P.E. Activities (K-2)
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Movement Basics/Building a Foundation

Introduction

Name Game

Pairing and Grouping/Cooperation Activities

Back to Back

Hog Call

Mingle-Mingle

Barnyard

Houdini Hoops
MOVEMENT BASICS

There are 8 basic locomotor skills used to move the body from place to place, or to project the body upwards (as in jumping or hopping). They form the foundation of gross motor coordination and involve large muscle movement.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>WALK</td>
<td>Toes point straight ahead, arms swing freely from the shoulders in opposition to the feet. Body is erect, eyes looking ahead slightly below eye level. Marching is a rhythmic walk accompanied by lifted knees and swinging arms.</td>
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<tr>
<td>JUMP</td>
<td>Jumping is taking off from 2 feet and landing on 2 feet. Swinging the arms helps with the upswing, and the movement of the body combined with the force of the feet helps lift the weight. Jumpers should land lightly on the balls of the feet with knees bent. Jumping may be done in place (up and down) or forward, backward, or sideways.</td>
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<tr>
<td>GALLOP</td>
<td>Children face forward, lead with one foot, and bring the other foot up to it (step-together-step). The same foot always leads, so the movement should be practiced with children changing the lead foot.</td>
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<tr>
<td>HOP</td>
<td>Hopping is done on 1 foot at a time. The angle of the body, the other foot, and the arms serve to balance the movement. Hopping may be performed in 1 place or while moving. Children having difficulty hopping should practice balancing on 1 foot.</td>
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<tr>
<td>SIDE-SLIDE</td>
<td>Similar to galloping, but the direction is sideways with a step-together-step movement. The same foot always leads, so the side-slide must be practiced in both directions.</td>
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<tr>
<td>RUN</td>
<td>In contrast to walking, running involves a brief time when both feet are off the ground. Running varies from a slow jog, to a trot, to a sprint. The head should be up with eyes looking in the direction of travel. Arms should not swing across the mid-line of the body.</td>
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<tr>
<td>LEAP</td>
<td>Leaping uses an elongated step that takes off on 1 foot but lands on the opposite foot. It is used to cover distance or to go over a low obstacle. Leaping should emphasize graceful flight through space.</td>
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<tr>
<td>SKIP</td>
<td>Skipping is a series of step-hops done with alternating feet. To teach skipping, have children take a step followed by a small hop on the same foot. Mature skipping is done on the balls of the feet with the arms swinging to shoulder height in opposition to feet.</td>
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# MOVEMENT CONCEPTS

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>Children will begin to understand the various levels in space in which movement may occur and learn to place and move their bodies at the appropriate level. Levels may be low, medium, or high.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAYS</td>
<td>Pathways are specific movement patterns. Once children are taught locomotor skills, they can be introduced to changing directions and moving within established patterns. Sample pathways are: straight, curved and zig-zag. It is suggested that kindergarten teachers draw visual pathways (chalk or tape on a play area) for the children to follow.</td>
</tr>
<tr>
<td>TEMPO</td>
<td>Controlling the rate of movement (tempo) is important for demonstrating body control and transferring movement into games and activities that demand variations in speed and/or intensity. A few examples of words which describe the rate of movement are: quickly, medium-paced and slowly. Children will interpret terminology individually. Encourage and accept safe variations.</td>
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<tr>
<td>DIRECTIONS</td>
<td>When moving in general space, children need to develop the ability to avoid others and/or re-orient their bodies. Directions include: sideways, right, left, forward, backward, up and down. Young children may not know the difference between right and left, but saying the terms helps build recognition. For those struggling with the R and L concept, place a sticker on their right hands. Safety note: Avoid asking young children to move backwards on any surface.</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>Children move in relationship to others, as well as objects in general space. They may move over, under, on, off, in, around, or through objects such as spot markers, hoops, tunnels and more. Moving in relationship to other children or the teacher includes mirroring and matching, leading and following and moving with partners and groups.</td>
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</table>
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 listen for their word "puck" to find them and walk slowly toward your partner 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:
  
  o **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
(K-2)

Starters/Warm Ups

5 Touches
Cookie Monster
I Want a Home
Crazy Doctor Tag
Workout Tag
Cars and Drivers
Where Are You?
I See, I See
Roadway

The Good Ship (Your School Name)!

Frogs Across the Pond
Activity: 5 Touches

Organize:

- Set up 4 cones (for boundaries).
- Create a large (40X40 paces) activity area.
- The object of 5 Touches is to warm up and touch 5 different objects and return quickly.
- Have students start on a line marked by cones.
- Establish boundaries where students may go to find and touch 5 objects.
- Have students play at least 3 times changing the locomotor skill.

Begin:

- Our SPARK Starter is called "5 Touches" begin walking, touch 5 objects, and return me quickly.
- After all have returned:
  - Raise your hand and tell us one thing you have touched.
  - Listen carefully and try not to repeat what someone else has said.
  - Let’s do it again! This time gallop (skip, side-slide) and touch 5 new objects.
Activity: Cookie Monster

Organize:

- Individuals on a line facing another line 20 to 40 paces apart.
- Cookie Monster cannot respond “No” more than 2 consecutive times.
- Play until all are tagged except one. Last 1 tagged becomes next Cookie Monster.
- Repeat using different locomotor skills (e.g., skip, gallop, jump, etc.)

Begin:

- Our SPARK Starter is called “Cookie Monster!”
- To begin, all are “Cookies” except the person in the center play area who is the “Cookie Monster.”
- The Cookie Monster will try to tag as many “Cookies” as he/she can as you try to safely fast walk across our sea of milk!
- When Cookies yell, “COOKIE MONSTER, COOKIE MONSTER, ARE YOU HUNGRY?”
- Cookie Monster says, “YES, I’M HUNGRY,” or, “NO, I’M NOT HUNGRY.”
- If response is “No, I’m not hungry,“ cookies need to ask again.
- When the Cookie Monster says, “Yes, I’m Hungry!” All cookies walk fast and try to get to the other side without being tagged.
- Tagging can be done with two fingers safely between shoulders and waist (or fluffball).
- The cookie monster must move the same way as the cookies.
- If tagged, you become one of the Cookie Monster’s helpers. I will tell everyone when we are ready to begin.
Activity: I Want a Home

Organize:

- Individuals scatter within play area (20X20 paces).
- 1 spot marker per student.

Begin:

- Our SPARK Starter is called “I Want a Home!”
- I will call a few at a time to get a spot marker. Place your marker within our play area and stand on it. Spread out safely from others.
- The spot marker is your new “home.”
- I will take “_______’s” spot marker away. “He/She will be the first home shopper.”
- When “_______” says, “I WANT A HOME!”, everyone must leave their home and walk to a new home.
- You have to be quick because someone will not have a home to stand on.
- Whoever doesn’t have a home, becomes our next “home shopper.”
- Be careful and watch out for others when looking for a new home.

  o Variations:

  - After walking designated different locomotor skills.
  - Hoops can be use instead of spot markers, however use caution.
  - Can be played with 2 “home shoppers.”
  - You may have to repeat to students that they can be a “home shopper” only once.
Activity: Crazy Doctor Tag

Organize:

- Set up 4 cones (for boundaries).
- Create a medium (20X20 paces) activity area.
- Demonstrate/discuss safe tagging -- touching with fluffball between waist and shoulders.
- Designate 3 - 4 players as Crazy Doctors (taggers). Give them a fluffball to tag with.

Begin:

- Our SPARK Starter is called "Crazy Doctor Tag!"
- I will hand out 4 fluffballs to our "Crazy Doctors!" They are our first taggers.
- Let’s start by walking the hallways of our hospital.
- When I say “Crazy Doctor Tag!” Dodge, fake, and move within our “hospital” (boundaries) to avoid being tagged by a Crazy Doctor!
- You can be safe from the Crazy Doctors if you pose like a “muscle person” before you are tagged. Stand up straight and tall and make a muscle pose! You can only hold that pose for 3 seconds then you must flee!
- If you are tagged before you can make a pose, the Crazy Doctor gives you his/her fluffball, and you become a “tagger” there are no tag backs.
- If you are healthy and strong you are safe from having the Doctor pay you a visit!
- Physical activity helps us stay healthy!
- Let’s try galloping (skipping, jumping, etc.) this time.
**Activity: Workout Tag**

**Organize:**

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

**Begin:**

- Our SPARK Starter is called “Workout Tag”
- 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?
- Change locomotor skill while moving (e.g., hopping, skipping, jumping)
Activity: Cars and Drivers

Organize:

- 4 cones as boundaries.
- Group into pairs, on a line facing another line 20 to 40 paces away.

Begin:

- Our SPARK Starter is called “Cars and Drivers.”
- Back-to-Back with a partner.
- One of you is the “car,” the other the “driver.”
- **Drivers**, stand behind your car and place your hands on the cars shoulders.
- **Cars**, place your hands in front like a stop sign and close your eyes.
- On start cue, drivers will guide their cars safely by walking to the other end line. On arrival, wait for my cue to switch roles and return.
- “Drivers, your cars are trusting you to be a responsible friend. Get them through traffic without a scratch!”
- You did a great job working together to avoid collisions. Now, start cue, drivers may steer their cars in zigzags. Wait for my signal to return.
- **Drivers**, are you ready to steer your car on a mountain road?
- Great job! Now the drivers may pick their own route.
- Keep your (headlights) eyes closed!
Activity: Where Are You?

Organize:

- Individuals scattered in activity area or facing each other on a circle.
- Explain/demonstrate the movements without music first.

Begin:

- The name of this dance is "Where Are You!"
- We are going to answer the song’s questions while moving our bodies.
- Let’s practice the movements together:
  - Lyric: Where are you? Say “Here I am!” and Wave hands in the air.
  - Lyric: Are you ready? Say “You bet!” and Clap knees 1x, Clap hands together 1x.
  - Lyric: How ya’ doing? Say “Better and better!” and Place two thumbs in the air.
  - Lyric: Give yourself a hand! Say “Woo!” and Jump in air with high 5.
  - Repeats.
  - Chorus- Head, shoulders, knees, toes, legs, waist, chin, and nose... repeats. Touch parts of body with song.
  - Chorus repeats - then freeze.

- Song starts from beginning again with tempo speeding up.
- Song repeats itself 3x’s speeding up with 4x being slow.
Activity: I See, I See

- 4 cones for boundaries.

- Create a medium space (20 X 20 paces) activity area.

- Scatter students within area.

- Our activity is called "I See, I See."

- I will say, "I see, I see..." and you will ask, "What do you see?" I tell you what I see, and you make it happen.

- I see... (Start with following prompts or add some of your own.)
  
  - Happy children skipping on the playground.
  - Horses galloping in a grass field.
  - Rabbits jumping over fallen logs.
  - Crabs moving sideways on the beach.
  - Snakes slithering on the sand.
  - Autumn leaves falling to the ground.
  - Kangaroos springing in the Outback of Australia.
  - Bears lumbering slowly in the forest.
  - Add one of your own or have students help out.
Activity: Roadway

- 4 cones for boundaries.
- 1 hoop per student.
- Create a medium space (20 X 20 paces) activity area.
- Scatter students within area, each student has a hoop
- Our activity is called "Roadway."
- Pretend your hoop is a car and you are the driver. Buckle your seat belt!
- When you hear "Green light," hold your hoop around your waist and walk within our area avoiding other cars.
- I will call out different ways to move. (Begin with 2-3 commands and add 1 at a time.)
  - RED LIGHT - Stop
  - YELLOW LIGHT - Move slowly
  - SCHOOL ZONE - Skip
  - HIGHWAY - Run or walk fast
  - UPHILL - March
  - FLAT TIRE - Hop
  - POTHOLE - Run and leap
  - TUNNEL - Duck down
  - OIL SLICK - Swerve and make quick turns
  - EMERGENCY VEHICLE - Move over to side of the area and stop
- Show you are a good driver and follow the rules of the road.
Activity: The Good Ship “(Your School Name!)”

- 4 cones for boundaries.
- 1 hoop per student.
- Create a medium space (20 X 20 paces) activity area.
- Scatter students within area.
- Our activity is called The Good Ship “……!“
- On my signal, walk the “decks of our ship” and listen for your 1st order from the CAPTAIN. (Begin with 2-3 commands and add 2-3 more every minute or so.)
  - SHIP WRECK – Drop to the ground
  - ICEBERG – Freeze
  - SWAB THE DECK – Mop the floor
  - SHIP AHoy – Stand attention and salute saying “Aye, Aye, Captain”
  - DROP THE ANCHOR – Sit down
  - SARDINES – All students stand close together
  - HOIST THE ANCHOR – Do 3 sit-ups
  - SHARK! – Make a fin with hand on head and move at a low level
  - TORPEDO – Run anywhere on ship avoiding other sailors
  - SHIVER ME TIMBERS – Shiver and shake from high to low
  - WALK THE PLANK – Take 3 steps, jump up, then sink to the floor/ground
- Pretend there is a storm and the ship is swaying a lot. Can you sway back and forth without falling down? Keep your balance.
Activity: Frogs Across the Pond

- 4 cones for boundaries.
- 1 spot marker per student.
- Create a large space (30 X 30 paces) activity area.
- Divide students in groups of 3 and position in short single file lines at 1 end of area.
- Give each student 1 spot marker (lily pad). First player in each line stands on their lily pad.
- Our activity is called "Frogs Across the Pond."
- The object is to get the "frog" in your group across our "pond" (activity area).
- You do that by having them jump from "lily pad" to "lily pad." (The lily pads are the spots.)
- First in line is the "frog" Those behind are "tadpoles."
- On my signal, tadpoles place lily pads in front of your frog. As the frog jumps from 1 lily pad to the next, the tadpoles pick up the used lily pads and continue to place them in front of their frog, building a path across the pond.
- When the frog reaches the other side of the pond, the game begins again with a new frog returning across the pond.
- Continue until everyone in your group has crossed, then shout, "Frogs across the Pond!"
P.E. Activities
(K-2)

Activities/Games

Clean Your Room
Builders and Bulldozers
Freeze Tag
Twist and Turn/Bend and Stretch
Toss and Catch
The Collector
Wacky Walkers
Chariot Drivers
Pass and Duck
Straddleball
Monkey See Monkey Do
Frogs in a Bucket
Bowler Rollers
SPUD
**Activity: Clean Your Room**

**Organize:**

- 4 cones make activity area large (40x40 paces).
- Divide students into 2 groups (can play Back-to-Back).
- Place fluffballs on both sides of floor. Have the center line be a divider or use a row of hula hoops for the hallway between the 2 “rooms.”

**Begin:**

- The name of this game is called “**Clean Your Room!**”
- The object of the game is to have the cleanest room! Each side will clean their room by throwing fluffballs “garbage” over to the other side.
- On START cue, throw any fluffball that are on your side **over** to the other side as fast as you can!
- Only throw one ball at a time.
- No kicking balls or throwing at people!
- On STOP/FREEZE cue, everyone raises their arms in the air to make an “X.” If you have a fluffball in your hand drop it to the ground.
- We will count how many fluffballs are on your side.
- The side with the fewest fluffballs has the cleanest room!
- Can you throw with your other hand too?

**Variations:**

- Throw over a net or rope to play “Clean Your Yard.”
- Play “Family Style” by dividing students into 4 groups and activity area into 4 sections.
- Designate type of throw (e.g., left hand, right hand, overhand, underhand)
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 rights knocked-down cones.
- The object of “Builders and Bulldozers” is to either knock down (bulldoze) or up right (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: Freeze Tag**

**Organize:**

- Individuals, each with a beanbag balanced on head, scattered within activity area.

- Review safe tagging (use fluffballs).

**Begin:**

- The name of this game is called "**Freeze Tag!**"

- The object of the game is to balance the beanbag on your head and to not get tagged.

- I will give fluffballs to 3 – 4 students who will be "taggers."

- On START cue, move around activity area. Try not to let your beanbag fall.

- Avoid the "taggers!" If tagged, the fluffball is handed to you, and you become it.

- No tag backs!

- If your beanbag drops, you must freeze until another person picks it up and places it back on your head. Remember to say "Thank you!"

- When you go to help a classmate, you are both safe from being tagged.

- If your beanbag drops while trying to help a classmate you are not frozen.

- All students need to keep beanbag balanced. If the "taggers" beanbag drops they have to stop and pick it up.
Activity: Twist and Turn/Bend and Stretch

Organize:

- Partners scattered in activity area. Play Back-to-Back.
- 1 beanbag or ball per pair.

Begin:

- For **TWIST AND TURN**: Stand Back-to-Back with partner, bend your knees, and keep your hips forward.
- Pass beanbag (ball) by twisting and turning from side to side. Don’t let it drop.
- On SWITCH, change direction.

- For **BEND AND STRETCH**: Stand Back-to-Back with partner, take a step forward for space.
- Can you pass the beanbag (ball) over your heads (stretch) then between your legs (bend)?
- SWITCH directions.
Activity: Toss and Catch

Organize/Tips:

- Partners scattered in activity area. Play Back-to-Back.
- 1 beanbag or ball per pair.
- Partners face each other.
- Watch beanbag go into your hands and close your hands around it.
- “Give” with the bag and bring it into your body.

Begin:

- Gently toss your beanbag (ball) underhand to your partner “play catch.”
- How quickly can you and your partner make 10 catches?
- Variations:
  - Play “Alphabet Step Back,” for each catch say one letter of the alphabet then take a small step backwards. If you drop the bag, stay where you are, and continue from the your last letter.
  - Play “Line Boogie.” The object is to get the bag to the back of the line without dropping it. In a single file line, each person reaches overhead to hand the beanbag back to the next in line. Continue, until it reaches the back of the line. That person runs to the front of the line with the beanbag and starts the passing overhead.
Activity: The Collector

Organize:

- Put in groups of 3 - 4 (depends on class size) by “Mingle-Mingle.” Line up in a single file line on one size of activity area.
- Scatter beanbags throughout activity area.

Begin:

- The object of “The Collector” is to collect as many beanbags as you can for your group.
- Can place in a group OR play “Mingle-Mingle” in 4’s/5’s. Stand behind spot marker or cone that I send you too.
- On START cue, the first person in line will fast walk (e.g., skip, hop, side-slide) and pick up ONE beanbag, return and place it on the spot marker or (front of cone), tag next person in line, then go to the end of your line.
- Continue collecting beanbags until all are picked up.
- How quickly can your group collect all the beanbags?
- Variations:
  - Scatter objects (e.g., fluffballs, foam balls, footballs) assign different point values for each object.
Activity: Wacky Walkers

Organize:

- Hoops for each group of 3 - 4 students depending on size of class.
- Play Mingle-Mingle to get in groups.
- 1 beanbag per student.
- Put each group behind a cone in single file lines. Hoop for each group is on opposite side of activity area.

Begin:

- The name of this game is called “Wacky Walkers!”
- On START cue, the first person in line gets into crab-walk position (hands and feet on ground, stomach facing up), and places beanbag on stomach.
- Crab walk as fast as you can to hoop, place beanbag in hoop, run back to your line, tag next player, then go to the end of your line.
- Variations:
  - If a student drops beanbag they need to stop and place it back on their stomach.
  - Cues for students in line; can you balance the beanbag on your head until student returns, balance on your elbow, hold beanbag in between your knees, etc.
**Activity: Chariot Drivers**

**Organize:**

- Divide students into pairs (can play Back-to-Back).
- 1 hula hoop per student.

**Begin:**

- The name of this game is called **“Chariot Drivers!”**
- Partners need to decide who will be the **Chariot** and who will be the **Driver**.
- **Chariots:** Stand inside BOTH hoops and hold the front of them with both hands.
- **Drivers:** Stand outside the hoops, behind your partner, facing in the same direction. Hold the back of hoops with both hands.
- On START cue, drivers begin moving their chariots **slowly and safely** within our play area.
- I will tell you when to switch places with your partner.
- **Variations:**
  - Drivers can choose different locomotor movements (e.g., hopping, skipping, **galloping**, etc.)
  - Change directions, go slower or faster, move at different tempos (slow or fast), move at different levels (high on tip toes, medium walking, or low bend and move).
Activity: Pass and Duck

Organize:

- Group students in 5’s play Mingle-Mingle, put in single file line.
- Select a group to demonstrate to class.
- Use softi-ball or playground balls/1 per group.

Begin:

- The name of this game is called “Pass and Duck.”

- How quickly can your group form a single file line?

- First person in line is the “Head Duck,” Head Ducks, take 4 steps forward then turn around to face your group. You have the ball to start the game.

- On START cue, pass the ball to the first person in line. They pass it back to you and then duck down so you can pass it to the person behind them. Continue until everyone in your line has passed and ducked!

- When all have had a turn, the net person in line becomes the “Head Duck,” the former Head Duck goes to the back of the line. Start again as soon as everyone is ready.

- Variations/Tips:
  
  - Caution “Head Ducks” not to pass the ball until person receiving it is ready.
  - Keep eyes on ball and hands up!
Activity: Straddleball

Organize:

- Play Mingle-Mingle and have students get in groups of 6 - 8.
- 1 ball per group.

Begin:

- The name of this game is called “Straddleball”

- The object of this game is to score a goal by striking a ball with your hands through the legs of others around the circle.

- To Start:
  
  - Create a “goal” by spreading your legs wide.
  - Touch the sides of the feet with the person next to you. Bend your knees and get low.
  - Palms of hands facing in towards the middle of the circle, fingers close to the ground.
  - Send ball through anyone’s “goal” by striking it with an open palm and stiff wrist.
  - Keep ball low and on the ground/floor.
  - You can only protect your “goal” with your hands only.
  - If the ball goes outside of your circle, the person who touched it last gets it. Rejoin the group and begin again.
Activity: Monkey See Monkey Do

Organize:

- Individuals scattered in activity area, or on circle facing you.

Begin:

- The name of this dance is called "Monkey See, Monkey Do!"
- You’ll do it first by yourself, then with a partner.
- Let’s practice the movements together:
  
  - "Monkey see,": Tap Knees 8xs.
  - "Monkey what’s,": Clap hands 8xs.
  - "Monkey yes,": Tap fists 8xs, 4xs with R hand on top, 4xs with L hand on top.
  - "Monkey here’s,": Open and shut hands 4xs.
  - "Won’t you quit,": Hold your hands in front of face and pretend to climb up a tree for count of 8. Then, wiggle your fingers while bringing hands from high to low. Repeat hands climbing and wiggling down.
  - During musical interlude, move around in general space like "monkeys."

- Lyrics: "Monkey See Monkey Do"

  Monkey see monkey do,
  Monkey what’s come over you?

  Monkey yes, monkey no,
  Monkey here’s the way to go!

  Won’t you quit that monkeying around?
  Won’t you quit that monkeying around?
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: Bowler Rollers

- 4 cones for boundaries.
- 7” foam ball or foam bowling ball per 2 students.
- 1 bowling pin or light weight cone per 2 students.
- 2 spot markers per 3 students (optional).
- Create a large (30 X 30) activity area.
- Scatter upright bowling pins within boundaries.
- Divide class in half; send half to stand by 1 pin each, call them “Pin Guards.”
- Send other half to select 1 foam ball each and stand along sideline, call them “Bowlers.”
- Use proper 1 hand roll (bowling) to bowl accurately.
- Bowlers, your object is to knock over as many pins as possible before the stop signal. Move anywhere within our boundaries and roll your ball at them.
- Pin Guards, the object for you is to protect your pin. Use only your feet to deflect the rolling ball, do not kick it.
- If a pin is knocked over, put it back up.
- Switch bowlers and pin guards every 2-3 minutes.
- Have bowler's count up there score each time, have pin guards add up the number of times they deflected a ball.
Activity: SPUD

- 1 cone/spot markers per group of 3-4 students.

- (1) 7” foam ball per group of 3-4 students.

- Place cones 20 paces apart, scattered within very large activity area (playground or grassy field).

- Create groups of 3 to 4, and give each group 1 ball. Select 1 player per group to hold the ball.

- Send groups to cones/spot markers

- This activity is called SPUD!

- The object is to avoid being touched by a ball being rolled by 1 of the players. If you are touched, you receive the 1st letter in the word “SPUD.” Try to avoid spelling out the whole word.

- Players form a close circle around a cone/spot with a player holding the ball.

- The ball holder calls another player's name and throws the ball straight up in the air as high as they can.

- Everyone runs away from the cone/spot except the player whose named is called. That player stays and attempts to catch the ball.

- As soon as this player has the ball, they yell “SPUD!” and everyone must freeze.

- The ball carrier may now take up to 4 giant steps (leaps work well) towards any player they want, spelling “S-P-U-D” as they step. Then they roll the ball toward the player they are closest to, trying to touch their feet with the ball. The player who is the target of the rolling ball may not move to avoid being touched.

- If the target player is touched, they receive an “S,” if not touched, the person rolling the ball scores an “S.”

- All players go back to the cone/spot, and the player who received the letter calls out a new name and throws up the ball for the next round.

- Once a player scores the word “SPUD,” the game is over. Begin again with everyone having no letters.