

# P.E. Activities (Grades 3-6)



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## Introduction

Name Game

## Pairing and Grouping/Cooperation Activities

Back to Back

Hog Call

Mingle-Mingle

Barnyard

Houdini Hoops

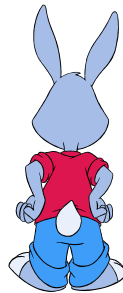
## Activity: Name Game

- The object of **Name Game** is to learn each others' names. We'll also practice safety and courtesy.
- How quickly can you form a large circle?
- We'll go around the circle (point). On your turn, step forward, say your name, and "act out" your favorite sport or activity.
- After you say your name, everyone in the group says your name, and does the sport/activity move that you did. Let's practice; I'll go first. (Go around the circle 1X)
- Now we are ready to share equipment. Here is a foam ball (example). Say someone's name; make sure you have their attention. If you do, roll the ball to that person.
- The person receiving the ball says, "Thank you, \_\_\_\_\_," and the passer says, "You're welcome."
- When you show you can give/receive objects safely, I'll add more to our game (continue adding *balls* = roll. Introduce *beanbags* = toss. Introduce *hula hoop* = walk around circle and hand off.
- Let's see how many names we learned. (If wearing name tags, have students cover them).
- We'll go back around the circle, and this time instead of saying your name, step forward, and the group says your name and tries to remember your favorite activity.



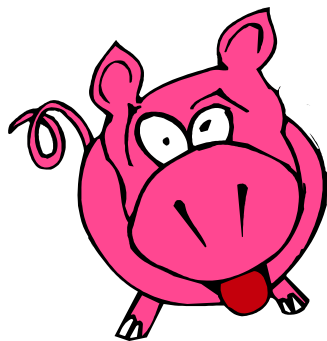
## Activity: Back to Back

- The object of **Back-to-Back** is to learn how to pair quickly.
- When you hear "Back-to-Back" find the person closest to you, and stand back to back.
- Touch backs softly; keep your arms/hands at your sides.
- No partner? Walk to the middle with your hand raised; that's our "lost and found."
- Turn and introduce yourself to your partner. Shake hands firmly; then tell your partner your favorite *sport*.
- Say, "It was nice meeting you;" then we'll play again.
- (Prompt students to get back-to-back with a different person each time and change their topics; e.g. favorite vegetable, fruit, place to play, etc.)
- (Change from back-to-back to knee-to-knee, toe-to-toe, thumb-to-thumb, etc.)



## Activity: Hog Call

- Play Back-to-Back. Lost and found is in the middle.
- With your partner, create a phrase related to physical activity. Could be 1 word: "basketball" or 2 words "hockey puck."
- One of you is "hockey" the other is "puck." On signal, you have 15 seconds to create your phrase and memorize it.
- Got it? Back-to-Back with your partner, we're ready to play "Hog Call!"
- On signal, each fast walk to opposite sides of the court (at least 20 paces away.) When you reach it, do not turn around.
- Place you palms over your eyes - your elbows are your "bumpers."
- The object of this game is to reunite with your partner without being able to see them.
- On signal, shout your part of the word "hockey", and walk slowly to reunite.
- (After playing with a physical activity phrase have students get a new partner and play again. This time creating a phrase referencing good nutrition; e.g. "oat-meal" or "blue-berry.")



## Activity: Mingle-Mingle

- The object of **Mingle-Mingle** is to learn how to form a group quickly.
- When you hear "Mingle-Mingle" move within our boundaries. Pretend we're making a healthy smoothie in a blender, and we have to blend the ingredients.
- When the music stops, or I say "stop," I'll say a number. How quickly can you form a group that size?" (Tip: Hold up number of fingers, too.)
- Invite others to join you - even if it means having an extra person. We never want anyone to feel left out.
- When your group is ready, get to a low level (kneel or squat).
- **VARIATION:**
  - **BODY PARTS-** When music stops or I call out "stop," I'll call out a number AND a body part. First, form your group. Then, all touch that body part in the center of your circle. Example: "Four, elbow to elbow."



## Activity: Barnyard

- Mingle-Mingle 5's! When your group is ready, all move to a low level (squat, kneel, bend).
- The game is called "**Barnyard**." Each group will represent a different barnyard animal.
- Choose with your group what barnyard animal you want to be. Let's hear your animal noises. Example: chickens, sheep, cows, pigs, ducks, dogs, cats, horses. Each group should represent a different animal.
- Mingle-Mingle; mix yourselves up!
- Freeze! Put your palms over your eyes, bumpers (elbows) out. No peeking.
- The object of this game is to reunite with your barnyard animals - using only your animal noises.



## Activity: Houdini Hoops

- How quickly can you make a circle with your group?
- The object of *Houdini Hoops* is to see how quickly you can move a hoop around your circle while holding hands/wrists.
- To do that, you'll practice cooperating and communicating.
- When your group is ready, I'll give you a hoop. Join hands, and place the hoop over one person's wrist, so it dangles like a bracelet.
- When the music (optional) starts move the hoop around your circle by stepping and ducking through it. Don't let go of each others' hands.
- How quickly can your group pass the hoop around the circle 2X?
- How many times can your group move the hoop around the circle in 1 minute?
- (If there is time, bring all together in a large circle, and play with multiple hoops.)





# P.E. Activities (Grades 3-6)

ASAP Activity (As Soon As Possible)

Perimeter Move

4 Corners

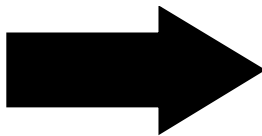
Flip Flop

Meet Me In The Middle

Touch 10

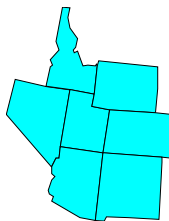
### Activity: Perimeter Move

- Set up 4 cones (for boundaries).
- Music and player (optional).
- Create a medium (20X20 paces) activity area.
- The object of "***Perimeter Move***" is to warm up large muscle groups using a variety of locomotor skills.
- Move clockwise around the 4 cones (corners).
- Passing is allowed only on the outside (farthest from the center of the activity area).
- Change your locomotor skill on my call. (Build from low to moderate to vigorous locomotor skills, such as walk, power walk, jog, gallop, skip, slide, and leap.)



## Activity: 4 Corners

- Set up 4 cones (for boundaries).
- Use 4 Corners Task Cards. Place at each corner on cones.
- Create a medium (20X20 paces) activity area.
- The object of "**4 Corners**" is to warm up the large muscle groups, using a variety of locomotor skills.
- As you enter the activity area, move clockwise around the perimeter.
- When you reach the first corner, read the Task Card and do the #1 locomotor skill from that cone/corner until you reach the next cone/corner.
- Continue to do the #1 skill at each cone/corner until you return to your original cone/corner. Next time around, do the #2 skill.
- Each time you reach a new cone/corner, start a new movement. If you finish all of them before the stop signal, begin at #1.
- Continue for 3-5 minutes. (See cards on next pages)



ASAP  
4 CORNERS  
TASK CARD

1. TIP-TOE WALK
2. GALLOP
3. MARCH
4. HOP



ASAP  
4 CORNERS  
TASK CARD

1. HEEL WALK
2. INVISIBLE ROPE JUMP
3. SIDE-SLIDE (FACE OUTSIDE)
4. JOG

ASAP  
4 CORNERS  
TASK CARD

1. WALK
2. LEAPING
3. SIDE-SLIDE (FACE INSIDE)
4. CRAB WALK



ASAP  
4 CORNERS  
TASK CARD

1. JOG
2. POWER WALK
3. SKIP
4. GRAPEVINE

## Activity: Meet Me In The Middle

- 6 cones (for boundaries).
- Music and player (optional) Suggestions: Let's Get Ready to Rumble by Michael Buffer on Jock Jams Vol. 1
- Create a large (30X30 paces) activity area with 2 cones forming a midline.
- The object of "**Meet Me in the Middle**" is to warm up major muscle groups and cooperate with a partner.
- As you enter the playing area, find a partner, or play Back-to-Back. Then move to stand on the opposite end line from your partner (with the midline between them).
- On signal, jog to meet your partner in the middle, do the task I call out, and then return to your original line.
- Each time you meet in the middle, I will add a new task to the old task. Do the first task first, and then add the 2<sup>nd</sup>, the 3<sup>rd</sup>, and so on, until you've sequenced them all.
- (Below is an example:)
  - High Five Right hands
  - High Five Left hands
  - Jump and turn 360 degrees
  - Three jumping jacks
  - DO SA DO
  - Create your own



## Activity: Touch 10

- 24 - 30 spot markers (varied colors/shapes, size helps).
- 4 cones (for boundaries).
- Music and player (optional).
- Create a large (30X30 paces) activity area.
- Scatter spot markers in area.
- The object of "**Touch 10**" is to warm up large muscle groups using a variety of locomotor skills and fitness exercises.
- On signal, walk and touch (with your foot) any 10 spots. You may not touch the same spot twice.
- Do 10 jumping jacks after you have touched your tenth spot.
- Skip and touch any 9 spots.
- Do 9 push-ups after you have touched your ninth spot.
- (Continue with 8 spots using any locomotor skill and 8 repetitions of any exercise. Then 7 and 6, etc.)
- We'll work our way down.
- (Sample tasks to complete after a number of touches :)
  - Jump tucks
  - Forward lunges
  - V-sits
  - Straddle jumps
  - Crab dips
  - Ski jumps
  - Curl-ups
  - 20-second stretch of choice

# P.E. Activities (Grades 3-6)

## Aerobic Games

Builders and Bulldozers

Aerobic Bowling

Aerobic Golf

Hearty Hoopla

Frogs in a Bucket

Centipede Bucket Brigade

Paper Plate Aerobics



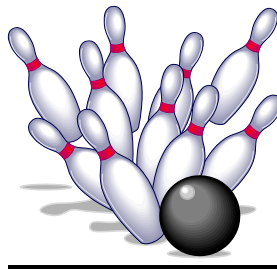
## Activity: Builders and Bulldozers

- 1 cone per student.
- 4 spot markers (for boundaries).
- Create a medium (20X20 paces) activity area.
- Scatter cones throughout. Set half upright, the other half on their side.
- Pair students or play (Back-to-Back). 1 group is *Bulldozer* who knocks cones down; 1 group is *Builder* who uprights knocked-down cones.
- The object of ***Builders and Bulldozers*** is to either knock down (bulldoze) or upright (build) cones as quickly as possible.
- On signal, if you are a *Builder*, right up as many cones as you can. If you are a *Bulldozer*, knock down as many as you can.
- During the first round, use your hands to build and bulldoze.
- Listen for my signal to switch body parts to build and bulldoze. (R hand only, L hand only, elbow, knee, foot, etc.)
- Change the locomotor skill often, building from moderate to vigorous.



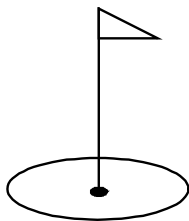
## Activity: Aerobic Bowling

- 2 spot markers per group of 4 students.
- 2 bowling pins (or substitute 2 lightweight cones) per group of 4 students.
- 1 utility ball per group of 4 students.
- Create 2 parallel lines of spot markers and a third line of bowling pins.
- Lines are 5 paces apart, and spot markers in each line are 3 paces apart.
- The first line of spot markers is the start. 2 students start here. The 2<sup>nd</sup> line of spot markers is the Bowler's line. The 3<sup>rd</sup> line is for the bowling pins (or 2 cones) and where the Ball Retriever stands.
- The object of "**Aerobic Bowling**" is to use underhand rolling skills to score as many points as your group can before the signal.
- On signal, the *Bowler* (at the 2<sup>nd</sup> cone) rolls the ball towards pins/cones trying to knock them over. *Bowler* runs after the ball and sets up pins/cones for next *Bowler* (if needed) and stands safely off to the side.
- The *Ball Retriever* retrieves rolled ball, runs it to 2<sup>nd</sup> cone for the new *Bowler*, then continues to start line.
- When you reach the front of the start line, run to be the next *Bowler*.
- Continue bowling, setting up pins, retrieving and running until signal.
- Scoring: a Strike (both pins knocked down) = 10 points. A Spare (1 pin knocked down) = 5 points.



## Activity: Aerobic Golf

- 1 hoop per 3 - 4 students.
- 1 beanbag (or other fun tossable) per student.
- Students in groups of 3 - 4, each with a beanbag, 1 hoop per group.
- Scatter groups in large activity area.
- The object of "**Aerobic Golf**" is to land your beanbag on the "hole" (hoop).
- To begin, 1 group member safely tosses the hoop into open space.
- All in the group take turns throwing their beanbags toward the hole.
- After all have thrown, all walk fast to your beanbags. Repeat until everyone's beanbag is in the hole.
- Count the number of throws to get your beanbag into the "hole" and place score on card (optional, see next page).
- Once you complete the 1<sup>st</sup> hole, safely fling the hoop into open space and begin the 2<sup>nd</sup> hole.
- Continue until stop signal.



# AEROBIC GOLF SCORE CARD

[illegible]

TEAM NAME:									
Hole	#1	#2	#3	#4	#5	#6	#7	#8	#9
Player 1									
Player 2									
Player 3									
Player 4									
Player 5									

[illegible]

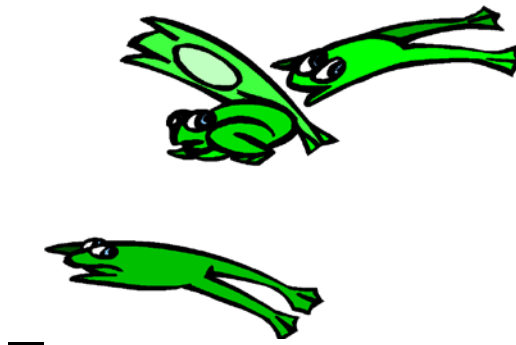
## Activity: Hearty Hoopla

- 4 hoops at each corner.
- 1 beanbag (or other collectable per student).
- Create a large (30X30 paces) activity area with a hoop in each corner.
- Students in 4 groups, 1 per corner.
- Each student with 1 beanbag dropped into the hoop.
- The object of "**Hearty Hoopla**" is to collect beanbags from other hoops and return them safely to your home hoop.
- On signal **WALK FAST** (or another locomotor movement) to another group's hoop, and pick up 1 beanbag. Return it to your group's hoop, and repeat until the stop signal.
- The group with the most beanbags scores a point for that round.
- **RULES:**
  - Take only 1 beanbag at a time
  - Visit all other hoops before revisiting any hoop.
  - Place (don't throw) the beanbag to your hoop.
  - No defending your hoop.
  - Always fast walk NO running.
- Play several short games (1 - 2 minutes per round). You can change the locomotor movement each round, moving to more vigorous.



## Activity: Frogs in a Bucket/Witches Brew

- 30 or more spot markers (lily pads) randomly placed around a bucket. Can use paper plate if no spot markers, also you can use a hula hoop for a bucket. For Witches Brew, the bucket can be known as the witches black cauldron/pot.
- Place students in groups behind a cone/spot marker (4 in each group works well) on one side of gym, or both sides if a large group.
- Each group gets a beanbag (1) "frog" or (1) "ingredient" to toss in the bucket.
- The object of **Frogs in a Bucket** is to use underhand throwing skills to make the beanbag in the bucket. Once it is made the team member gets to keep the spot marker for their team. Counting up all markers when the floor is empty. Make sure the team member picks up the spot marker BEFORE they retrieve their beanbag out of the bucket.
- On signal, the *first person in line* starts the game. He/She can stand on any lily pad to toss into the bucket. If they make it, they keep the lily pad, if they miss the must retrieve their frog and return it to the next teammate in their group line.
- Teams keep going until all the lily pads are gone.
- Have a team member count and stack lily pads, then collect scores.
- Scoring: Each lily pad can be worth 1 point - or as much as you'd like. Return all lily pads to the floor to start again.



## Activity: Centipede Bucket Brigade

- 1 tossable per student.
- 2 hoops per group of 5 students.
- Create a medium (20X20 paces) activity area. Place 2 hoops on opposite sidelines for each group of 5.
- Create groups of 5, standing in a single file line a 1 hoop on the opposite sideline.
- Fill hoops at this end with 5 tossables.
- The object of **Centipede Bucket Brigade** is to move the tossables from your hoop to the one on the opposite sideline.
- You do that by passing it down your line in centipede fashion, where all are in a line facing the filled hoop.
- The 1<sup>st</sup> in line grabs the tossable and hands it overhead to 2<sup>nd</sup> in line. The 2<sup>nd</sup> in line takes it and hands it between legs to the 3<sup>rd</sup> in line. The 3<sup>rd</sup> in line hands it overhead. The 4<sup>th</sup> in line between the legs, and so forth.
- As soon as you have passed the tossable, run to the other end of your line and wait to receive it.
- Continue until you reach the opposite sideline with the tossable. Drop it in, and the whole group runs back to the other hoop and repeats until all the tossables are out of their hoop.
- When finished, your group moves around the perimeter, moving 1 tossable in centipede fashion.



## Activity: Paper Plate Aerobics

- 2 dinner size paper plates per student.
- 4 cones for boundaries.
- Music and player.
- Use *Paper Plate Aerobics Tasks Cards* (next pages).
- Create a large (30 X 30) activity area.
- Scatter students throughout area; each with 2 paper plates.
- The object of *Paper Plate Aerobics* is to try a variety of moves, while keeping the paper plates under your feet.
- I'll call out a skill, and give you some time to practice and experiment with it.
- PAPER PLATE TASKS
  - Describe and demonstrate 1 Paper Plate Skill at a time. See next two pages. Allow students a minute or more to practice and experiment with each skill. Continue as time permits. Try to cover between 6-8 new moves each session. For variation you can have students partner up or in groups of three, and allow them to create their own moves.



## PAPER PLATE AEROBICS TASK CARD

### SHUFFLING:

Move feet forward R, L, R, L, and then backward R, L, R, L.

### X COUNTRY SKIING:

Slide R foot forward and then L foot back, moving arms in opposition. Do long and slow movements with a full range of motion followed by short, fast movement with smaller range of motion. Alternate 8 slow movements with 8 fast movements.

### SLIDING JACKS:

Slide feet out to straddle position while arms go up and overhead. Close feet and bring together and bring both arms down to sides.

### SKATING:

Pretend you are skating and slide 1 foot diagonally forward. Close with the other, then slide that foot diagonally forward. Lean forward slightly, but keep shoulders, back and abs tight.

### SIDE TWISTING:

With knees and feet together, turn feet to R while upper body turns L. Twist the other way, traveling to the side as you go.

### SLIDING JACKS/X-COUNTRY SKIING COMBO:

Sliding jack 4X then X-country skiing 4X. Repeat and continue.

### SIDE LUNGE:

Alternately slide L foot slowly out to side, bending R knee no more than 90 degrees with L leg straight. Hold for 2 counts and slide back to home. Switch legs. Movement is slow and controlled. Keep back straight and abs tight.

### FRONT LUNGE:

Slide R foot forward, bending R knee no more than 90 degrees, L leg straight. Hold for 2 counts and slide back to home. Switch legs. Movement is slow and controlled. Keep back straight and abs tight.

# PAPER PLATE AEROBICS

## TASK CARD

### REAR LUNGES:

Keep R foot stationary while L slide back until L knee touches the floor and the R knee bends 90 degrees. Return with control. Switch legs.

### PUSH-UPS:

Push-up position; hands on plates, shoulder-width apart. Slide plates out just wider than shoulder-width apart, then lower body bending elbows. As arms straighten, slide plates closer together.

### CURL-UPS:

Lie on back, with legs bent, plates under feet.

### BEAR WALKING:

Get on hands and feet with plates under hands. Slide R hand and walk R foot forward. Slide L hand and walk L foot forward.

### COOL DOWN ACTIVITIES:

### SNOW ANGEL:

Lie on back, legs straight, arms at sides. Place plates under heels. Raise arms overhead as legs straddle out to side like a snow angel. Return arms to sides and legs together.

### SHOULDER STRETCH:

Kneel and place outstretched hands on plates and slide extended arms forward. Hold.

### STRADDLE SLIDE:

Sit in straddle position with hands on plates in front of you. Slide arms forward as far as is comfortable. Hold.

TORSO ROTATION: Sit cross-legged, and twist so 1 hand is on a plate in front of you, and the other hand is on a plate behind you. Hold. Gently rotate to reverse hand position.

# P.E. Activities (Grades 3-6)

## Chasing and Fleeing

Workout Tag

VIP Tag

Clothespin Tag

Jumping Rock-Paper-Scissors Tag

## Activity: Workout Tag

- Set up 4 cones (for boundaries).
- Create a large (30X30 paces) activity area.
- Taggers will use fluffballs to "tag" safely within area.

### Begin:

- The object of "**Workout Tag**" is to avoid being tagged by dodging or working out with someone.
- I will choose 3 - 4 people to be "taggers." On start cue, everyone walks quickly. Taggers will try to safely tag others with fluffballs.
- To avoid being tagged, ask someone, "Will you workout with me?" Do 3 jumping jacks together, then walk quickly again.
- If tagged before exercising, take the fluffball; you are now "It."
- No guarding people while they exercise; you must be at least 3 paces away.
- On stop cue, everyone rest while we change taggers.
- Variation:
  - How else can you move?
  - What other exercises can you do? (push-ups, sit-ups, etc.)
  - Change locomotor skill while moving (e.g., hopping, skipping, jumping)



## Activity: VIP Tag

- 1 cone per four students.
- Create groups of 4.
- 3 students join hands to form a triangle; 2 are "Bodyguards," 1 is the "VIP."
- The 4<sup>th</sup> student is the "Paparazzi" (pestering celebrity photographer) standing outside the triangle.
- Place a cone in the center of each triangle.
- The object of "**VIP Tag**" is for the Bodyguards to protect their VIP from the Paparazzi.
- On signal, Paparazzi attempts to tag the VIP by moving around the outside of the triangle.
- Bodyguards, protect your VIP by rotating and moving them away from the Paparazzi. Keep the cone inside your triangle.
- Bodyguards and VIP must keep hands joined and stay on their feet; otherwise it counts as a tag.
- Reaching through the triangle is not allowed.
- We'll switch roles on signal. (Switch VIP and Paparazzi, then turn the Bodyguards into the VIP and the Paparazzi, and finally switch the last 2.



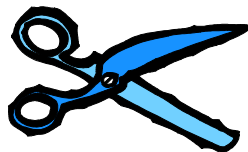
## Activity: Clothespin Tag

- 1 clothespin or clip per student (a different color or type for each group of 6).
- 4 cones (for boundaries).
- 1 hoop per group of 6 students.
- Create large (30X30 paces) activity area.
- Create groups of 6; each group wears the same color clothespin clipped to their back.
- Scatter 1 hoop per group just inside area. This is their "home."
- Students start at their "home."
- The object of "***Clothespin Tag***" is to pull clothespins from players in other groups, and bring the clothespins back to your "home."
- On "Go," move into the area. On "Clothespin Tag," attempt to pull others' clothespins.
- After pulling each clothespin, raise your hand and run it back to your "home," and repeat.
- No one may pull your clothespin when your hand is raised.
- Continue to pull clothespins even if yours has been pulled.
- On the stop signal, we'll replace all clothespins and play again. (Variation: you can play in teams with like colors, or play individually)



## Activity: Jumping Rock-Paper-Scissors Tag

- Students are standing in pairs, facing each other and spread throughout the room.
- Students must understand how to play "Rock, Paper, and Scissors." The following hierarchy exists: Rock breaks Scissors; Scissors cut Paper; and Paper cover Rock.
- Partners face each other and jump 3 times. On the third jump, they move into position for Rock, Paper, or Scissors.
  - **ROCK** - Legs are together and arms are tight to the sides.
  - **PAPER** - Legs are spread apart and to the sides. Arms are also spread out to the sides.
  - **SCISSORS** - Legs are spread forward and backward with one arm forward and one arm pointing backwards.
- Partners score a point when they beat the other. If they both make the same formation, it is a tie and they repeat the activity.
- **TAG VERSION:** Have students meet in the middle of the gym to play RPS, they who ever "WINS" is the tagger, and must tag the other before they turn around and make it to a "safe home base." Place cones for each pair about 15 feet behind each partner.
- Change partners after three bouts.
- **VARIATION:**
  - Instead of "jumping" you can have students using the hands: where "paper" is a flat hand, "scissors" are two fingers making a "v," and "rock" is a fist.



# P.E. Activities (Grades 3-6)

## Fitness Challenge

Fun and Flexibility with a Friend

Survivor Challenge

## Recess Activities

Straddleball

Four Corner Scramble

Grab the Apple

Around the World

Tiny Soccer

Popcorn

Sneaky Hand-Off



## Activity: Fun and Flexibility with a Friend

- 1 hula hoop per pair.
- 4 cones (for boundaries).
- 1 Fun and Flexibility with a Friend Task Card per pair.
- Create large (40X40 paces) activity area.
- Place equipment at corners.
- The object of the "***Fun and Flexibility with a Friend***" is to complete the challenges on the Task Card with your partner, using proper form.
- When completed, do the *Closing Challenge* together until signaled to stop.



# FUN AND FLEXIBILITY WITH A FRIEND

## TASK CARD

The challenge is to complete all of the tasks below with your partner. Use encouraging words, quality movements, and all of your flexibility to accomplish the tasks. It is NOT a race. If you finish before the other groups, complete the CLOSING CHALLENGE below. GOOD LUCK and have fun!

<b><u>BLOOD FLOW</u></b> : Power walk around the perimeter 2X clockwise. How fast can you walk?
<b><u>HAMSTRING STRETCH</u></b> : Keeping your knees straight but not locked, hang toward your feet. Count slowly to 10. How long can you reach?
<b><u>SKIP IT</u></b> : Put a hoop around your ankle. While turning the hoop around your ankle, try to jump over it. How many can you do in a row? Try for 5!
<b><u>QUAD STRETCH</u></b> : Can you hold a slow count to 15? Switch sides and hold. Which side is an easier stretch? Which side is easier to balance?
<b><u>JUMP THE HOOP</u></b> : Use the hoop like a jump rope. Can you jump forward? Backward? Crossover? How many times can you jump in a row? Try for 20!
<b><u>CALF STRETCH</u></b> : Hold a slow count to 15. Where do you feel the stretch? Switch front feet and repeat on the other leg.
<b><u>HOOP ROLL AROUND</u></b> : Take turns pushing the hoop around the perimeter. Next time around try with 2 hoops. Switch hoops at least 2X along each side of activity area.
<b><u>TRICEPS STRETCH</u></b> : Hold slow count to 15. Where do you feel the stretch? Try it again on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other one down? Try the other side.
<b><u>GRAPEVINE</u></b> : Face each other; both holding the hoop. Grapevine step the length of the activity area and back, mirroring your partner.
<b><u>PARTNER PARTICIPATION STRETCH</u></b> : One partner makes a "T" with their arms. Partner gently guides elbows towards each other in back. Tell partner when you feel the stretch and they will hold for a count of 15. Switch roles.

**CLOSING CHALLENGE**: Create a Fun and Flexibility routine with your partner that includes 5 stretches for you to use at home.

## Activity: Survivor Challenge

- 10' - 12' length of rope per group of 5 - 6.
- 4 cones (for boundaries).
- 1 utility ball per group of 5 - 6.
- 1 Survivor Challenge Task Card per group of 5 - 6.
- Create large (40X40 paces) activity area.
- Form groups of 5 - 6, scattered in area, each group with a Survivor Task Card, 1 rope and 1 ball.
- The object of the "**Survivor Challenge**" is to complete the challenges on the Survivor Challenge Task Card with your group, using proper form.
- When completed, do the *Closing Challenge* together until signaled to stop.



# SURVIVOR CHALLENGE

## TASK CARD

The challenge is to complete all of the activities below without letting go of your group's "survival rope." Use encouraging words, quality movements, and all of your group's strengths to accomplish this challenge. It is NOT a race. If you finish before the other groups, complete the CLOSING CHALLENGE below. GOOD LUCK and have fun!

**DRIBBLE ROUND:** Dribble a ball around the perimeter clockwise. Each group member must touch the ball at least 5x.

**END to END:** All group members begin at 1 end of the area. (Yes, of course, you are all still holding the rope!) Your challenge is to move your group to the other end using the following rules:

- 1 person at a time in your group is the "Statue" and may not move for 5 seconds.
- Another person in your group is the "Counter." The Counter's job is to counter to 5 repeatedly. You may ask, "Why do we need to do that?" Well, because every 5 seconds a different person in the group becomes the "Statue."
- By the time you get to the end, all in your group must have been the "Statue" at least once.

**HIGH-FIVES:** Give/receive at least 23 high-fives from others. Did you know 23 is a prime number? Can you name 5 other prime numbers between 6 and 60?

**ROPE WRITING:** Write the word "activity" using your rope.

**PUSH-UPS:** Complete 75 push-ups (your choice of style) with your group. Each member of your group must think of a different way to make .75 cents with coins.

**GRAVITY BALL:** All group members, hold the ball (using only 1 hand each and no hand may be on the bottom of the ball) and move with it around the perimeter; clockwise 1x. If the ball touches the ground, pick it up and continue. While you are moving, talk about your strategies to eating a healthy lunch at school.

**CURL-UPS:** Complete a total of 100 curl-ups (choose your favorite type) with your group. Each member must think of a different way to multiply 2 numbers to produce 100.

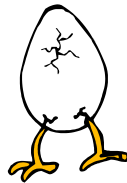
**CLOSING CHALLENGE:** Play "Pass the Hat" with the ball around the perimeter; counterclockwise 1x.

## Activity: Straddleball

- (1) 7-10" foam ball per 5 - 6 students>
- Create groups of 5 - 6, standing in a circle; feet touching.
- 1 foam ball per group.
- The object of "**Straddleball**" is to score a goal by striking the ball through the legs of others around the circle.
- Make your circle as wide as you can by spreading your legs very wide to touch the sides of the feet with the person next to you. The space between your feet is the "goal" you defend.
- Bend your knees, and get low. Have the palms of your hands facing in towards the middle of the circle, and keep your fingers close to the ground.
- On signal, try to send the ball through anyone's "goal" by striking it with an open palm and stiff wrist. Keep the ball low. You may protect your "goal" only with your hands.
- If the ball goes outside your circle, the person who touched it last retrieves it.

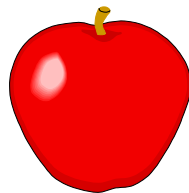
## Activity: 4 Corner Scramble

- (1) Spot marker per student or (1) four square court per group.
- Create 1 square court (5X5 paces) per 5 students with 4 spot markers on corners and 5<sup>th</sup> in center (or used per marked courts).
- Form groups of 5; 1 on each spot marker (or on the 4 corners of the court, and the 5<sup>th</sup> in the center).
- The object of "**4 Corner Scramble**" is to move to a new corner spot before another player reaches it.
- The center player says, "Scramble," and everyone, including the center player, moves quickly to a new corner.
- If you are without a corner spot, you become the center player, and call "Scramble" quickly.



## Activity: Grab the Apple

- (1) beanbag (or anything that you can grab) per 2 students.
- Music and player.
- Put students in pairs, sitting cross-legged on the floor, facing each other, hands on knees.
- Place beanbag between each pair.
- The object of **Grab the Apple** is to grab the "apple" beanbag before you partner does.
- The music will play, and when it stops, try to grab the apple before your partner. I'll give you different things to do while the music plays.
- First, hands on your knees! When the music stops, grab the apple.
- Now, try with your hands on your shoulders.
- (Try other challenging ways to grab the apple and be in ready position.
  - Lay back, knees bent, like sit-up position. Can you do a sit-up to the beat of the music?
  - Can you start in push-up position?
  - Can you lift a back leg while in push-up position to the beat of the music?
  - Can you lift each hand in push-up position to the beat of the music?
  - Can you think of another way to start?



## Activity: Around the World

- (1) tossable per 4 students.
- Students in a circle, facing the back of person standing next to them.
- Evenly distribute tossables around the group.
- The object of "***Around the World***" is to move objects "around the world" (circle).
- Each object must be passed in its own special way.
- Whoever is holding the object at the beginning decides the way the object is passed.
- All objects are passed to the person behind you.
- Sample methods of passing include:
  - 2 hands, hand-off overhead
  - 2 hands, hand-off between legs
  - Twist to R, and hand off with L hand
  - Back-bend arch, hand off with both hands
  - Let students be creative
- On signal, begin passing the objects around the circle.
- Keep your eyes forward; look at what is coming to you and how it was passed. Remember this is how you have to pass it behind you. Don't look behind you for what has already passed.
- Try to move objects as quickly as possible. I'll time you. Then we'll see if you can beat your record.





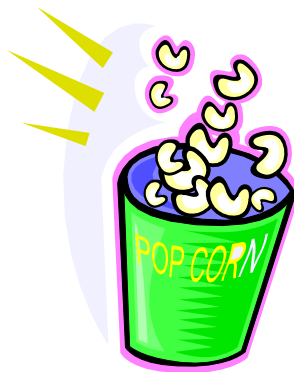
## Activity: Tiny Soccer

- (1) paper ball per student (wad up a piece of paper).
- Paper balls on the floor at each student's feet.
- The object of ***Tiny Soccer*** is to dribble and kick your ball, so it passes between another person's feet.
- On signal, begin dribbling and kicking your paper ball around the room.
- You score a point each time your ball goes between someone's feet. Keep your own score.
- After scoring a point, jump straight up and say "SCORE!"
- Play until time stops or on a signal. You can play several rounds.



## Activity: Popcorn!

- (1) paper ball per student (wad up a piece of paper).
- Paper balls on the floor at each student's feet.
- The object of "**Popcorn!**" is to throw and catch as many balls as possible in the time limit.
- On signal, pick up your ball, throw it up, and catch it.
- After each catch, drop that ball, and find another ball on the ground.
- Pick up the second ball and repeat - throw it up, catch it, drop it, and look for another ball.
- Count each catch aloud.
- How many balls can you throw up and catch before the signal?



### Activity: Sneaky Hand-Off

- (2) coins or other tiny items.
- Students in partner face-off formation. One line is "Group X" the other line is "Group Z," each group has 1 coin.
- The object of "***Sneaky Hand-Off***" is to guess which player on the opposite group has the coin.
- On signal, pass the coin down the line in a secretive way. Try to be sneaky, and make many false passes.
- After a short time, (20 seconds), I'll call, "Stop!"
- Get together with your group, and discuss who you think has the coin. Your line leader notes your group's guess as to who is holding the coin in the other group.
- If your group is correct, score a point; if not, the other group gets a point.
- After each round, we'll rotate positions within each line.
- We'll play several rounds.

# P.E. Activities (Grades 3-6)

## Cooperatives

Have You Ever?

Twist And Turn/Bend And Stretch

Designated Drivers

Stepping Stones

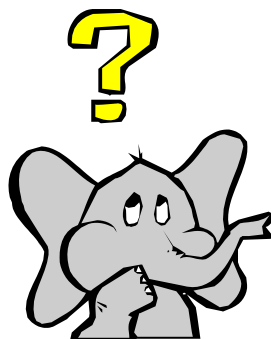
Group Juggling

Pass It Around

Workout Buddies

## Activity: Have You Ever?

- 1 spot marker per student (minus 1 for student in the middle).
- Form a large circle using spot markers.
- Students stand on spot markers facing the center.
- One student in the middle starts the game.
- The object of "**Have You Ever?**" is to learn more about your classmates, while traveling safely through the circle.
- Student's in the center asks, "Have you ever \_\_\_\_\_?" You fill in the blank with a physical activity you have done before (Examples: "Have you ever gone surfing?" or "Have you ever biked off road?")
- If your answer is "yes," move through the middle of the circle, and find an open spot marker somewhere around the circle.
- The student left without a spot marker will be next in the center and starts the following round by asking, "Have you ever \_\_\_\_\_?"
- Remember to move quickly, without touching others.



## Activity: Twist and Turn/Bend and Stretch

- 4 cones (for boundaries).
- 1 ball or other small manipulative per pair.
- Create a medium (20X20 paces) activity area.
- Students in pairs, standing back-to-back scattered in area.
- 1 ball or manipulative per pair.
- The object is to cooperate with your partner, and pass the ball back and forth by twisting and turning, bending and stretching.
- **TWIST and TURN** - Feet are 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 (object), pick it up and keep going.
- When you hear "Switcharoo!" change your passing direction. (*Give signal randomly every 3-8 seconds*).



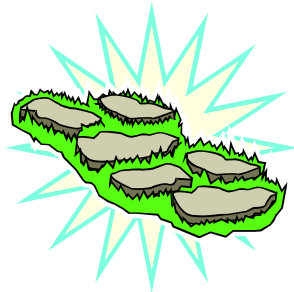
## Activity: Designated Drivers

- 4 cones (for boundaries).
- A variety of "road hazards" (hoops, spot markers, cones, etc.)
- Create large (30X30 paces) activity area.
- Scatter "road hazards" randomly in area.
- Pair students; spread along 1 sideline.
- The object of "**Designated Drivers**" is to earn your partner's trust by allowing them to "drive" you through "road hazards."
- Each pair establishes a "front" and "back" partner. The front partner (passenger) puts bumpers up by placing palms over eyes, with elbows pointing forward. Back partner (driver) places hands on partner's shoulders.
- On signal, drivers guide your passengers across the activity area. Use both verbal cues ("slowly," "move left," "big step," etc.) or physical signals (squeeze L shoulder means move to the left, pulling back on both shoulders means stop, etc.)
- If you or your partner touches a road hazard, you have to fix the "flat tire" by doing 10 jumping jacks together before you resume driving.
- Once across, switch roles and travel back to the original sideline.



## Activity: Stepping Stones

- 4 hoops for 5 students.
- 4 cones (for start and finish lines).
- Create start and finish lines 20' apart with cones. Area must be wide enough for each group to move from start to finish in a single-file row of hoops.
- Create groups of 4 - 6. Each group has 1 less hoop than number of students. For example, a group of 6 has 5 hoops.
- The object of "**Stepping Stones**" is to work together, using hoops to cross the "river."
- **RULES:**
  - Stay inside hoops when they are on the ground in the zone between the start and finish lines. If anyone steps out of a hoop in this zone, the entire group must start over.
  - Hoops must have human contact at all times. If a hoop is untouched for an instant, it must be "destroyed" and is removed from the activity.
  - Stepping inside a grounded hoop counts as touching it (e.g., a person tosses the hoop to the ground, then steps in it. Because it left that person's grasp when it was tossed, it is lost forever).





## Activity: Group Juggling

- 1 ball or other small manipulative per group of 5-7 students.
- Put students in circles of 5-7, scattered within boundaries.
- Each group with ball/manipulative.
- The object of "**Group Juggling**" is to cooperate with others in the group by passing a tossable 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 1<sup>st</sup> person. Repeat, using same sequence.
- Once you have successfully passed in sequence 3 times, and a second ball. When you are successful with 2, try it with 3 balls simultaneously.
- **VARIATIONS:**
  - You can add groups together and keep the same pattern of tossing until all groups have formed 1 large circle.
  - You could add a "switcheroo" where students change places within the circle, but still throw to the same person.
  - Students can play game in sit up position, have them lie down, call out person's name who they throw to, both students sit-up and the ball is passed from one to the other student. Both students lie back down, and then it is repeated.
  - Only 1 person may move at a time.



### Activity: Pass It Around

- 1 piece of equipment per 4 students. (Choose larger-sized, light pieces such as cones, utility balls, paddles, etc.)
- Students sitting in a circle, facing out, Elbows hooked with neighbors.
- Put 1 piece of equipment in front of every 4<sup>th</sup> student around the circle.
- The object of "**Pass It Around**" is to move all pieces of equipment around the circle without using your hands.
- On signal, pass the equipment around the circle (clockwise) with your legs and feet. Try to pass the equipment without letting it touch the ground.



## Activity: Workout Buddies

- 4 cones (for boundaries).
- Use sample **Workout Buddies Activity Page** (next page).
- Create minimum space (20 X 20 paces) activity area.
- Pair students; scatter in area.
- The object of **Workout Buddies** is to have fun and be active with different "workout buddies" during class today.
- On signal, find a buddy. This is your "\_\_\_\_\_" buddy. (Fill in blank with activities on sample page. You will do that activity with this buddy. Anytime during PE, when you hear, "Find your \_\_\_\_\_ buddy," join them and do that activity until the signal.
- Complete 1 "Workout Buddies" activity.
- Now, let's find a new Workout Buddy, and do a different activity.
- (Complete 3-4 Workout Buddies activities during this lesson, and add others periodically throughout this unit.)

# WORKOUT BUDDIES

## SAMPLE ACTIVITIES

<b>Thumb Wrestling</b>	Thumb wrestle with your buddy.
<b>Secret Handshake</b>	Create your very own secret handshake.
<b>Partner Stretch</b>	Choose a stretch to do with your buddy.
<b>Aerobic Activity</b>	Choose an aerobic activity to do with your buddy.
<b>Clay and Sculptor</b>	1 buddy is the Sculptor; the other is Clay. Sculptor molds Clay into a statue.
<b>Bodybuilding</b>	Do a bodybuilding pose together.
<b>Knee Tag</b>	Face your buddy. On signal, both try to tag buddy's knee with your hand.
<b>Square Dance Partner</b>	Swing your partner with R elbow around then L elbow around in a circle.
<b>Partner Stunt</b>	Do a partner stunt with your buddy.
<b>Secret Handshake Partner</b>	Do a secret handshake with your partner.
<b>Pinky Swing</b>	Grasp pinky fingers with your partner and swing around.

# P.E. Activities (Grades 3-6)

Walk/Jog/Run

Pass the Hat

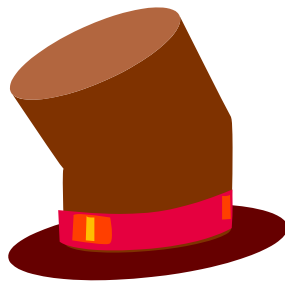
Inside-Outside Walk/Jog

Walk/Run Switcheroo

Raceway Fitness

## Activity: Pass the Hat

- 4 cones (for boundaries).
- 1 tossable per group of 4-5.
- Create minimum space (30 X 30 paces) activity area.
- Form groups of 4-5 in file lines along perimeter. Each group with a tossable in their Leader's hands.
- The object of "**Pass the Hat**" is to cooperate in groups to move the "hat" (tossable) around the perimeter.
- On signal, your Leader passes the hat overhead to the person behind them. Continue until the hat is at the end of your line.
- When the last in line has the hat, they run forward to become the new Leader, and begin passing the hat back again.
- (Repeat until all have had a chance being Leader.)
- Now, Leaders walk and lead your line around the perimeter. Continue passing the hat as your group moves around.
- When your group is ready, try it jogging.



## Activity: Inside-Outside Walk/Jog

- 8 cones (for walk/jog tracks).
- Music and player (optional).
- Create (2) tracks; 1 inside the other. The outer track should be about 30 X 30 paces, and the inside track about 20 X 20 paces.
- Pair students; 1 partner is on the inside track and the other on the outside track.
- The object of "***Inside-Outside Walk/Jog***" is to practice pacing by moving around the tracks while walking and jogging.
- The outside track is our Jogging Track, and the inside track is our Walking Track. You'll move on the tracks in opposite directions.
- The Walking Track is clockwise, and the Jogging Track is counterclockwise.
- Move around your track at an even, steady pace.
- On signal, (anywhere from 30 - 60 seconds), find your partner, give them a high-five, and then switch to moving on the opposite track in the opposite direction.
- Continue until the signal.



### Activity: Walk/Run Switcheroo

- 4-8 cones (to create track).
- Create 30 X 20 pace track.
- Pair students, scatter around perimeter.
- The object of "***Walk/Run Switcheroo***" is to walk and run around the perimeter.
- On signal, 1 partner starts walking, and the other starts running; both go in same direction around perimeter. Runners stay outside of the Walker's path.
- When Runner catches their walking partner, they give each other a high-five and switch roles.
- Continue until signal.



## Activity: Raceway Fitness

- 4 cones (for boundaries) outside race track.
- Create minimum space (30 X 30 paces) activity area.
- Pair students together. One student on raceway and other student in middle of track. One student will do a locomotor skill around the race track (all students moving one direction). You can have students walk, jog, gallop, skip, or other movement. Once they have completed the designated laps (1-2) they change places with their partner in the middle of the raceway. Student in the middle of the raceway have been doing an exercise or movement. For example: jumping jacks, sit-ups, push-ups, agility runs, etc.
- The object of "**Raceway Fitness**" is to cooperate and get fit with their partners
- **Variations:**
  - In middle of Raceway all different types of movement or equipment can be used:
    - Yoga poses
    - Fitness Ball exercises
    - Cardio movements (jumping jacks)
    - Anything you can think of!

