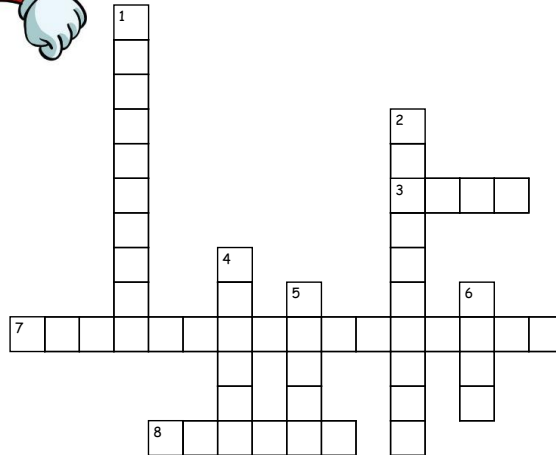
circuit
gym
barbell
aerobics
hot tub
jogging

pilates
showers
crossfit
warm-up
bike
crunches

sauna
dumbbell
elliptical
weights
treadmill
stepper



Health and Fitness Crossword



Across

- 3 How many servings of fruits and vegetables do you need each day
- 7 What should you have 60 minutes or more of each day
- 8 Be sure to include some activity that gets your heart beating _____

Down

- 1 Choose food from all the different
- 2 Replace _____ with sugar free drinks
- 4 Avoid the elevator, use the _____
- 5 What activity can burn up to 300 calories an hour
- 6 A healthy _____ leads to a healthy lifestyle

Word Bank

soft drinks
faster

diet
food groups

five
dance

physical activity
stairs

Name: _____

Date: _____

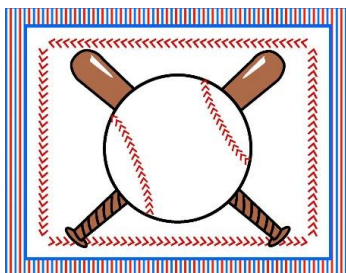
MLB Baseball Teams

D Z S P W J G X V P T Q I Q J I B T G W W V O T
X D U V C G S G I O R I O L E S N Z V U W D X I
G I G L I L X R Z S S M N L H F M E G F O R X P
M D L C B J A E S R E W E R B E S I N D I A N S
K S P H N T R R Z C S S I S J U J R A L X G H R
M L M H E X O S D E R L L A W P X N E E U X Y L
M E T S I Y A A S G V A A E C H S R E G I T T A
P G V S Z L P T I K Y I S N C H C G S A D D L L
D N W M E E L I H O C E W S I I S N I N P O A K
D A W T F E O I R L I A O Z Y D R S Y A I J D O
A Y T X O V K X E K E Y B S N A R B Y H N W Z Y
D B S B Q S V N C S T T A D I A J A F O J T T F
D I V N R K Y O A F J B I A N E T E C S Y P S I
D S V Y I Y R A Y Y L R V C U O F I U N T H F M
C U R D A L S C R B Z A R E S A M H O L Q J A Y
W W E N V T R X Z D T V D S W G H A I N B Q P R
N Y P C E G Z A U I G E I A H W A S I X A U T O
D Z B M V V X M M T M S B O I Z E K B D O L U T
V D A J P T R P A D R E S I T X Q R V U L G S S
W T C S Z S P L C C T I C E E B U S Y G C B N O
U N N G K F E K T J C J J D S Q O D Z E A J A R
G K H S R E N I R A M B O U O S R E G N A R H T
S S L V H Y W J H U M X I O X C N R Q E L Z R S
V Q D U Q K N Y E V T N O D Q K B I F N L O P A

Giants
Rockies
Pirates
Cubs
Mets
Rangers
Angels
Royals
White Sox
Yankees

Padres
Diamondbacks
Brewers
Nationals
Marlins
Mariners
Astros
Tigers
Blue Jays
Red Sox

Dodgers
Cardinals
Reds
Phillies
Braves
Athletics
Twins
Indians
Rays
Orioles



Name: _____

Date: _____

NBA Teams

O E B B F L S N O T S I P H K V Q G M T N J I S H
C E H J S I K G U Z J D M L U R C C N K A D O R G
L S U Q B F R V B W U D Q I H U K G J Z V Q O I B
I R S I Q R H F U H O Z E L P Q R E Z M P C Z I N
P E C D S K X Z L Z H G S N A C I L E P K K T V O
P C X T P K Q L L S K I B S J C P H S E A S U C Y
E A D Q A I T X S S P C I G A M M O T C L J M E Q
R P Q E W Z L W L A N E T S W A I S C X A I W L T
S S F T M J X V U K P X V I V H S O L J M P S T R
W Q V W X J S K N E E Q Z E O I E E A I E U S I Q
S R O T P A R I S M Y A R X W L V N U W M H E C S
T E N R O H C R G A R I G O K J L S M A G U H S D
L F M B U K E D E D C Z N I T D O G C R C E Q F A
H Z M R S Z S S S K A I A S H I W L A R K J T K H
P L E R A I G V S T H A I T F C R G V I M J E C V
S Y X L F N Z T O I Z R F E L V E A A O Y R H Y K
P H B G I X C S V R I T R G S O B R L R S Y N W M
S L H K Y L M P T Q J D B G C G M E I S K R A K P
I A B T F N U W F B W H P U D I I D E B V H M U A
B C Y J S G P C Y B V T F N T Y T N R H H W R R E
E K S P B O E Q O B S C I B D D P U S C E S T O
V F U K A Q R I O C C D H F B G L I H P M A B V L
G N E A R O J T E H E T B W I L U C T U L T D W Q S E

BULLS
CLIPPERS
HEAT
KINGS
MAGIC
NUGGETS
PISTONS
SPURS
TIMBERWOLVES
WIZARDS

CAVALIERS
GRIZZLIES
HORNETS
KNICKS
MAVERICKS
PACERS
RAPTORS
SUNS
TRAILBLAZERS

CELTICS
HAWKS
JAZZ
LAKERS
NETS
PELICANS
ROCKETS
THUNDER
WARRIORS



Name: _____

Date: _____

NFL Teams

E Q M S P H N X C T P U C Q C G F E R B L J C T B
X P I I P O J P Q X Q Z A B D I M S M L Z O I C H
I E F S C Z E H S I G G R W O R B R W Q W T R S S
X O M T S B T M R B A E D E L E H H E B A A Z K Z
U R F F I F S B E M Z H I S P I J T O N I A W W
E U J U N A I Q D E T S T N A H T P Y S D J A I K
D X Z M L I F W N N C N U A L I H S N E R H T L O
Z X L C T D A C P A C W T L S N T S R K A G S I N
S O O H P Q H I K C T O B S F S N S Q E H O Q C F
L N R I I A X V M C B R I B F E K J S S V Z Q T S
S R O Z R B S K M U K B M M V N E X V L N U M T A
X Q K G I S K B R B M A X A S T N I A S G Y E R F
C P E Y L R S E L G A E R H X P A M G O H E N F X
B R V S H E Z I B U O F R J Z L C N S A L I V E I
S T J S U K D T B R P L X S S G A J D E V A P K N
H G N N O C J C S B B C Z V N S D D R R J F A P
U U A K B N A U N E X Z V Q N O I Q S E O I S M A
R X G T Y O P I N V H C E R O I N J X G A C Z G K
E C L B J V K G W N K R I I S L I K E Y E Q A H
T L Z H V W S A A S O C N O R B M R Q O V E U S T
L O C Y P D L L B A H Z P A T R I O T S Q S U N
H Y G S Q E S C S R G Y W P N V S A E R C Q S W D
K C W U R E K Y U S R A U G A J P G B D U C S G N I K I V E

Redskins

Eagles

Vikings

Lions

Panthers

Titans

Jets

Chargers

Colts

Browns

Ravens

Buccaneers

Giants

Rams

Cowboys

Falcons

Steelers

Patriots

Chiefs

Texans

Bengals

Seahawks

Saints

Packers

Bears

Cardinals

Raiders

Dolphins

Jaguars

Broncos

Bills



Name: _____

Date: _____

Sport Terms

E M X U S K L F S I F Z S E A T S L I D O E T K Q
M G V R E Y H O B X Q O T T U G R N C L F W Z P T
V N X B T U H L I G T S N R T X R E H G I A M T B
W I O A H W Q I R L V U X A U W S N H N D Y A W B
C L I S K E I Q J J G Y R C X T F I D G I A A S U
P C X E V U R C U J A K O K N P B B U E A R Y O U
T Y A B G O R U V Z F B F U G E A B A D G X Y X Q
L C W A O U E N T U S V F S S B A L D X L R D S Q
U Y F L U B F V T N H R B J O X H D J O L R M A R
E T B L Q X E K Z E T M S C F P I P Q H X U A F F
O O S Y D N R H V E A U F M V G C F F L K N R A G
Z N I W K C E F I Z P R O F O T H I N A P N E M E
E T S A M S E B B J C Q F X I O I E Y T L I N W
W L E R Q K L B G A R S B D S H T T L I S Q N A W
L I L I G M N Z W J Z S M W D L E K D I P S G B X
L J Z X I Z Q K X E L R V B A O I A U G Y S K X U
M Y L V Z L D I H U G G C H O O P E R H K H Q N P
T P S E I P M W K R B L X O R H P X C N R V P S F
D Y R X J P G X B A Z S R C E C O L S V A E H F
U I I T I V X L P Y L O N A O H S P I I R C D D R
K P I R D W C K X B L U N T A N M E W A D L G V E
M U U S S O U C Q K Y G N I X O B O U G D Q C L
U Q I Q V A J Y I Z K X Z D L J C H H B T S F J E Y Z N G

seats
coach
running
cycling
roads
bleachers
referee

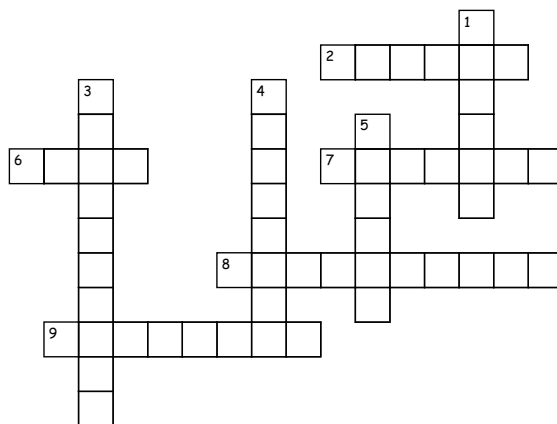
meets
field
wrestling
boxing
baseball
track
rally

rivals
arena
umpire
school
paths
fun

Name: _____

Date: _____

Sports Crossword



Across

2 This sport is played on the ice and the players use sticks to hit a puck into a goal

6 This sport is played outside where players hit a small white ball with a club.

7 This sport is played throwing a ball down an alley. If you hit down all ten pins, you get a strike.

8 This sport is played with 10 players on the court. Players can shoot the ball into the hoop or slam dunk.

9 This sport is played on a diamond shaped field where players run the bases and score homeruns

Down

1 This sport is played with a racket and a yellow ball that players hit over a net.

3 This sport can be played on the beach where players hit a ball over a net

4 This sport has many players on the field and on the sideline. They score touchdowns and kick fieldgoals.

5 This sport is played on a large open field where players can only use their feet to kick a ball into a goal