Putting the PLAY back in playground

Sports4Kids Playbook

Developed by
Sports4Kids Program Staff

Sports4Kids is a non-profit organization whose mission is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play.
# Table of Contents

Sports and Games ................................................................. 3
Introducing Sports, Play and Physical Activity ..................... 4
Steps for Creating Safe and Inclusive Environments for Play .... 4
Helpful Vocabulary Words ......................................................... 6
Sports4Kids Class Game Time ...................................................... 8
  Checklist for Setting Up a Class Game Time ......................... 8
  Class Game Time Introduction Letter to Teachers ....................10
  Class Game Time Sign Up Sheet .............................................11
  Class Game Time Structure ..................................................13
  Preparing for Class Game Time ..............................................15
  Class Game Time Lesson Planning Sheet .................................17
  Class Game Time Monthly Lesson Plans .................................18
Openings, Warm-ups, Cool Downs and Closings .................... 36
Ice Breakers .............................................................................39
Building Sports Readiness ....................................................... 52
Tag Games ...............................................................................77
Cooperative Games ............................................................... 90
Core Playground Games ..........................................................114
Core Sports .............................................................................147
Health and Fitness: FitKid Program .........................................183
Inside Games and Minute Movers ..........................................208
Kindergarten Section ..............................................................219
Games Index- By Component .................................................226
Games Index- Alphabetically .................................................227
Sports and Games

The Sports4Kids program places itself squarely in the middle of two common perspectives on sports, the organized league sports and “playground sports”. Sports and games have long been credited as major sources for children in the United States to learn basic movement skills. While the traditional definition of youth sports has emphasized organized athletic programs that provide a systematic sequence of practices and contests for children and youth, this definition of youth sports is quite limited. “Playground sports” and games like 4-square, jump rope, kickball or dodge ball have historically provided motor skills development for millions of American children who have never been exposed to sports leagues. The past several decades have also introduced “cooperative games” into the sports domain. Sports4Kids believes these unique and experimental games are an essential part of a school sports program not only because children love them, but children also learn cooperation, problem solving, critical thinking and community building while playing.

Many sporting options provide something valuable for children. Supervised sports leagues offer a structure and format for learning and improving sports skills. Leagues often offer a team framework whereby children learn to work together and play for the advancement of the whole group as well as a way for children to travel and meet others with the same passion to play. “Playground sports” can teach a number of important skills that are critical to the healthy development of children. While such games are generally unsupervised, children often develop diplomatic skills, as in negotiating the teams and working out problems that arise during a game. In this setting, students may not get the coaching, mentoring or opportunity to visit other children and other places, however while playing outside the traditional sports framework, they can develop cooperative skills by setting up and agreeing to follow set rules enforcing fair play. Unlike adult structured sports, children can use their creativity to obtain or make equipment for play while also defining and setting up a place to play. “Cooperative games” emphasize fun and de-emphasize winning and losing. They are often multi-faceted, offering an opportunity to play hard, navigate a set of challenges, and celebrate a group win. Cooperative games allow for greater participation of students with varying levels of athleticism; such students might not otherwise play together or even participate in sports at all.

Manual Goals:
To inspire educators to introduce sports and physical activity regularly within the school day, to use sports as a jumping off point for teaching a range of “life skills” that can enrich each child’s experience of school and enhance the quality of their lives.

Objectives:

- Provide tools for structured sports activity and supervised play for all skill levels throughout the school day, within specific Class Game Times and during the after school hours.
- Create opportunities to inspire in children a love of physical activity and play, as well as a willingness to move beyond previously set limits.
- Present activities that enhance children's understanding of and respect for sporting behavior and fair play and increase their capacity to solve problems together.
- Offer the Sports4Kids curriculum in a format that is comprehensive and easy to use.
Introducing Sports, Play, and Physical Activity

There is amazing potential to use sports, play and physical activity as a catalyst for fostering the physical, social and emotional development of children. There is also the reality that many children will have experiences on school playgrounds and within organized youth sports that are significantly detrimental to their health and well being. Unhealthy competition or sporting behavior, lack of access due to socio-economic status, or exclusion based upon gender or ability, are just a few of the issues that can impact a child’s experience.

Steps for Creating Safe and Inclusive Environments for Play

Choosing Games
Introducing non-traditional games, specifically ones that do not have existing stereotypes for participation, can provide a greater chance to create opportunities where all children will feel welcome and encouraged to play and be physically active. Identify games to teach initially that have the best chance of engaging all children to play.

Tips:
- Games that are high energy, with minimal time waiting or watching others perform.
- Games where skill level does not impact accessibility or enjoyment.
- Games where focus is placed on enjoyment of participation, being active, and developing sense of community through cooperation and teamwork.
- Minimize role of competition and keeping tally of a score.

Adult Participation
Taking an active role in playing games with children, rather than solely facilitating the game, creates opportunities for adults to model healthy behavior. Adult participation also supports engaging children who may be nervous to play alone or try a new game. Adults being active in playing games, particularly ones that have labels around “who can play,” can help break down stereotypes on playgrounds so all children to feel included and to participate.

Tips:
- Play in games at which you are not highly skilled to promote the idea that ultimate goal is to have fun playing in games.
- Play games or sports which are not socially connected to your gender.
- Model how to get “out” and how to play team games in healthy manner.

Laying Foundation for Inclusion and Respect
Taking pro-active steps to create an environment that promotes inclusion and respect is the best means to decrease potential challenging behaviors or conflicts. Adults should develop healthy strategies to prevent and/or work with situations where children are being excluded or disrespected.

Tips:
- Review rules and expectations prior to starting game. Set the stage for having fun!
- Create Team Names: encourage peer and team support and cheering
- When choosing teams or groups use practices that do not single out a student’s gender or ability or create situations where students are selected by “captains”
- Do not separate children by gender when choosing teams or creating lines for warm ups.

**Intervening and Interrupting Unhealthy Situations**

In creating safe and inclusive environments for play, it is essential for adults to feel confident and capable of intervening and interrupting situations where children are being teased and/or excluded. Remember that it can take just one unchecked incident in a child’s life to influence their perception and willingness to engage in play and physical activity.

Tips:
- Develop strategies to prevent and work with situations where children are being excluded or disrespected that are both healthy and effective for the child and adult.
- When dealing with challenging behavior, focus on the behavior rather than the individual. Never label a child as “bad.”
- Use calm and respectful tones when you are talking to children /students, even if you are upset.
- See “Common Challenges” for more additional ideas and strategies.
- Remember that ignoring a situation can be viewed by children as your approval of the situation.

**Positive and Inclusive Language**

Remember to consider the underlying messages you are giving students through the language you use with them. Without intending to do so it is easy to exclude, ostracize or hurt individuals through your choice of words. It is imperative to not use gender-typed language. Equally important is to intervene clearly and decisively in the face of any bias or discrimination you encounter and to be aware of how our language and words can impact the accessibility and healthy experiences for children.

Tips for Inclusive Language:
- Use the word “player” versus the traditional “man” when talking about strategy and positions.
- Use the term “sporting behavior” to replace sportsmanship.
- Be prepared to intervene clearly and decisively in the face of any bias or discrimination you encounter.

Coaching that combines praise and motivation with tips and guidance on skill relevant information is a positive way to help children stay interested and involved in physical activity. The opposite is trying to motivate children through disparaging comments, “tough love” humiliations or comparing them to more accomplished athletes, which are common strategies common in traditional sports teaching. Also ineffective is the all positive, all praise approach to coaching that tends to ignore individual skills and needs.

Tips for Constructive Criticism
- Sandwich Feedback: Place a specific praise before and after you give a player a criticism.
- 5 to 1 Ratio :Give a player five praises for every one criticism
- Pennies: Place five pennies in your left pocket. Switch one penny over each time you praise the team. You can only give the team constructive criticism after all the pennies are in your right pocket.
Helpful Vocabulary Words

**Aerobic Exercise**: An activity that raises a person’s heart rate. The target heart rate to improve fitness is between 60%-80% of the heart’s maximum number of beats per minute.

**Body Composition**: The amount of muscle and fat tissue that makes up each person’s body.

**Endorphins**: Endorphins are neurotransmitters, released by the brain when physical activity occurs, which send a “feel good” sensation to the brain.

**Endurance**: Having endurance means to be strong, sturdy and robust.

**Cardio Respiratory Endurance**: The ability of the heart and lungs to continue supplying the body with needed oxygen and nutrients.

**Muscular Endurance**: The ability and strength of the muscles to continue supporting and moving the body over a period of time.

**Fitness**: The heart, lungs and muscles are strong and the body is flexible and alert. If a person is fit, they have enough energy to function through regular daily activities and have energy left over for recreation and/or other demands.

**Flexibility**: Being able to move muscles and joints through their full range of motion. In a child, flexibility can be measured with the combination of speed, agility and balance necessary for the body to react quickly and with coordination.

**Health**: To have energy and freedom from injury to the body and mind.

**Heart Rate**: The number of times the heart beats in one minute.

**Nutrition**: The foods and liquids composed of vitamins, minerals, carbohydrates, fats, and proteins the body needs for proper functioning.

**Resilience**: The innate capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social competence despite exposure to severe stress.

**Strength**: The power of the mind, body and spirit to apply force.

**Stress**: A physical state that comes from excess thought, worry, or the happenings of events that are beyond a person’s control.

**Stress Reduction**: A process in which the mental or physical state is manipulated or changed to decrease the experienced stress level.

**Physical Education**: A curriculum that teaches motor skills and fun and challenging games, sports and activities which facilitate physical health and well being.

**Physical Activity**: Movement that requires focus and effort; usually associated with health and fitness.
**Sports**: Physical games that are played with small-to-large groups, which follow an agreed upon set of rules and a standard time frame; generally games that are played by two individuals or two or more teams in opposition, used to determine which individual or team is superior.

**Playground Sports**: Any activity, game or exercise that involves physical movement, a set of rules and, generally, at least two people.

**Recess**: A break from class learning where students within a school go outside for ten to thirty minutes to rest and have free time.

**Awareness**: Keen perception using all the body's senses, including intuition, and taking in everything both inside us and in the surrounding environment.

**Effort**: The physical, mental or spiritual energy required for any given task, game or activity.

**Teamwork**: The act of positively communicating and interacting within a group to accomplish specific group goals; strategic play that involves individual responsibility coupled with awareness of the whole.

**Cooperative Games**: Games and activities whose primary objective is to teach cooperation; games which generally have no winners or losers.

**Competitive Games**: Games where players use strategy and teamwork in an effort to outplay their opponents.

**Sporting Behavior**: Conduct within an activity that maximizes the fun and challenge for everyone playing through behavior that maintains the balance between intense effort to succeed and keen awareness and respect for fair play.

**Fair Play**: An understanding between two or more people to follow a set of rules for a given game; circumstances during play where cooperation is understood as a central component of fierce competition; a respect for the opponent or opponents in a given game and a graciousness in winning and losing.
Sports4Kids Class Game Time

Sports4Kids’ “Class Game Time” is a central component of the Sports4Kids program during the school day. The Sports4Kids curriculum offers a skills-building approach to teaching sports and games. The Sports4Kids goal is to provide a gender neutral, consciously cooperative, carefully competitive approach to introducing sports and physical activity to children. Our goal is for all students to have a positive early experience with sports and to be inspired to acquire new games and physical skills as they grow. Success is when a child leaves our program enjoying sports and games more than s/he did before.

Class Game Time is generally a forty minute time slot when the Sports4Kids Site Coordinator works directly with one class of students and their teacher. The Sports4Kids curriculum includes physical skills that are the basis for learning sports and playground games, cooperative games, lessons on physical health and fitness and principles of violence prevention and safety. Sports4Kids staff can use the Class Game Time to introduce such diverse skills as dribbling, problem solving and self-awareness, transforming what has traditionally been a dividing line between children of varied physical abilities. In addition to Sports4Kids, a credentialed Physical Education teacher may be part of the staff at some of the schools. If this is the case, Sports4Kids can work with the P.E. teacher to develop a compatible program.

Checklist for Setting Up a Class Game Time:

1. **What physical activity programs exist at your school?**
   - If there is no program, you are free to build a program based on the S4K curriculum and your own interests and talents.
   - If there is an existing program, interview the instructor and develop a compatible schedule and program.

2. **Introduce yourself to the classroom teachers.**
   - Use your Class Game Time Information Sheet and Sign-up forms to sign classes up. Drop it off in teachers’ boxes, hand it out at a staff meeting or hand-deliver to individual classes.
   - Use classroom presentation time and school staff meetings to talk about Class Game Time.
   - Give clear deadlines for when you need responses back so you can make your schedule.

3. **Set up your Class Game Time schedule.**
   - Work with your monthly calendar sheet to establish a working schedule for yourself. Mark off recesses, lunch breaks and any other commitments you have and then see how many thirty to forty minutes’ slots are left in the day.
   - Confirm with your Area Director that the schedule is sustainable for the year or semester.
   - Make up a schedule and then deliver confirmation notices to classes regarding their time slot. Initially, use the reminder forms the day before particular classes have Class Game Time to ensure the class will actually arrive at their appointed time.

4. **Do not over load your schedule!**
   - It is often impossible to offer a weekly slot to all grades and classes if you are the only resource for physical activity, outside of classroom teachers, especially in the larger schools.
• You can be creative and have a rotation system where you give greater attention to particular grades during a given month or season, or set up a monthly schedule for one or two grades at a time.

5. **Get a class list from each teacher.**
   • Check with the teacher to see if the class has already been given an “order”.
   • Use the list to fill out a Home Base Sheet for each class prior to your first class.
   • Teach students what the home bases are and what they are for during your Class Game Time with each class.
   • Use these home bases for warm-ups, cool downs and giving instructions to the class.

6. **Introduce the structure of your class from the first day.**
   • Follow the same basic structure every time you teach your classes.
   • Once your structure is set in place, you can be flexible.
   • Always include a standard warm-up, skills building, some core games and a cool down in every class.

7. **Use the Lesson Plan Sheet.**
   • Plan each class and help monitor your progress towards meeting the physical education goals you’ve established.
   • You can use the Class Game Time monthly program from the Sports4Kids curriculum to help you plan.

8. **Get involved early in the year with preparing for mandatory fitness testing.**
   • Get the mandatory fitness testing information from the fifth grade class teachers and use the FITKID activities to build up to the mandatory test.

9. **Make notes and get input from teachers after each class.**
   • Use your Lesson Plan Sheet to make general notes about what you’ve covered and any ideas you may have for the next class.
   • Work collaboratively with the teacher to make the most of the Class Game Time.
Dear Teachers,

I will be providing Class Game Times beginning the week of _______________. Class Game Time is a structured physical activity class that will include skill building exercises, cooperative games and the building blocks for learning to play basic playground games and traditional sports. I am hoping there are enough spaces so that each class can at least have a class once every other week for thirty to forty minutes. Please sign up below in the slot that is the best for your class. Make a note at the bottom if no slot will work or if you have a second choice that will work just as well. If there is a need, I will set up a rotational system so that every class can receive the opportunity. Once I have set a schedule, I will send out a confirmation notice to each class informing you of your day and time.

Sports4Kids will also offer workshops this year to teach the Sports4Kids Class Game Time format and offer support for the Physical Education classes that teachers have to lead. These will be coordinated by the principal and held during staff development periods.

Thank you for your interest and I look forward to seeing you and your class later this month.

Sincerely,

Sports4Kids Site Coordinator
# Sports4Kids Class Game Time Sign Up Sheet

## 1st and 3rd Weeks of the Month

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
</tr>
</tbody>
</table>

The slots were full but I am still interested in signing up for your class later this year:

1. Teacher  
2. Grade  
3. Room #
Sports4Kids

Sports4Kids Class Game Time Sign Up Sheet

2nd and 4th Weeks of the Month

<table>
<thead>
<tr>
<th>Grade:</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
<td>Rm. #:</td>
</tr>
</tbody>
</table>

The slots were full but I am still interested in signing up for your class later this year:

1. Teacher  Grade  Room #

2.
Class Game Time Structure

Components

Class Game Times consist of different components, each with its own focus and goal. Through the combination of the different types of activities, you can achieve an environment where students feel comfortable to explore physical activities, develop skills applicable to a variety of sports and build social skills working as a team. Each component adds to the richness of the students’ experiences.

Ice Breakers

Ice breakers are an effective and fun way to begin building community among your students. The most basic help students learn each others’ names. Others encourage children to share information about themselves, through which they build relationships with their classmates. Participation in ice breakers also help students feel more comfortable engaging in further games and activities.

FitKid and Warm-ups

The FitKid Program strives to increase the flexibility, strength and endurance of youth. A key aspect of this program is the coach’s ability to educate and inspire youth to continue these routines outside of the Class Game Time setting and throughout their life.

Readiness and Skills Building Games

Games from these sections help to build a foundation of basic skills that both develop capacities in the individual students as well as establish a common movement vocabulary for an entire group. Body awareness is easily learned through teaching children to make shapes, circles, triangles or lines with their bodies as well as moving high and low, practicing spinning or running through groups without touching.

Tag Games

Fun and accessible to most students, tag can teach a number of basic movement skills that lead toward other more complex games and sports. Tag games range from simple ones that teach agility and evasion to more elaborate ones that teach cooperation, teamwork, and strategic thinking.

Cooperative Games

Cooperative games are organized activities focused on having fun, team building, and often learning important lessons. Cooperative games combine fun with active learning about problem solving, communication styles, decision-making and group dynamics. These games give children the chance to step out of their usual mindset about winning and losing. Rather than measuring success by how much better one group is than another, these games emphasize a whole group tackling a challenge together. They are also great for leveling the playing field so all students can equally approach a physical movement activity.

Cool Down / Wrap Up

Including a cool down or wrap up at the end of each Class Game Time serves many purposes. Students are able to share out what they learned which actually reinforces the knowledge as well as providing closure on the activity. Cool downs prepare the students for the next part of their day, which is most likely academic. Calming students and turning their attention back to their teacher after their energy release sets the tone for learning. This will be greatly appreciated by the teachers with whom you work.
Signals

Signals are any sound or body movement that initiates an action for a group. Common signals are a whistle, clapping, two fingers raised in the air or a verbal cue. Some signals are used to stop action, some to start action and some to focus attention. Others are used to create breaks and transitions between activities. Having a clear signal or set of signals is imperative when working with groups of children in schools. Using signals makes it clear that you are leading the activity and you are focusing their attention on yourself without having to raise your voice.

Tips for Using Signals

- Stay consistent with the expectation of the signal. If you begin to talk with only half of the group following the signals and focused, students will be less likely to follow when signal is given at a future time. Keep providing the signal until you get the desired response.
- When appropriate, be comfortable acting silly, energized, and animated.
- Match the signal to the environment; know when to use louder sounds and animated movement or quieter signals and responses.

Suggested Signals:

1. Clap once if you can hear my voice. Clap three times if you can hear my voice. Clap ten times if you can hear my voice.

2. “Match Me”-You put up a particular number of fingers and have students match the number you have put up. You change it several times until you have their attention.

3. Same as above except you just ask them to tell you how many fingers you have up. You change it several times, each time asking, “How many fingers do I have up now?” until you have their attention.

4. Have students echo a rhythm you initiate with claps or stomps or a mixture of both until everyone is doing it together and you have their attention.

5. “Raise your hand if you can hear my voice. Put your hands on your hips if you can hear my voice. Squeeze your earlobes if you can hear my voice etc.” until everyone is focused. Try saying, “If you can hear my voice, touch your shoulders,” as you touch your knees. If students are familiar with you, they will know that you are trying to see who is actually listening.

6. “Toes on the Line”: Count down from five-Say “I want to see everyone with their toes on the white line, ready to play and focused on me before I finish counting down from five. Here we go, 5-4-3-2-1. Great job!”

7. Use your whistle to get attention. Different number of toots or short and long toots can mean different things. One whistle means freeze…two whistles mean line up.

8. Call out “1 2 3, Eyes on me” and have the students echo back, “1 2, eyes on you.”

9. Try other call and responses, rhythms or chants. Be creative.

10. Ask teachers at your site what signals or attention getters they use in their classrooms.
Preparing for Class Game Time

Class Game Time Home Bases
Home Bases provide structure and create a consistent spot for students to familiarize with games, instructions, warm-ups and most importantly, places to meet their Coach for Class Game Time. Home bases should be started in the first Class Game Time with each class. Use ice breakers and readiness activities to introduce the Home Bases. Through positive reinforcement, you can transform the home bases into an area from which you start and end many activities.

Make a space on your yard or gym that makes sense for you. Home Bases in community circles allow everyone to see and hear each other. You can easily change the size of the circle by asking students to step in for instructions and to step back for stretches and warm-ups. Many classes have numbers in their classes already and it will be an easy number for the students to remember on their own. Using numbers that are already painted is a convenient solution. The three point arc and other lines inside a gym also make good visual references. If these are not available, chalk, tape, flat discs or cones also work.

Once you have decided how to set up your Home Bases, make a diagram of the space and a copy for each class. Teachers can help you write in the names of the students during your first class. This will also be a valuable tool in learning all the students’ names at your site.

Lesson Planning
It is imperative to have a plan for each class game time. Being fully prepared for each class game time has many benefits for your program. Planning ensures that you are running a thoughtful and educational program that continuously builds on previously learned skills. Preparation also shows students that you value your time with them.

A lesson planning sheet as well as a guideline for a year long curriculum is provided in this Playbook. Use them to prepare for each class. You can write 1 lesson plan for several grades. While planning, remember to make modifications for younger students, students with special needs and for classes that may be particularly challenging. When something goes really well, take note of how and why it worked so that you can repeat the success. Similarly, record examples of activities that did not go well so you and your area director can brainstorm solutions.
In planning out your lessons, start from the top and work your way down. Decide on your focus for the month. From there, decide what skills you need to teach the group and use games that apply to those skills. The year long plan is a framework that you modify to fit your and your students’ needs. Be sure to note equipment that you will need, issues with space and safety concerns in your plans.

Schedule a time each week to plan out your lessons. Planning for a week or a month in a sitting is a good habit and will save you time and frustration. Also consider writing a rainy day (or snow) plan each time you sit down to lesson plan so that you are prepared for it. By November 1st, you should have 5 plans you can use with various ages inside various spaces. Use the Indoor Games section and the After School Allstars Curriculum for ideas.

Toolbar Codes
On the bottom of each game description there is a convenient toolbar so you can quickly identify games that are Inclusive, Kindergarten Friendly, require No Equipment, are Rotational and good for Transitions.

<table>
<thead>
<tr>
<th>I</th>
<th>K</th>
<th>NE</th>
<th>R</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive: A game that facilitates every student being able to participate.</td>
<td>Kindergarten: Games that are successful with Kindergarteners.</td>
<td>No Equipment: Games that are played with no equipment.</td>
<td>Rotational Games: Games in which students rotate who is actively involved in the activity. Some students are playing the game while others are waiting for their turn.</td>
<td>Transitional: Small, quick activities that allow for a fluid change in games, to create a line or to travel from one place to another.</td>
</tr>
</tbody>
</table>

Equipment
As with planning for each class, it is crucial that you have the equipment and supplies ready before the class reports to you. A good strategy is to have bags or carts ready for the entire day. Equipment preparation includes setting up cones or other more elaborate games before the class arrives, so the students’ wait time is minimized. Remember, these extra steps show the students that you appreciate your time with them.
<table>
<thead>
<tr>
<th>Type and Length of Activity</th>
<th>Equipment / Space Needs</th>
<th>Planned Activity of Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-Up &amp; Fikid (5 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro &amp; Ice Breaker (5 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative &amp; Tag (5 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Building &amp; Readiness Games (10 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Game / Sport (10 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool Down / Wrap-up (5 min)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thoughts for Next Time:

Notes

Month: __________        Week: __________        Focus: __________        Grades: __________
# Class Game Time Monthly Lesson Plans

## September  Playground Games  Grades: K - 2

In September, the focus of the Class Game Times should concentrate on games that will be running at recesses consistently. Teaching the concepts and skills of the game along with the official school rules will set up an inclusive environment where all children can be encouraged to try the games. Ro Sham Bo is a valuable asset to creating a playground of fair play.

| Focus Game: Cookie Monster | Week 1 | Ice Breaker: Try some of the name games. Use any with which you are comfortable.  
FitKid: Do at least 2 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Ball Toss Race  
Skills Building / Readiness Activity: Whistle Mixer  
Cool Down/Wrap-up: Share three appreciations for good sporting behavior. Ask the students if they will join you for Cookie Monster at recess. |
|---------------------------|--------|---------------------------------------------------------------------------------------------------|
| Focus Game: Cookie Monster | Week 2 | Ice Breaker: Use a different name game this week.  
FitKid: Do at least 2 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Band-Aid Tag  
Skills Building / Readiness Activity: Clap and Move  
Cool Down/Wrap-up: Ask three students to share something they learned and then do a cheer. |
| Suggestions |     | - Make a point to use and have the students practice transitions, signals and home bases this week.  
- The earlier you start creating habits with your students, the easier it will be for them to learn them.  
- Demonstrate safe tagging! Light touch using tips of fingers, like butterfly wings, on back or shoulder.  
- Unsafe tagging: hard contact that may cause the person being tagged to fall. Kids enjoy seeing you demonstrate an “unsafe” tag in slow motion. |

| Focus Game: Jump Rope | Week 3 | Ice Breaker: Teach the students Ro Sham Bo and play evolution  
FitKid: Do at least 3 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Fox and Rabbit  
Skills Building / Readiness Activity: Snake/Helicopter  
Cool Down/Wrap-up: Everyone Ro Sham Bo three other people! |
|---------------------|--------|------------------------------------------------------------------------------------------------------------------|
| Focus Game: Jump Rope | Week 4 | Ice Breaker: Partner to Partner, while adding different questions for the partners to share their answers together.  
FitKid: Do at least 3 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Blob Tag  
Skills Building / Readiness Activity: Zero, 1, 2, 3  
Cool Down/Wrap-up: Reinforce Ro Sham Bo through Ro Sham Bo Cheerleader |
| Suggestions |     | - Break down jumping to its most simple form components if your group needs it.  
- Practice jumping in a rhythm, jump over lines, etc.  
- Arm circles can teach the turning motion.  
- Continue to reinforce the home bases. |
## September  Playground Games  Grades: 3 - 5

In September, the focus of the Class Game Times should concentrate on games that will be running at recesses consistently. Teaching the concepts and skills of the game along with the official school rules will set up an inclusive environment where all children can be encouraged to try the games. Ro Sham Bo is a valuable asset to creating a playground of fair play.

| Focus Game: Sharks and Minnows | Week 1 | Ice Breaker: Try some of the name games. Use any with which you are comfortable.  
FitKid: Do at least 2 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Band Aid Tag  
Skills Building / Readiness Activity: Whistle Mixer  
Cool Down/Wrap-up: Share three appreciations for good sporting behavior. Ask the students if they will join you for Cookie Monster at recess. |
|---|---|---|
| Focus Game: Sharks and Minnows | Week 2 | Ice Breaker: Use a different name game this week.  
FitKid: Do at least 2 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Blob Tag  
Skills Building / Readiness Activity: Clap and Move  
Cool Down/Wrap-up: Ask three students to share something they learned and then do a cheer. |
| Suggestions | | • Before You Start, demonstrate safe tagging - light touch using tips of fingers, like butterfly wings, on back or shoulder.  
• Unsafe tagging: hard contact that may cause the person being tagged to fall. Kids enjoy seeing you demonstrate an “unsafe” tag in slow motion |
| Focus Game: Ga-Ga Ball | Week 3 | Ice Breaker: Teach the students Ro Sham Bo and play evolution  
FitKid: Do at least 3 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Everybody’s IT tag  
Skills Building / Readiness Activity: Scramble  
Cool Down/Wrap-up: Everyone Ro Sham Bo three other people! |
| Focus Game: Ga-Ga Ball | Week 4 | Ice Breaker: Partner to Partner, while adding different questions for the partners to share their answers together.  
FitKid: Do at least 3 stretches from the curriculum and then a short run.  
Cooperative / Tag Game: Giants, Wizards, Elves  
Skills Building / Readiness Activity: Here, Where, There  
Cool Down/Wrap-up: Reinforce Ro Sham Bo through Ro Sham Bo Cheerleader |
| Suggestions | | • Practice open hand hitting: keeping the ball close to the ground.  
• Demonstrate the concept and skill.  
• Emphasize the importance of fair play and role model saying “Nice Try”, “Good Job”, etc. Saying “You’re Out” is not part of the game |
In October, the focus of the Class Game Times is concentrated on reinforcing common recess games and cooperative activities. Slowly begin to incorporate more of the stretches and FitKid activities into your classes. Use the Class Game Times to teach, model and encourage sporting behavior.

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus Game: Crazy Kickball</th>
<th>Ice Breaker</th>
<th>FitKid</th>
<th>Cooperative / Tag Game</th>
<th>Skills Building / Readiness Activity</th>
<th>Cool Down/Wrap-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Do a brainstorm with the class about the ways people can show kindness and good sporting behavior while playing games. Have them look for examples while they play.</td>
<td>Do at least 4 stretches from the curriculum and then a run.</td>
<td>Statue Tag</td>
<td>Kickball Partner Time – example A</td>
<td>Ask for volunteers to share appreciations for good sporting behavior they saw from others during the class. Do a cheer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Week 2</strong></td>
<td><strong>Week 2</strong></td>
<td><strong>Week 2</strong></td>
<td><strong>Week 2</strong></td>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>I Love (Like) My Neighbor – using cones or chairs.</td>
<td>Do at least 4 stretches from the curriculum and then a run.</td>
<td>The Wave</td>
<td>Kickball Partner Time – example B</td>
<td>Who Rocks?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FitKid:</td>
<td>Cooperative / Tag Game:</td>
<td>Skills Building / Readiness Activity:</td>
<td>Cool Down/Wrap-up:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do at least 4 stretches from the curriculum and then a run.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperative / Tag Game:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wall Ball or Jump Rope Relays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills Building / Readiness Activity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scramble</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cool Down/Wrap-up:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A calming, slow breathing and stretching round of Running through the Forest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Week 3</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Have students share their favorite game to play.</td>
<td>Do at least 4 stretches from the curriculum and then a run.</td>
<td>Crooked Circle</td>
<td>Switch</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FitKid:</td>
<td>Cooperative / Tag Game:</td>
<td>Skills Building / Readiness Activity:</td>
<td>Cool Down/Wrap-up:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do at least 4 stretches from the curriculum and then a run.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperative / Tag Game:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crooked Circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills Building / Readiness Activity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Switch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cool Down/Wrap-up:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deep Breathing and a very slow stretch.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions**
- Introduce the bases and practice running around them, in order, with the students.
- Using a hula hoop as a place for the returned balls helps the pitcher.
- Ask the students questions to see if they can explain the rules back to you.

**Week 4**
- Review School Rules page on 4-Square
- Explain why everyone plays 4-Square by the same set of rules (inclusion).
- Emphasize and model the importance of fair play by saying, “Nice Try” and “Good Hit.”
- “You’re out” is not part of the game.
- “You get to go into line for another try!”
In October, the focus of the Class Game Times is concentrated on reinforcing common recess games and cooperative activities. Slowly begin to incorporate more of the stretches and FitKid activities into your classes. Use the Class Game Times to teach, model and encourage sporting behavior.

| Focus Game: 4-Square | Week 1 | **Ice Breaker:** Do a brainstorm with the class about the ways people can show kindness and good sporting behavior while playing games. Have them look for examples while they play.  
**FitKid:** Do at least 4 stretches from the curriculum and then a run.  
**Cooperative / Tag Game:** Statue Tag  
**Skills Building / Readiness Activity:** 2-Square  
**Cool Down/Wrap-up:** Ask for volunteers to share appreciations for good sporting behavior they saw from others during the class. Do a cheer. |
|---|---|---|
| | Week 2 | **Ice Breaker:** I Love (Like) My Neighbor – using cones or chairs.  
**FitKid:** Do at least 4 stretches from the curriculum and then a run.  
**Cooperative / Tag Game:** The Wave  
**Skills Building / Readiness Activity:** Clap and Move  
**Cool Down/Wrap-up:** Who Rocks? |
| Suggestions | | • Review School Rules page on 4-Square  
• Explain why everyone plays 4-Square by the same set of rules (inclusion).  
• Emphasize and model the importance of fair play by saying, “Nice Try” and “Good Hit.”  
• “You’re out” is not part of the game.  
• “You get to go into line for another try!” |

| Focus Game: Ultimate Kickball | Week 3 | **Ice Breaker:** An energizing active round of Running through the Forest  
**FitKid:** Do at least 4 stretches from the curriculum and then a run.  
**Cooperative / Tag Game:** Jump Rope Relays  
**Skills Building / Readiness Activity:** Throwing and Catching: Partner - Time example A  
**Cool Down/Wrap-up:** A calming, slow breathing and stretching round of Running through the Forest |
|---|---|---|
| | Week 4 | **Ice Breaker:** Have students share their favorite game to play.  
**FitKid:** Do at least 4 stretches from the curriculum and then a run.  
**Cooperative / Tag Game:** Crooked Circle  
**Skills Building / Readiness Activity:** Kicking and Fielding: Group Time - example C  
**Cool Down/Wrap-up:** Deep Breathing and a very slow stretch. |
| Suggestions | | • Review rules thoroughly before play to save time during play.  
• Demonstrate running the bases  
• Demonstrate and make sure the students understand playing the field, staying in position and using teammates.  
• Switch after a team goes through the batting rotation, rather than after three outs. |
November’s Class Game Focus centers on teaching the fundamentals of Basketball. This unit also precedes the Girls’ Basketball League. Learning Basketball skills during Class Game Time allows students to apply these new skills at recess.

<table>
<thead>
<tr>
<th>Focus Game: Under Over Basketball Relay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>Ice Breaker: Choose or invent a new one.</td>
</tr>
<tr>
<td>FitKid: Do at least 4 stretches or strength building activities and then a run.</td>
</tr>
<tr>
<td>Cooperative / Tag Game: Bubbles</td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Defensive Slides: Group Time – example C</td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Under Over Basketball Relay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>Ice Breaker: Choose one or invent a new one.</td>
</tr>
<tr>
<td>FitKid: Do at least 4 stretches or strength building activities and then a run.</td>
</tr>
<tr>
<td>Cooperative / Tag Game: Birds of Prey</td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Dribbling: Self Trial – example A</td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

**Suggestions**
- Spend as much time as you can on the building of skills, many children will be experiencing Basketball for the first time.
- Get the students to be excited about dribbling, passing and shooting.
- Model and teach cheering and peer encouragement.
- The Over Under Relay can be modified in many different ways to fit a game.

<table>
<thead>
<tr>
<th>Focus Game: Steal the Bacon Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>Ice Breaker: Choose one or invent a new one.</td>
</tr>
<tr>
<td>FitKid: Do at least 4 stretches or strength building activities and then a run.</td>
</tr>
<tr>
<td>Cooperative / Tag Game: Triangle Tag</td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Dribbling: Group Time – example A</td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Steal the Bacon Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td>Ice Breaker: Choose one or invent a new one.</td>
</tr>
<tr>
<td>FitKid: Do at least 4 stretches or strength building activities and then a run.</td>
</tr>
<tr>
<td>Cooperative / Tag Game: Fake Out</td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Passing and Catching: Triple Team – example A</td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

**Suggestions**
- Remembering their number for the duration of the game will be harder than the basic basketball skills for the younger students.
- Standing on chalk numbers can help students remember their cue.
- Encourage all students to cheer during the whole turn, not just until one person accomplishes the goal.
- Teach the boundaries of the court.
- Use a count down in situations where neither are scoring.
- Variation: Allow two basketballs at the same time and allow each to shoot (or pass-pass-shoot) simultaneously.
November’s Class Game Focus centers on teaching the fundamentals of Basketball. This unit also precedes the Girls’ Basketball League. Hype up the league as a fun way to play Basketball, meet new people and have an amazing time. The more fun and engaging you make your Class Game Times during this unit, the easier it will be to recruit players for your team. Learning Basketball skills during Class Game Time allows students to apply these new skills at recess.

<table>
<thead>
<tr>
<th>Focus Game: Steal the Bacon</th>
<th>Ice Breaker:</th>
<th>FitKid:</th>
<th>Cooperative / Tag Game:</th>
<th>Skills Building / Readiness Activity:</th>
<th>Cool Down/Wrap-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Choose one or invent a new one.</td>
<td>Do at least 4 stretches or strength building activities and then a run.</td>
<td>Bubbles</td>
<td>Defensive Slides: Group Time – example C</td>
<td>Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Steal the Bacon</th>
<th>Ice Breaker:</th>
<th>FitKid:</th>
<th>Cooperative / Tag Game:</th>
<th>Skills Building / Readiness Activity:</th>
<th>Cool Down/Wrap-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Choose one or invent a new one.</td>
<td>Do at least 4 stretches or strength building activities and then a run.</td>
<td>Birds of Prey</td>
<td>Basketball Self Trial – example A</td>
<td>Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

Suggestions

- There are many basketball focused games that can be substituted into the lesson or the focus game, be creative and respond to the needs and desires of the students.
- Focus on teamwork through basketball: verbal/non-verbal communication, listening, support and encouragement.
- Encourage all students to cheer during the whole turn, not just until one person accomplishes the goal.
- Teach the boundaries of the court.
- Use a count down in situations where neither are scoring.
- Variation: Allow two basketballs at the same time and allow each to shoot (or pass-pass-shoot) simultaneously.

<table>
<thead>
<tr>
<th>Focus Game: Pass and Move or 3-Lines Basketball</th>
<th>Ice Breaker:</th>
<th>FitKid:</th>
<th>Cooperative / Tag Game:</th>
<th>Skills Building / Readiness Activity:</th>
<th>Cool Down/Wrap-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Choose one or invent a new one.</td>
<td>Do at least 4 stretches or strength building activities and then a run.</td>
<td>Triangle Tag</td>
<td>Dribbling: Group Time – example A</td>
<td>Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Pass and Move or 3-Lines Basketball</th>
<th>Ice Breaker:</th>
<th>FitKid:</th>
<th>Cooperative / Tag Game:</th>
<th>Skills Building / Readiness Activity:</th>
<th>Cool Down/Wrap-up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Choose one or invent a new one.</td>
<td>Do at least 4 stretches or strength building activities and then a run.</td>
<td>Fake Out</td>
<td>Triple Team – example A</td>
<td>Choose one or invent a new one.</td>
</tr>
</tbody>
</table>

Suggestions

- Use reminders for basketball rules (traveling, double dribble, etc), but do not use words like “penalty” or award the other team the ball. A teachable moment is taking a mistake and viewing it as an opportunity for growth and learning.
- Encourage passing, communication and teamwork.
- Count down to end rounds that go on for a very long time.
- Use phrases like “going back to the line for another try” and “the team that made the basket” in order to avoid phrases like “winners and losers” and “getting out.”
December’s Class Game Time focus is Dodgeball, a game that has been taken away from schools and recesses across the country. Dodgeball can be framed in a way that is team building and safe if the correct steps are taken. Be aware of the way you set-up the games, with both the equipment and the game design, as well as the language you use.

<table>
<thead>
<tr>
<th>Focus Game:</th>
<th>Dodgeball</th>
<th>Grades: K - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ice Breaker: Use one the class likes. FitKid: Do at least 5 stretches or strength building activities and then a run. Cooperative / Tag Game: Hula Hoop Challenge Skills Building / Readiness Activity: Partner Time – example A Cool Down/Wrap-up: Use one the class likes.</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Ice Breaker: Use one the class likes. FitKid: at least 5 stretches or strength building activities and then a run. Cooperative / Tag Game: Shadow Shadow Skills Building / Readiness Activity: Triple Team – example A Cool Down/Wrap-up: Use one the class likes.</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions
- This is a good lead-up for Gaga ball more traditional dodgeball games
- Roller ball works well in an area near walls or a fence. Clearly define the boundaries.
- Try playing Rollerball in a circle with a few people at a time in the center for a minute. The students can count the number of balls that s/he dodged. Use lines or cones to keep the circle from getting smaller.
- Emphasize keeping the ball rolling on the ground.

Focus Game: Gaga Ball
Week 3
Ice Breaker: Use one the class likes. FitKid: Do at least 5 stretches or strength building activities and then a run. Cooperative / Tag Game: Line of Silence Skills Building / Readiness Activity: Group Time – example A Cool Down/Wrap-up: Use one the class likes.

Suggestions
- Demonstrate the way to hit the ball and keep it on the ground.
- “Out” is not a part of the game. Recycle players into other important roles, as in the electric fence to keep the balls in play.
- Allow students on the boundaries to continue to hit the balls in so that all are included.
- Clearly define boundaries and use dodgeballs or other lightweight balls.
December’s Class Game Time focus is Dodgeball, a game that has been taken away from schools and recesses across the country. Dodgeball can be framed in a way that is team building and safe if the correct steps are taken. Be aware of the way you set-up the games, with both the equipment and the game design, as well as the language you use.

| Focus Game: Circle Dodgeball | Week 1 | Ice Breaker: Use one the class likes.  
|                              |        | FitKid: Do at least 5 stretches or strength building activities and then a run.  
|                              |        | Cooperative / Tag Game: Hula Hoop Challenge  
|                              |        | Skills Building / Readiness Activity: Partner Time – example B  
|                              |        | Cool Down/Wrap-up: Use one the class likes.  
| Focus Game: 5 Cone Dodgeball  | Week 2 | Ice Breaker: Use one the class likes.  
|                              |        | FitKid: Do at least 5 stretches or strength building activities and then a run.  
|                              |        | Cooperative / Tag Game: C’mon In and Sit Down  
|                              |        | Skills Building / Readiness Activity: Triple Team – example B  
|                              |        | Cool Down/Wrap-up: Use one the class likes.  
|                              |        | **Suggestions**  
|                              |        | • Emphasize keeping the balls low and below the waist.  
|                              |        | • Use soft or lightweight balls and clearly defined boundaries. Cones help establish a circle that does not continue to get smaller.  
|                              |        | • Have the students who are not dodging remain outside the circle at all times.  
|                              |        | • To limit the number of players in the circle, use flags (or jerseys) to show which students are inside the circle. Have the student hand off the flag to the person who tagged them with the ball while saying, “Good throw.”  
|                              |        | • There is no “out” in Circle Dodgeball; there are “tags.”  
| Focus Game: 5 Cone Dodgeball  | Week 3 | Ice Breaker: Use one the class likes.  
|                              |        | FitKid: Do at least 5 stretches or strength building activities and then a run.  
|                              |        | Cooperative / Tag Game: Line of Silence  
|                              |        | Skills Building / Readiness Activity: SPUD  
|                              |        | Cool Down/Wrap-up: Use one the class likes.  
|                              |        | **Suggestions**  
|                              |        | • Emphasize keeping the balls low and below the waist.  
|                              |        | • Use soft or lightweight balls and clearly defined boundaries.  
|                              |        | • Allow opportunities for the students to get back into the game. Example: A teammate catching a ball.  
|                              |        | • Put the focus on knocking down all the cones, while tagging the people can help eliminate obstacles.  

January   Health & Fitness / FitKid   Grades: K - 2

In January, Health and Fitness is focus of the Class Game Times. The FitKid Program was designed specifically to help prepare 4th and 5th grade students for the Presidential Fitness Test through activities that increase strength, flexibility and stamina. The goal for this unit is to inspire and enable students of all ages to be physically active on their own, outside of the Class Game Times. Encourage your students to share the games and activities with their friends and family.

| Focus Game: Dance Freeze  | Week 1                  | Ice Breaker: Ask students for their favorite.  
|                          |                        | FitKid: Use many examples from the FitKid section.  
|                          |                        | Cooperative / Tag Game: The Eagle and the Mouse  
|                          |                        | Skills Building / Readiness Activity: Follow the Leader  
|                          |                        | Cool Down/Wrap-up: A calm stretch with slow breathing  
| Focus Game: Ice Breaker:  | Week 2                  | Ice Breaker: Ask students to share what physical activities they like to do with their families.  
|                          |                        | FitKid: Use many examples from the FitKid section.  
|                          |                        | Cooperative / Tag Game: Tally Ho  
|                          |                        | Skills Building / Readiness Activity: Partner Relays  
|                          |                        | Cool Down/Wrap-up: Ask students to share what physical activities they plan on doing with their families.  

Suggestions

- Keep everyone moving for the entire time.  
- Be creative and silly with it.  
- Model comfort doing random dance moves.  
- Have a few back-up CDs in case your first choice in not a winner.  
- Be thoughtful about the music you choose, in terms of the language and content.  
  Do not use the radio, as you have no control over the songs.  

| Focus Game: Flexibility and Cardio Exercises   | Week 3                   | Ice Breaker: Use a class favorite.  
|                                                |                        | FitKid: Use many examples from the FitKid section.  
|                                                |                        | Cooperative / Tag Game: Everyone’s It  
|                                                |                        | Skills Building / Readiness Activity: Continuous Relays  
|                                                |                        | Cool Down/Wrap-up: Cheer “1-2-3-FitKid”  
| Focus Game: Ice Breaker:                       | Week 4                  | Ice Breaker: Use a class favorite.  
|                                                |                        | FitKid: Use many examples from the FitKid section. Tell students that they will be leading the stretches from now on.  
|                                                |                        | Cooperative / Tag Game: Shipwreck  
|                                                |                        | Skills Building / Readiness Activity: Minute Masters  
|                                                |                        | Cool Down/Wrap-up: Use a class favorite.  

Suggestions

- Make the exercises as fun as possible and teach students that these are easy things for them do continue to do at home with family members.  
- Allow students to initially set independent goals for themselves.
In January, Health and Fitness is focus of the Class Game Times. The FitKid Program was designed specifically to help prepare 4th and 5th grade students for the Presidential Fitness Test through activities that increase strength, flexibility and stamina. The goal for this unit is to inspire and enable students of all ages to be physically active on their own, outside of the Class Game Times. Encourage your students to share the games and activities with their friends and family.

| Focus Game: Fitness Circuit | Week 1 | Ice Breaker: Ask students for their favorite.  
|                           |       | FitKid: Use many examples from the FitKid section.  
|                           |       | Cooperative / Tag Game: Everyone’s It (any version)  
|                           |       | Skills Building / Readiness Activity: Follow the Leader  
|                           |       | Cool Down/Wrap-up: A calming stretch with slow breathing.  
| Focus Game: Fitness Circuit | Week 2 | Ice Breaker: Ask students to share what physical activities they like to do with their families.  
|                           |       | FitKid: Use many examples from the FitKid section.  
|                           |       | Cooperative / Tag Game: Fake Out  
|                           |       | Skills Building / Readiness Activity: Lap Run  
|                           |       | Cool Down/Wrap-up: Ask students to share what physical they like to do with their families.  

### Suggestions
- Set up stations with fitness challenges, each with a clearly marked number.
- Use a clear signal to rotate to the next station and another signal to begin the activity after they rotate.
- Students should be able to complete each station in three minutes or less.
- Some examples of possible stations could be: jumping rope, continuous cabaret kicks, stretches, sit-ups, push-ups, running in place or jumping jacks.
- Include any activities that your students really like.

| Focus Game: Strengthening Exercises | Week 3 | Ice Breaker: Use a class favorite.  
|                                    |       | FitKid: Use many examples from the FitKid section.  
|                                    |       | Cooperative / Tag Game: Wolves and Bunnies  
|                                    |       | Skills Building / Readiness Activity: Continuous Relays  
|                                    |       | Cool Down/Wrap-up: Cheer “1-2-3-FitKid”  
| Focus Game: Strengthening Exercises | Week 4 | Ice Breaker: Use a class favorite.  
|                                    |       | FitKid: Use many examples from the FitKid section. Tell students that they will be leading the stretches from now on.
|                                    |       | Cooperative / Tag Game: Shipwreck  
|                                    |       | Skills Building / Readiness Activity: Minute Masters  
|                                    |       | Cool Down/Wrap-up: Use a class favorite.  

### Suggestions
- Make the exercises as fun as possible and teach students that these are easy things for them do continue to do at home with family members.
- Allow students to initially set independent goals for themselves.
February  Volleyball  Grades: K - 2

Volleyball is the Class Game Time focus for February. Many students will never have been exposed to volleyball before this unit, and the thought of a volleyball flying at them might be intimidating. Incorporate different types of balls which are softer or lighter to begin teaching the basic skills. With younger students, catching and then throwing will help them learn to move around on the volleyball court as they are learning the other techniques.

| Focus Game: Booty Ball | Week 1  | Ice Breaker: Simon Says  
| FitKid: Have 3 students each lead a stretch.  
| Cooperative / Tag Game: Sharks and Minnows / Seaweed  
| Skills Building / Readiness Activity: Group Time – example B  
| Cool Down/Wrap-up: Group cheer  |
| Week 2  | Ice Breaker: Animal Farm  
| FitKid: Have 3 students each lead a stretch.  
| Cooperative / Tag Game: Magic Tag  
| Skills Building / Readiness Activity: Partner Time – example A  
| Cool Down/Wrap-up: Appreciation circle  |

**Suggestions**
- This game works well with dodgeballs or inflatable beach balls.
- Rotate positions or have student’s switch so all students sit in the back or the front.
- Encourage the students to pass it on their own side 2 times before it goes back over the net.
- Booty Ball is a great way to introduce setting. Have students practice by “raising the roof.”

| Focus Game: Clean Your Room | Week 3  | Ice Breaker: Tip Over, Pick It Up  
| FitKid: Have 3 students each lead a stretch.  
| Cooperative / Tag Game: Hungry Fox  
| Skills Building / Readiness Activity: Triangle Drill – example B  
| Cool Down/Wrap-up: Ask students to share what they learned.  |
| Week 4  | Ice Breaker: Whistle Mixer, with questions to share in each group.  
| FitKid: Have 3 students each lead a stretch.  
| Cooperative / Tag Game: Red light, Green Light  
| Skills Building / Readiness Activity: Relay Races – example A  
| Cool Down/Wrap-up: Ro Sham Bo Cheerleader  |

**Suggestions**
- Start with students throwing the balls over the net and then the idea of using a bump, set or serve to put the ball over the net can be added as a way to challenge themselves.
- Use a signal to tell students when to stop. Have students practice stopping, and then practice again to beat their first time.
Volleyball is the Class Game Time focus for February. Many students will never have been exposed to volleyball before this unit, and the thought of a volleyball flying at them might be intimidating. Incorporate different types of balls which are softer or lighter to begin teaching the basic skills. This unit also precedes the Co-Ed Volleyball League. Hype up the league as a fun way to play Volleyball, meet new people and have an amazing time. The more fun and engaging you make your Class Game Times during this unit, the easier it will be to recruit players for your team. Learning Volleyball skills during Class Game Time allows students to apply these new skills at recess.

| Focus Game: Bubble | Week 1 | Ice Breaker: Simon Says  
FitKid: Have 3 students each lead a stretch.  
Cooperative / Tag Game: Booty Ball  
Skills Building / Readiness Activity: Skills Building: bumping, setting and serving  
Cool Down/Wrap-up: Group Cheer |
|---------------------|--------|------------------|
| Focus Game: Standard Volleyball | Week 2 | Ice Breaker: Animal Farm  
FitKid: Have 3 students each lead a stretch.  
Cooperative / Tag Game: Clean Your Room  
Skills Building / Readiness Activity: Partner Time – example A  
Cool Down/Wrap-up: Appreciation Circle |
| Suggestions |  | Volleyball requires a lot of practice time and drills to learn the new skills of bumping, setting and serving. Allow time for this.  
Teach students to call “mine” before each hit to foster communication on the court. |
| Focus Game: Standard Volleyball | Week 3 | Ice Breaker: Tip It Over, Pick It Up, side stepping only for volleyball movement  
FitKid: Have 3 students each lead a stretch.  
Cooperative / Tag Game: Medic Dodgeball  
Skills Building / Readiness Activity: Triangle Drill – example B  
Cool Down/Wrap-up: Ask the students to share what they have learned. |
| Focus Game: Standard Volleyball | Week 4 | Ice Breaker: Whistle Mixer, with questions to share in each group.  
FitKid: Have 3 students each lead a stretch.  
Cooperative / Tag Game: Crooked Circle  
Skills Building / Readiness Activity: Relay Races – example A  
Cool Down/Wrap-up: Ro Sham Bo Cheerleader |
| Suggestions |  | Teach the rotation (clockwise) of the court before you start playing. Demonstrate it and have the students practice it.  
Remind students to call “mine” and to honor the call if their teammate calls the ball.  
Use the rules and guidelines from the Sports4Kids Volleyball League.  
Have a drill or activity ready for the students who are waiting to be rotated into the game. |
March  Soccer  Grades: K - 2

The focus of the Class Game times in March is Soccer. There will be a wide range of experience with the sports, so it is best to start with the basics of the different skills. If the supplies and space allow, do many different type of partner and small group drills that allow students to practice dribbling, trapping and passing.

| Focus Game:  | Ice Breaker: Choose a favorite.  
| Week 1       | FitKid: Have 4 students each lead a stretch.  
|             | Cooperative / Tag Game: Fox and Rabbit  
|             | Skills Building / Readiness Activity: Group Time – example A  
|             | Cool Down/Wrap-up: Choose a favorite.  
| Week 2       | Ice Breaker: Choose a favorite.  
|             | FitKid: Have 4 students each lead a stretch.  
|             | Cooperative / Tag Game: Elbow Tag  
|             | Skills Building / Readiness Activity: Group Time – example C  
|             | Cool Down/Wrap-up: Choose a favorite.  
| Suggestions  | • Start with the basics and work your way up, so that all students are feeling successful from the beginning  
|             | • Remember that some students may never have kicked a soccer ball before this.  
|             | • Build in as many skills building activities as possible.  
|             | • Small groups work great for basic passing and trapping drills.  
|             | • Wide Goal Soccer is also a good way to teach students about zones and positions.  

| Focus Game:  | Ice Breaker: Choose a favorite.  
| Week 3       | FitKid: Have 4 students each lead a stretch.  
|             | Cooperative / Tag Game: Poop Deck  
|             | Skills Building / Readiness Activity: Partner Time - example B  
|             | Cool Down/Wrap-up: Choose a favorite.  
| Week 4       | Ice Breaker: Choose a favorite.  
|             | FitKid: Have 4 students each lead a stretch.  
|             | Cooperative / Tag Game: C’mon In and Sit Down  
|             | Skills Building / Readiness Activity: Circle Soccer  
|             | Cool Down/Wrap-up: Choose a favorite.  
| Suggestions  | • Younger children often have a hard time remembering their numbers; asking every student to show you their number with their fingers can help them remember.  
|             | • Calling out 2 numbers can help students learn how to work with a teammate.  
|             | • Starting with 2 balls can give each player an opportunity to succeed.  
|             | • Relays are another good way to quickly give a lot of students many turns to practice.  

March Soccer Grades: 3 - 5

The focus of the Class Game times in March is Soccer. There will be a wide range of experience with the sports, so it is best to start with the basics of the different skills. If the supplies and space allow, do many different type of partner and small group drills that allow students to practice dribbling, trapping and passing.

<table>
<thead>
<tr>
<th>Focus Game: Keep Away Soccer</th>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker: Choose a favorite.</td>
<td></td>
</tr>
<tr>
<td>FitKid: Have 4 students lead a stretch.</td>
<td></td>
</tr>
<tr>
<td>Cooperative / Tag Game: Wolves and Bunnies</td>
<td></td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Relays: dribbling, passing or shooting</td>
<td></td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose a favorite.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Keep Away Soccer</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker: Choose a favorite.</td>
<td></td>
</tr>
<tr>
<td>FitKid: Have 4 students lead a stretch.</td>
<td></td>
</tr>
<tr>
<td>Cooperative / Tag Game: Elbow Tag</td>
<td></td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Partner Time s</td>
<td></td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose a favorite.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start with the basics and work your way up, so that all students are feeling successful from the beginning</td>
</tr>
<tr>
<td>• Remember that some students may never have kicked a soccer ball before this.</td>
</tr>
<tr>
<td>• Build in as many skills building activities as possible.</td>
</tr>
<tr>
<td>• Small groups work great for basic passing and trapping drills.</td>
</tr>
<tr>
<td>• Keep Away Soccer is a good way to teach about spreading out over the field and using your teammates.</td>
</tr>
<tr>
<td>• This is also a good way to transfer the focus of soccer to moving the ball around, instead of scoring points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Steal the Bacon Soccer</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker: Choose a favorite.</td>
<td></td>
</tr>
<tr>
<td>FitKid: Have 4 students lead a stretch.</td>
<td></td>
</tr>
<tr>
<td>Cooperative / Tag Game: Blob Tag</td>
<td></td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Triple Teams</td>
<td></td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose a favorite.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Game: Steal the Bacon Soccer</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker: Choose a favorite.</td>
<td></td>
</tr>
<tr>
<td>FitKid: Have 4 students lead a stretch.</td>
<td></td>
</tr>
<tr>
<td>Cooperative / Tag Game: Silent Line-Ups</td>
<td></td>
</tr>
<tr>
<td>Skills Building / Readiness Activity: Circle Soccer</td>
<td></td>
</tr>
<tr>
<td>Cool Down/Wrap-up: Choose a favorite.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start out allowing each team to have a ball.</td>
</tr>
<tr>
<td>• You can mark out paths around which students need to dribble before they shoot at a goal.</td>
</tr>
<tr>
<td>• Another version that would help develop skills is to call 2 numbers and require a set number of passes before a student can shoot.</td>
</tr>
<tr>
<td>• Once students have practiced without a defender, then the game can switch to only having one ball on the field.</td>
</tr>
</tbody>
</table>
April Softball / Baseball Grades: K - 2

Class Game Times in April focus on Softball and Baseball. These sports build off of the basic skills you have already taught them through Kickball. Creating a comfort with the different equipment will occur through drills and practice. Use the many similarities to help teach the new sports.

| Focus Game: Softball | Week 1 | Ice Breaker: Leap Frog Relay  
FitKid: Have 4 students each lead a stretch.  
Cooperative / Tag Game: Poop Deck (modified – see suggestions)  
Skills Building / Readiness Activity: Group Time – example B  
Cool Down/Wrap-up: Choose a favorite. |
|---------------------|--------|-----------------------------|
| Focus Game: Softball | Week 2 | Ice Breaker: Choose a favorite.  
FitKid: Have 4 students each lead a stretch.  
Cooperative / Tag Game: ALF  
Skills Building / Readiness Activity: Triple Time – example B  
Cool Down/Wrap-up: Choose a favorite. |
| Suggestions | • Modify Poop Deck to have the students running to different bases in order to teach them the names.  
• Substituting a bean bag, soft dodgeball or tennis ball is a safe way to introduce many of the skills in this unit an often allows the younger students to feel safer.  
• Also try having the students line up in two lines across from a partner and start to practice throwing and catching as in a water balloon toss.  
• Do not play with a wooden or metal bat with younger students as it is both a safety issue and heavier that a plastic or foam-based bat.  
• Always review the safety rules before playing.  
• A good phrase to have the students repeat after you is, “Swing – Drop – Run” to reinforce bat safety. Otherwise, it is a common reaction to throw or run with a bat. |

| Focus Game: Crazy Softball | Week 3 | Ice Breaker: Choose a favorite.  
FitKid: Have 4 students each lead a stretch.  
Cooperative / Tag Game: Watch Your Back Tag  
Skills Building / Readiness Activity: Pickle  
Cool Down/Wrap-up: Choose a favorite. |
|------------------------|--------|-----------------------------|
| Focus Game: Crazy Softball | Week 4 | Ice Breaker: Choose a favorite.  
FitKid: Have 4 students each lead a stretch.  
Cooperative / Tag Game: Birds’ Nests  
Skills Building / Readiness Activity: Partner Time – example A  
Cool Down/Wrap-up: Choose a favorite. |
| Suggestions | • See above. |
### April Softball / Baseball Grades: 3 - 5

Class Game Times in April focus on Softball and Baseball. These sports build off of the basic skills you have already taught them through Kickball. Creating a comfort with the different equipment will occur through drills and practice. Use the many similarities to help teach the new sports.

| Focus Game: Tennis / Baseball | Week 1 | Ice Breaker: Leap Frog Relay  
Cooperative / Tag Game: Poop Deck (modified – see suggestions)  
Skills Building / Readiness Activity: Pepper – example B or Partner Time – example A  
Cool Down/Wrap-up: Choose a favorite. |
|-------------------------------|--------|-------------------------------------------------------------------
|                               | Week 2 | Ice Breaker: Choose a favorite.  
FitKid: Have 5 students each lead a stretch.  
Cooperative / Tag Game: Birds’ Nests  
Skills Building / Readiness Activity: Drills with catching, throwing or running the bases  
Cool Down/Wrap-up: Choose a favorite. |
| Suggestions                   |        | • Modify Poop Deck to have the students running to different bases in order to teach them the names.  
• Substituting a bean bag, soft dodgeball or tennis ball is a safe way to introduce many of the skills in this unit and often allows the younger students to feel safer.  
• Also try having the students line up in two lines across from a partner and start to practice throwing and catching as in a water balloon toss.  
• Always review the safety rules before playing.  
• A good phrase to have the students repeat after you is, “Swing – Drop – Run” to reinforce bat safety. Otherwise, it is a common reaction to throw or run with a bat. |

| Focus Game: Standard Baseball or Softball | Week 3 | Ice Breaker: Choose a favorite.  
FitKid: Have 5 students each lead a stretch.  
Cooperative / Tag Game: Watch Your Back Tag  
Skills Building / Readiness Activity: Pickle  
Cool Down/Wrap-up: Choose a favorite. |
|------------------------------------------|--------|-----------------------------------------------------------------------------------
|                                           | Week 4 | Ice Breaker: Choose a favorite.  
FitKid: Have 5 students each lead a stretch.  
Cooperative / Tag Game: Boom Ball – Over Under Style  
Skills Building / Readiness Activity: Crazy Softball  
Cool Down/Wrap-up: Choose a favorite. |
| Suggestions                               |        | • Before you play with a wooden or metal bat with a hard ball, make sure everyone in the class knows how to play safely. |
May       Teamwork Challenges       Grades: All

In May, the Focus of the Class Game Times is fostering an environment for students to develop skills needed for teamwork. All of the activities require communication, sharing, group goals and challenges. For this unit to be successful, you will need to clearly explain the goal and what you would like to see the students doing. Do not be afraid to stop in the middle to have a discussion on the progress, give a few hints on how to work as a team and then allow the students to return to the task. Let the students come up with the solution; it is your role to help them with the process.

| Week 1: Hula Hoop Challenge and Toxic Waste Dump | Ice Breaker: If You Really Knew Me  
FitKid: Have 5 students each lead a stretch.  
Cool Down/Wrap-up: Cheer “Teamwork” |
|-------------------------------------------------|----------------------------------------------------------------------------------|
| Suggestions                                      | • Hype up the idea of the whole class working together to beat the clock.  
• Repeat the activity, so students have the opportunity to challenge their past time.  
• Allow 2 minutes for students to come up with a plan.  
• Model a suggestion and ask them for feedback, such as, “I liked how we _____ed, what if we tried _____ too? What are other peoples’ suggestions?” |

| Week 2: Trust Falls and All Tangled Up | Ice Breaker: Superstar  
FitKid: Have 5 students each lead a stretch.  
Cool Down/Wrap-up: Choose a favorite. |
|--------------------------------------|-------------------------------------------------------------------------------|
| Suggestions                          | • Introduce the concept of trust.  
• Go carefully through the communication steps and physical positioning before allowing students to begin.  
• Make sure students are appropriately matched up with students of similar size. If there is a student who needs to partner with you, ask them to be your partner. A quick way to do this could be through 3 rounds of Find Somebody Who, ending on “Find somebody who is the same height as you.” If necessary, make a switch in partners without being obvious that it is about body size, as you do not want to make anyone feel self-conscious.  
• Start All Tangled Up with Groups of around six and increase the group size after each success. |

| Week 3: Birds of Prey and the Maze Game | Ice Breaker: Hot Potato – Each time a student gets the bean bag, they have to say a way to get exercise. Give the students time to think of 3 possible answers.  
FitKid: Have 5 students each lead a stretch.  
Cool Down/Wrap-up: Choose a favorite. |
|----------------------------------------|----------------------------------------------------------------------------------|
| Suggestions                            | • Doing The Wave is a good lead-up to Birds of Prey  
• Encourage the use of Silent Signals in The Maze Game to elicit the use of non-verbal communication. |

| Week 4: Invent a Game | Ice Breaker: Zip, Zap, Pop  
FitKid: Have 5 students each lead a stretch.  
Cool Down/Wrap-up: Choose a favorite. |
|-----------------------|----------------------------------------------------------------------------------|
| Suggestions            | • Emphasize that this activity is focused on teamwork and communication. Stress that individuals must both share ideas and listen to the ideas of others.  
• Leave enough time for groups to teach and play their games.  
• Have interesting props and equipment ready for the groups to use.  
• Encourage students to share their games on the recess yard. |
June | Multiple Sports Activities | Grades: All

In schools, the month of June can be very different than the rest of the school year, with more field trips, special days and hot weather. The focus of the month for the Class Game Times is Fun and Creativity. Below are some ideas; take these and make them your own.

**Obstacle Courses** – An obstacle course can be a great way for students to practice all the various skills they have learned throughout the year. Be creative in your design. Allow students to go through it at their own pace or with teams or partners. Some examples of stations are:

- Running through Cones
- Dribbling
- Jumping Rope
- Hula Hooping
- Evading Tags
- Basketball Shots
- Shooting a Soccer Ball
- Serving a Volleyball
- Hit a Ball off a Tee
- Partner Relays
- A Stretch or Strength-Builder
- Ro Sham Bo

- To add silliness, substitute skipping, hopping, crab walking or movement in any creative way instead of walking or running in any activity.
- It helps to make signs for the stations so students remember what to do at each as well as where to go when they are finished.

**Water Day** - If structured, water games can be a very fun and refreshing treat for the warmer days of June. Some suggestions are:

- **Water Balloon Toss** – To safely and inclusively incorporate water balloons into a class game time, remember the following tips:
  - Be very clear in explaining that this is an organized game and that students need to agree to the rules of the game.
  - Practice first with bean bags or tennis balls.
  - Use a signal word to tell the students when to throw, having all students in a line toss at the same time. And continue repeating this as the lines get further apart.
  - Ask each student to pick up 3 balloon pieces while you set up the next activity.

- **Drip Drip Splash** – This game uses the same rules as Duck Duck Goose with the modification of using a light plastic cup with 2 ounces or so of water. The student who is it can either flick water with their fingers and say “Drip,” or “Splash” with the rest of the cup. Make sure everyone gets a turn.

- **Water Balloon Volleyball** – Students are divided into two teams. Each team is given a bed sheet that they use to catch a water balloon and then catapult it back over the volleyball net. First, let students practice with a volleyball.

- **Sponge Relay** – In a relay race, students line up behind buckets and use sponges to fill up cups at the other end of the relay area.

**Junior Coach Led Activities** – Allow your Junior Coach Teams to plan a Class Game Time. Have them submit a lesson plan so you can give them feedback before they work with the class.

**Crazy Sport Mixers** – Take two or more different sports and combine the rules and equipment in a new way. Give the game a fun, new name, like Mutant Ball.
Openings, Warm-ups, Cool Downs and Closings

Openings
After you have the class’s attention, explain your outline of activities planned to the students. When students have a concept of your agenda, they are more likely to buy into the different components. This is also an opportunity to expose students to different information, such as leagues that are starting or nutritional fun facts.

Warm Ups
After the students are at their Home Bases, it is best to begin warm up with some kind of light run. You can have the students run individually, depending who is quiet and ready, or you can call out different characteristics or attributes and assign them running tasks. For example “if you are wearing a yellow, run and touch the tree” or “If your shoes have Velcro.” Depending on the class, it is possible to send the entire class for a run around the school, a basketball pole or another object, but make sure they can do this without touching another student and that they return to their Home Bases after the run.

There are also many warm up games that are possible to play while the students are on their home bases. Two easy suggestions to start out your year are Running through the Forest and Simon Says. As your year progresses, take note of warm-up games that work for your different classes.

Stretching
After the students are warmed up, begin class stretches. At the beginning of the year, start with at least 2 from below. Mix it up each week so that you are teaching a variety of stretches. Gradually add more stretches to your Class Game Time routine. Teach the students that the best way to increase flexibility is to repeat these stretches on a regular basis. Flexibility has numerous health benefits.

- Increased muscle range of motion greatly reduces the risk of injury due to falls or overexertion.
- Stretching increases circulation and blood flow throughout the body helps bring nutrients to and remove waste from muscle tissue. The result is a relaxed feeling in a specific muscle as well as overall.
- Children who develop stretching habits while young are more likely to develop pliable muscles that are more resistant to injury and disease.

Below are several recommended stretches for youth. Demonstrate each stretch the first few times you ask students to do it so students learn the correct posture.

- **Forward Bend**: Keep your knees slightly bent. Reach both arms up straight above your body. Slowly lower your arms and upper body until your back is perpendicular to your legs, making a “table” with your back. Let your arms and head hang. The goal is to hold this stretch for 60 seconds. Start with 30 seconds and add time as the students’ progress.

- **Lunge**: Extend left leg back, knee bent, so that the top of the foot is resting on the ground. Bend your front right knee leg making sure the foot is flat and the knee is at 90 degrees. Gently lean your body forward over the front foot, keeping your back and torso straight while extending the hip. The goal is to hold this stretch for 60 seconds. Start with 30 seconds and add time as the students progress. Stretch both left and right legs equally.
• **Soaring Eagle Arm Stretch:** Reach your left arm up as if you are waving to a friend, bend the elbow and drop the forearm and hand behind your head. Reach your right arm behind you, at rib height and see if you can clasp hands. Count to 30. If it is difficult for the students to clasp hands you may also introduce this stretch with foot long strips of cloths for students to hold onto until they become more flexible. Caution: Do not let students help each other grasp hands as each student should only stretch as far as they are able.

• **Sitting Eagle Shoulder Stretch:** Hold both arms out in front of you with your palms up. Cross your right arm over your left. Bring your palms up towards your face and then give yourself a high-5 Count to 60. Repeat with left arm on top.

• **Flamingo:** Stand on one foot. If balancing is a challenge hold onto the shoulder of a partner or lean one hand on a wall. Also try touching your nose or forehead with one finger. Hold the other ankle with the opposite hand and raise the heel of the lifted foot to the buttocks (or as close as comfortably possible). Keep your body upright; if you start to wiggle, put your foot down rather than jumping while stretching. The goal is to hold this stretch for 60 seconds. Start with 30 seconds and add time as the students’ progress. Stretch both left and right legs equally.

• **Calf Stretch:** Stand with one foot in front of the other, shoulder width apart, with the front foot facing forward and the back foot at a 45-degree angle. The front knee is bent just far enough so it does not go past the foot and the back leg is straight without the knee locking. Press the heel of the back leg into the floor until a stretch is felt in the calf muscle. Count to 30. Switch so back leg is now forward and repeat.

• **Arm Circles:** With their feet together, have the students swing their arms in circles at their sides. Begin slowly and with small arm circles and slowly increase the speed and the size of the circles. As the circles continue, encourage students to let their arms lift them off the ground into little jumps.

• **Head and Neck Circles:** Have students circle their head slowly in one direction and then in the other. The students should only use the weight of their heads to stretch their necks.

**Cool Down**

Use different exercises without any bounces. Encourage deep, slow breaths inhaling through the nose and out through the mouth, as if they are blowing out birthday candles.

• Have students squeeze first one knee and then the other to their chest and count to five. Increase the number of counts as the year progresses.

• Lock the fingers of each hand together and reach above the head. Lean to the right and count to five. Lean to the left and count to five. Repeat several times.
Closings
Giving closure to your activities allows the students to transition to the next part of their day more easily. A closing can be a cheer, asking students to share something they learned, giving 5 people a high-5 or even giving students a homework assignment to do something physically active that relates to your class. Be creative and vary your closing, while remembering that the goal is closure and readying them for their next activity.
Ice Breakers

Ice breakers are an effective and fun way to begin building community among your students. The most basic of these games help students familiarize themselves with each others’ names. Other games encourage children to share information about themselves. These exchanges help students build relationships with their classmates as they get to know each other. Participation in these ice breakers also help students feel more comfortable engaging in further games and activities.
Movement Name Game

**Group Size:** 3-25  
**Age Group:** Grades K-5\textsuperscript{th}  
**Length of Activity:** 10-15 minutes

**Developmental Goal:** To familiarize and learn the name of everyone in the class.

**Skills Practiced:** Repetition, memorization.

**Equipment Needed:** None.

**Before You Start:**
- Have the whole group stand in a circle.
- Demonstrate how to speak loudly while doing a large movement.
  - Have everyone repeat that back to her.

**How to Play:**
- The first person begins the circle rotation by loudly saying his/her name while at the same time doing a movement.
- The whole group repeats back the name and movement.
- The next student says her/his name and does a movement of his/her own.
- Again whole group repeats back her name and movement.
- This call and response continues around the circle until everyone has gotten a turn.

**Variation:**
- For a second rotation specify the kind of movement the students are to make- must leave the ground, must land on one foot, must spin around, etc.
Ball Toss Race

Group Size: 10-30
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To combine physical and verbal skills to enhance awareness. Learn each other’s names.

Skills Practiced: Passing and catching, memory, verbal communication.

Equipment Needed: One or more balls.

Before You Start:
- Have the group get into a circle and have one or more balls ready.

How to Play:
- The leader will begin by throwing, rolling, or bouncing a ball (depending on the age and skill level) to another player while saying the other person’s name loudly. Explain that it is very important to remember who you have passed the ball to.
- Keep passing the ball around the circle so that everyone has received the ball one time. You can have students sit down once they have received the ball, so make sure nobody gets it twice.
- When the last person gets the ball have them pass it back to you.
- Now without the ball, see if you can go around the circle and say in order the names of the people you will pass to.
- Once students have that, try it with the ball and see how fast they can go.

Mid-point questions:
- Who has an idea for how to get the ball to everyone more quickly?
- What do you think about adding a second ball?
- Shall we time ourselves and then try to beat our time?

Closing questions:
- What do you think this game teaches? Is it fun?
- Can you think of anything that would make this game better?

Variation(s):
- To make the game more interesting you can add more balls and balls of different sizes.
- Catch and Throw Style (k-2)- Have the students form a circle around the leader. The leader can then pass the ball to each player in the circle. When the student catches the ball everyone in the class yells out that student’s name. Go around in a circle until everyone has a turn, then randomly pass the ball and see how fast they can go.
Hi, My Name Is...

Group Size: 3-30
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goal: To familiarize and learn the name of everyone in the class.

Skills Practiced: Introducing one’s self to others.

Equipment Needed: None.

Before You Start:
- Gather the group in a contained area. If played outside, lay out clear boundaries.
- Demonstrate the greetings with a volunteer.
- Make sure all students can repeat back to you greetings.

How to Play:
- At a given signal everyone goes around introducing themselves to one another. Students go up to each other and they shake hands. Four exchanges happen while shaking hands:
  1. The first person says, “Hi, my name is _________."
  2. The second person says, “Hi, my name is _____________”
  3. The first person says, “Nice to meet you.” The second person repeats this back to his partner.
  4. The first person says, “See you later.” The second person says something similar in response, “See ya!” or “Bye!”
- Once that four-part exchange happens the partners split up and find someone else to introduce themselves to.
- Players go around trying to meet as many other players as possible in one minute.
If You Really Knew Me

Group Size: 3-30
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goal: To share information about one’s self and to learn about other group members.

Skills Practiced: Speaking and listening skills.

Equipment Needed: None.

Before You Start:
- Gather group in a contained area.
- Demonstrate what one round will look like
- Lead a discussion about attentive listening before beginning the activity. Help students define what “attentive listening” means and what it looks like. It is fully hearing what the other person is saying without interrupting and not thinking about your own thing or how you want to respond while being spoken to. It includes facing the person who is speaking, making eye contact, nodding or other physical responses to what is being said, etc.
- Make sure students know if they are A or B.

How to Play:
- Group student in groups of two and decide who student A is and who is student B.
- Student A silently listens to student B for one minute (or shorter for younger groups).
- Student B finishes off the sentence, “If you really knew me, you would know that…” What is being shared about themselves can range from
  - family information- “If you really knew me you would know that I am the youngest of 4 siblings.”
  - school information -“If you really knew me you would know that my favorite topic in school is Art.”
  - favorite/ least favorite things- “If you really knew me you would know that I hate broccoli.”
  - or anything else they want to share about themselves.
- Student B repeats this sentence over and over again completing it with a new piece of information each time. After a minute the roles are reversed and student B listens while student A shares.
Find Somebody Who

Group Size: 3-25
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goals: To share with and learn different pieces of information about ones peers. To realize commonalities within groups.

Skills Practiced: Speaking skills, listening skills.

Equipment Needed: None.

Before You Start:
- Gather the group in a contained area.

How to Play:
- Instructor begins by saying, “Find somebody who…” filling in the blank
  - Options are endless. Here are a few:
    - …has the same number of brothers and sisters as you,
    - …shares the same favorite color as you,
    - …was born in the same month as you, etc.
- Students must find a partner.
  - As partners they are to decide who is side A and who is side B and then clasp hands in the air so the teacher knows they are ready.
- Instructor specifies a particular piece of information A and B are to share with each other.
  - Options are endless. Here are a few:
    - If you could be any animal what would it be and why?
    - What is one thing you would change about the school to make it a better place?
    - If you could have a magical power what would it be?
    - How do you know somebody is being a good friend?
- After each person has had a chance to speak the instructor begins a second round of “Find Somebody Who…”
- Three rounds is optimal.

Variations:
- Instead of having the shares be verbal shares, give group challenges (example- figure out how to support each other’s weight with both partners balancing on one foot, do the C’Mon In and Sit Down Game- see the Cooperative Games section).
- Lead them in partner stretches.
I Love My Neighbor, Especially My Neighbor Who…

**Group Size:** 3-25  
**Age Group:** Grades K-5th  
**Length of Activity:** 10-15 minutes

**Developmental Goal:** To have children recognize commonalities amongst each other.

**Skills Practiced:** Identify personal characteristics, listening.

**Equipment Needed:** One less chair than the number of participants.

**Set-Up:** Position chairs to form a circle.

**Before You Start:**
- Make sure students understand the rules.
- Cue students to think about what they will say if they get to be in the middle.
- Briefly discuss awareness and review Ro-Sham-Bo in case there is a tie.

**How to Play:**
- The person standing in the center of the circle begins the game by saying “I love my neighbor especially my neighbor who…”
  - S/he completes the sentence with a piece of information that is true for him/her
    - Example: “I love my neighbor, especially my neighbor who was born outside of California, loves to play basketball, has a pet, is an only child, etc.”
- As soon as s/he is finished with the statement everyone (including the person in the center) who this applies to gets up from their chair and runs to an empty chair that is not right next to them.
- The person who remains standing begins a second round of the game.
Line of Silence

Group Size: 3-25
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goal: To help students see themselves in relationship to one another.

Skills Practiced: Nonverbal communication.

Equipment Needed: None

Before You Start:
• Gather the group in a contained area.
• Explain that this is a silent challenge.
• Demonstrate or brainstorm other ways to communicate without talking.

How to Play:
• Instruct students to line up in a particular order.
  • According to height (tallest to shortest), date of birth (from January 1 to December 31),
    or any other category.
• After the first round, have a discussion with the students about what was challenging about doing
  that line up, different ways they communicated with each other and other creative ways they
  might do a line up.
• Give them a second category for lining up.
Evolution

**Group Size:** 10-40
**Age Group:** Grades 4th & 5th
**Length of Activity:** 10-15 minutes

**Developmental Goal:** To interact with many different people.

**Skills Practiced:** Following directions, non-verbal communication.

**Equipment Needed:** None.

**Before You Start:**
- Have the whole group gather in a contained area.
- Explain the evolution of all life in our group goes in this order: First the egg, then the chicken, the dinosaur, rock star, superhero.
- Each stage of evolution has a corresponding action – egg is low to the ground with hands over their head, chicken walks like a chicken and clucks, dinosaur has arms outstretched like big jaws, etc.
- Demonstrate clearly the different steps and order of evolution, including what to do if you win or do not win Ro-Sham-Bo.
- Make sure that everyone knows how to play Ro-Sham-Bo.
- Remind players that they can only do Ro-Sham-Bo with someone who is at the same stage of evolution, this encourages students to interact with many different people, not just their friends.

**How to Play:**
- Everyone begins as an egg.
- Players mix up, pair up and play Ro-Sham-Bo.
- The person who wins evolves to the next step, the person who did not win goes down a stage. If the player is already an egg s/he remains an egg.
- Players pair up again, only with someone who is in the same stage of evolution.
- When a player evolves all the way to a superhero, s/he is finished and can fly around the area.

**Game Ends:**
- When all the players are also superheroes,
- When the time limit is up.

**Variations:**
- Allow players who lose Ro-Sham-Bo to remain at their current stage of evolution – this makes the game go a little faster.
Partner Introductions

Group Size: 3-25
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goal: To learn about one another.

Skills Practiced: Listening and speaking skills, memorization.

Equipment Needed: None.

Before You Start:
• Have the whole group gather in a contained area.
• Lead a discussion about attentive listening before beginning the activity. Help students define what “attentive listening” means and what it looks like. It is fully hearing what the other person is saying without interrupting and not thinking about another topic or how you want to respond while being spoken to. It includes facing the person who is speaking, making eye contact, nodding or other physical responses to what is being said, etc.

How to Play:
• Group students into groups of two and decide who is side A and who is side B.
• Side A silently listens to side B for one minute (or shorter for younger groups) while side B introduces himself, sharing anything he wants to share about himself.
• Reverse roles so side A has introduced him/herself to side B.
• Gather the whole group in a circle.
• Everyone takes a turn introducing their partner, by name, to the group, sharing the information they have just collected about their partner.

Variation:
• Run it like an interview session and give teams sheets of paper with different questions to ask each other.
Going on a Picnic

Group Size: 3-25
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goal: To become familiar with everyone’s name in the group.

Skills Practiced: Memorization, spelling, sound and letter recognition.

Equipment Needed: None.

Before You Start:
- Have the whole group seated in circle.
- Give an example of a food that begins with the same letters of your first name.

How to Play:
- Explain to the group that they are all going on a picnic together and are all responsible for bringing a food item.
- Each person is to bring a food that begins with the first letter of their first name.
- Ask for a volunteer to go first. They are to say their name and what they are bringing to the picnic.
- The next person, first introduces the person (and the person’s food choice) who just went then her/himself and her/his food.
- The third person to go introduces the first two people and then himself and so on until everyone has gone.
Ro Sham Bo Championship

**Group Size:** 10-50

**Age Group:** Grades 3rd-5th grades

**Length of Activity:** 5-10 minutes

**Developmental Goal:** To interact with other people and learn each other’s names.

**Skills Practiced:** Ro Sham Bo, verbal and non-verbal communication, following directions.

**Equipment Needed:** None

**Before You Start:**
- Make sure everyone understands the rules and how they support the person who won Ro Sham Bo.

**How to Play:**
- Group student into pairs.
- Have each partner group introduce themselves and play a round of Ro Sham Bo (or enough rounds to break a tie).
- The student who does not win becomes the winner’s cheerleader, following them and shouting ‘Go _____!’.
- The winner moves on to play another winning student.
- Each round, the winner advances to play again and the non-winners and any previous cheerleaders are now all cheering for that winner.
- The game continues this way until it is down to two players and the whole group is cheering for one or the other.
Superstar

Group Size: 6-30
Age Group: Grades 2nd - 12th
Length of Activity: 10-15 minutes

Developmental Goal: To learn about one another.

Skills Practiced: Listening and speaking skills, non-verbal communication.

Equipment Needed: none

Before You Start:
- Have the whole group gather in a contained area
- Put students into pairs.
- Demonstrate with a volunteer examples of commonalities that meet the criteria. “I wouldn’t tell my partner that I have brown hair because he/she can see that. I wouldn’t say that I am in elementary school because my partner already knows that. I might say, my favorite food is pizza. What’s yours. Or I might ask, ‘What city were you born in?’

How to Play:
- Each group will have 1-2 minutes to find out how many things they have in common that
  - (a.) They didn’t already know and
  - (b.) Are not visible.
- When the time is up have youth get into a circle, standing next to their partner.
- One-by-one each pair will share one thing they have in common.
- After sharing their commonality, if others in the group also share that commonality they will put their hands in the air, lunge forward, and yell SUPERSTAR!
- The next pair then shares their commonality and the process continues until all pairs have shared.

Variations:
- Have youth switch partners and do a round where they have to find out what they have in common around a specific topic (sports, school and so on).
- Having youth do a round where they can’t speak and can only charades out ideas is not only fun, but helps them with their non-verbal skills.
Building Sports Readiness

Much as in reading when children must first learn the alphabet, for sports and games there are building blocks you can use to prepare students to go out and play. Some children learn how to hop, skip and jump naturally, while others need formalized lessons and encouragement. For all elementary grades, the games in this section help to build a foundation of basic skills that both develop capacities in the individual students as well as establish a common movement vocabulary for an entire group.

Teaching Awareness
Aim is a quality of keen perception using all senses, to take in everything both inside and outside oneself and the surrounding environment. For children, developing awareness of their bodies, the space around them and the level of effort needed to accomplish particular tasks are all necessary steps to become ready to play sports and games. It is also important for children to understand how to practice physical skills on their own, how to be a good partner, a participatory group member and a responsible team player. There are many simple and fun ways to help young children develop spatial and physical awareness, a sense of how hard they need to push and how to play well with others. It is also a good head start in safety skills training, in addition to building sports readiness, as children to begin to be aware of their surroundings. Below are some general guidelines for introducing awareness.

- Body awareness is easily learned through teaching children to make shapes, circles, triangles or lines with their bodies as well as moving high and low, practicing spinning or running through groups without touching.
- Children learn about appropriate effort by practicing different speeds, slow, fast, in between or by playing with the concept of weight, heavy, medium and light.
- Teaching partner skills begin with simple copy-cat exercises and partner challenges.
- Small group behavior can be taught through basic games that involve getting into different size groupings.
- Awareness of the environment is taught at the beginning level through observation games and challenges.
Teaching Signals

Signals are any sound or body movement that initiates an action for a group. Common signals are one or two whistle blasts, echo claps or a 5-4-3-2-1 verbal countdown. Signals are used for four main reasons-to stop action, to start action, to focus attention and to make a transition. Signals are also a fun and effective method for teaching active listening. Active listening is defined as paying attention to words and gestures with all of our senses. Being a good listener is key to being successful in sports and in school. Additionally, having a clear signal or set of signals is critical when working with groups of children. There are several games in this section to teach signals. Below are some examples of how signals can be used.

- A sound equals an action—for example, one whistle means for students to go to their “home base” or two claps means line up. Sounds can be whistles, claps, bells, bird-calls, body slaps and more. Be creative.
- A physical action by the leader equals an action by the group—for example when the leader circles one finger in the air the students make a circle or when the leader stretches their arms out to their sides at shoulder level the children make a line facing them.
- A statement/question inspires a response—for example, the leader says, “If you can hear me clap three times” and repeats this line of questioning until all students are clapping and attentive. Another question could be “How many fingers am I holding up?” again repeated until all are focused and hollering out different numbers.
- A physical action by the leader that the group repeats until everyone is doing it and that means a particular thing—for example, the leader puts one finger over their mouth. That means stop, look and listen and the students do the gesture and quiet down at the same time.
Running Through the Forest

Group Size: 1-30
Age Group: Grades K-2nd
Length of Activity: 5 minutes

Developmental Goal: To enhance children’s imagination.

Skills Practiced: Jogging, jumping, running, ducking and following instructions.

Equipment Needed: None.

Before You Start:
- Have students stand on their home bases

How to Play:
- Tell all of the students to imagine that they are not on the yard, but that they are in a forest.
- Explain that the class is going to be explorers going on a walk through the forest using their imaginations.
- Have all the students walk in place while you describe the trip the class is taking through the woods. Occasionally have the students duck under “branches” and jump over fallen “trees.”
- Slowly begin to speed up the pace the children are walking.
- Maybe you hear something coming and you speed up so it doesn’t catch the class. Soon the class is jogging in place instead of walking.
- Suddenly yell that there is a bear or some kind of predator chasing them and speed the jog to a run.
- Add in the “branches” and the “fallen trees” so that the students are warming up their other muscles as well by jumping and ducking.
- After the students are winded, slow them down again.
- Next you can pretend to “swim” across a river or “climb” tree or cliff.
- Anything other variation that requires movement at different speeds and loosens the body is great.
- The activity can carry on for however long and however silly as necessary.

Variation:
- After students are familiar with this warm-up it's fun to have their input on the type of story to tell or journey to take--the beach, a hike through the mountains, etc.
Hop’n Freeze

Group Size: 20-30
Age Group: Grades K-2nd
Length of Activity: 10-15 minutes

Developmental Goal: To develop children’s ability to keep their balance.

Skills Practiced: Hopping, jumping, skipping, running.

Equipment Needed: None.

Set-Up: Use boundaries to create an appropriate size play area.

Before You Start:
- Demonstrate how to avoid contact with each other.
- Students should be able to repeat all rules and signals.
- Spread students out to avoid contact and collisions.

How to Play:
- You must stay inside the boundaries,
- On 1st signal: students begin hopping (skipping, jumping, etc),
- On 2nd signal: students must freeze in a balanced position (on one foot, one foot and one hand, etc),
- Repeat several times; change what students for each signal.

Variations:
- Have the children play this game while balancing a beanbag on their head.
- Have them go while holding hands with a partner and give added balancing challenges.
Leap Frog

Group Size: 20-30
Age Group: Grades 2nd-5th
Length of Activity: 15-20 minutes

Developmental Goal: To develop children’s locomotor skills; ducking/jumping.

Skills Practiced: Jumping and ducking.

Equipment Needed: None.

Set-Up: Create a start and finish line (if applicable).

Before You Start:
- Set up 2 single file lines. Space children out, so there is enough room for the leap frog to land in between.
- Demonstrate safe ways to jump over people and how they should stay in a safe crouched position.
- Make sure all students understand the need for safety and cooperation.

How to Play:
- The children are now frogs trying to cross a lily pad with their fellow frogs.
- To stay on the pads they must hop in a straight line one over the other.
- The frog at the back of the line will go first.
- They will hop over the frogs in front of them (who are crouched down to make it easier for the jumping frog) until they reach the front, where they will stop.
- After the leaping frog has made it to the front of the line and is crouched down, the next frog at the back of the line will begin to jump forward.

Games Ends:
- Have a finish line,
- Or a set number of times each frog must jump.

Variations:
- See how fast or how high each group can go.
- Make more than one line and do a relay race.
Simon Says

Group Size: 1-30
Age Group: Grades K-3rd
Length of Activity: 5-10 minutes

Developmental Goal: To increase children’s listening skills.

Skills Practiced: Running, skipping, hopping, balancing and physical awareness.

Equipment Needed: None.

Before You Start:
• Play a practice round to make sure students understand.
• Students are clear on the consequences when they do not follow directions.
• Students understand how to maintain safe distances between themselves.

How to Play:
• Explain that you are going to give directions to perform a specific movement or sound,
• Students should only follow your direction if you first say “Simon Says”,
• If someone follows your direction when you don’t say “Simon Says” they receive a consequence.
  • Possible consequences are:
    • a) sitting out a round,
    • b) 10 jumping jacks,
    • c) run a lap.
• The leader can call all types of directions, i.e. touch your nose, toes, etc., stretch to the sky, run in place, jump 5 times, skip high, make silly animal noises, etc.

Variations:
• A basketball version of this is called “SHAQ SAYS” which might be more appropriate for older children and basketball practice. In this game all of the commands are obviously basketball related. For example: Defense- all the players should go into a defensive position, Slide- all of the players would shuffle their feet once in the direction you move. Other commands are pass, shoot, dribble in front, around your back, between your legs, with your left hand, spin on your finger, dunk, etc.
• You can be really sneaky and say, “Great job, you can relax and stand up now” and get them all out!
• Allow students to take on the leader role and be “Simon”.

I K NE
Red Light, Green Light

Group Size: 1-50
Age Group: Grades K-5th
Length of Activity: 5 minutes

Developmental Goal: To develop awareness.

Skills Practiced: Listening, observation, and agility.

Equipment Needed: None.

Set-Up: Clearly define the playing area with a designated starting line and finish line.

Before You Start:
• Make sure all students know the rules and what happens if they move on a ‘Red Light’.
• How to move quickly and safely.

How to Play:
• Start with all students along the starting line,
• When you say ‘Green Light’ everyone will walk towards the finish line,
• When you say ‘Red Light’ everyone must immediately stop.
  ▪ If students are still moving when you call ‘Red Light’, they must go back to the starting line.

The Round Ends:
• When everyone gets across the finish line
• Or when most of the students make it across the finish line.

Variations:
• Give variations of how children make move towards the finish line, e.g. hop, skip, gallop etc.
• The leader can designate his/herself as the finish line. This enables the game to move around so that when students begin to get close to the finish line (the leader) the finish lines moves farther away.
• Add other lights, i.e. Yellow Light = slow walk, Purple Light = hop on one foot.
Animal Farm

Group Size: 20-40  
Age Group: Grades K-5th  
Length of Activity: 10-15 minutes  

Developmental Goal: To develop children’s listening and cooperation skills.  

Skills Practiced: Awareness, listening.  

Equipment Needed: None.  

Before You Start:  
• Get students into a circle and have them number off from one to five.  
• Assign an animal for each of the five numbers.  
• Tell students what animal their number corresponds to and what sound that animal makes. They could be a dog (bark), a duck (quack), a cow (moo), a cat (meow), a sheep (baa), a lion (roar), etc.  
• Make sure every student has been assigned and remembers their animal.  

How to Play:  
• Students must keep their eyes shut during the game.  
• They must find their fellow matching animals by making their sounds while walking slowly around the area with their hands up to act as a bumper.  

Game Ends:  
• The game is over when everyone has found their group  
• Or when the first group is complete and together.  

Variations:  
• Instead of numbers, give students pictures of different animals which they need to represent with the corresponding sound.  
• Depending on the age and ability of your group you can add more or less animals to make groups larger or smaller.
Alligator Swamp Trail

Group Size: 10-30
Age Group: Grades K-2nd
Length of Activity: 5-10 minutes

Developmental Goal: To develop balance.

Skills Practiced: Balance, coordination, awareness.

Equipment Needed: Jump Ropes (if needed).

Set-Up: Use existing lines on the yard or create them using jump ropes.

Before You Start:
- Make sure all students understand that the goal is to stay on the line (swap trail).
- Talk about how to pay attention to the person in front you so they don’t accidentally knock their classmate off the trail.

How to Play:
- Give a description that you and the class are now entering the alligator swamp,
- To stay safe they must stay on the line, but if they step off they could get their foot chomped on by an alligator. Make sure to be dramatic to make it more fun,
- Have the children follow you around the swamp and tell them if you see an alligator near them!

Variation:
- Change the swamp into anything you can imagine (shark tank/volcano lava).
Tip It Over, Pick It Up

Group Size: 10-30
Age Group: Grades K-3rd
Length of Activity: 5-10 minutes

Developmental Goal: To follow directions and remember a task.

Skills Practiced: Listening, coordination, awareness.

Equipment Needed: A contained area, square or circle, 20-30 cones.

Set-Up: Place cones randomly inside the boundaries of the game.

Before You Start:
- Make sure students understand safety precautions such as hands and feet should be kept to themselves and be aware of other students.
- Students understand what to do when you blow the whistle.
- Students know what team they are on and what their task is.

How to Play:
- Divide students into two teams.
  - One team is known as the “Tipper overs”, who must knock the cones over.
  - The other team as the “Picker uppers”, who must stand the cones up.
- The “Tipper overs” must tip over all the cones, the “Picker uppers” need to stand the cones up.
- Cones must be tipped or picked up gently, with one hand, their feet should never touch the cones.
- On your whistle all students must freeze and put their hands in the air.
- Count how many cones are tipped and how many are standing.
- After the first round switch the teams, so each team gets a chance to do the other job.
- Each round is one minute in length.
Switch

**Group Size:** 5-30
**Age Group:** Grades K-5th
**Length of Activity:** 10 minutes

**Developmental Goal:** To develop active listening capability.

**Skills Practiced:** Agility and conflict resolution.

**Equipment Needed:** None.

**Set-Up:** A four-square court or 4 cones forming a square and one in the middle.

**Before You Start:**
- Make sure students know the 4 areas to run to.
- Review how to Ro Sham Bo.
- Play a practice round.

**How to Play:**
- 5 players at a time. Each player occupies a corner or the middle.
- Play begins when the person in the middle says "Switch".
- All players must find a new corner/cone to occupy.
  - If two players arrive at the corner at the same time a quick Ro-Sham-Bo is played, winner stays.
- The next person in line, become the person in the middle and begins the next round.

**Variations:**
- Use different shapes.
- Add more areas kids can run to.
Scramble

**Group Size:** 5-30
**Age Group:** Grades K-2nd
**Length of Activity:** 5 minutes

**Developmental Goal:** To develop active listening capability.

**Skills Practiced:** Use of peripheral vision, jumping jacks.

**Equipment Needed:** Painted numbers/spots for Home Bases or Chalk.

**Set-Up:** Make a number of X’s spread out on an open play area with clear boundaries for “home bases”. Have students find a “home” spot.

**Before You Start:**
- Make sure all students have and know where their home base is located.
- Demonstrate and practice proper jumping jacks.
- Review the signals with the students.
- Emphasize the importance of awareness and safety.

**How to Play:**
- Explain a series of signals each which correlates with an action that the students must perform. You can make up your own signals.
  - When you roll your arms, it means scramble and the children can move all around the designated area until they see or hear the next signal.
- A student who is slow to get back to their “home base” is assigned three jumping jacks to complete before returning to the game

**Variation:**
- This game can be used to teach children where their home bases are for warm-ups and cool downs during Class Game Time
Cookie Monster

Group Size: 10-30
Age Group: Grades K-5th
Length of Activity: 15-20 minutes

Developmental Goal: To develop active listening and evasion skills.

Skills Practiced: Running, tagging and evading.

Equipment Needed: None.

Set-Up: Set up a rectangular play area with enough space in between for the group to run around in.

Before You Start:
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Line students up shoulder to shoulder along one of the boundary lines, making sure there is adequate space for the students to spread out.
- Practice the verbal cues so the whole group asks “Cookie Monster, Cookie Monster are you Hungry?” in unison.
- Review boundaries and consequences for going out of bounds.

How to Play:
- Explain that the students are cookies and you are the Cookie Monster. It is almost lunchtime for you and you may be hungry.
- The students must ask you, “Cookie Monster, Cookie Monster are you hungry?”
  - If you say “yes” they must try to run across the play area without getting tagged by you.
  - If you say “no” they must remain where they are and ask again until you say “yes.”
- If a student gets tagged they become your helpers.

Variations:
- Modify for older kids who may not relate to cookie monster, i.e. “Boogie monster”.
- Once the game is understood, allow one of the students to be the Cookie Monster.
Sharks and Minnows

Group Size: 10-100
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To develop awareness.

Skills Practiced: Agility, awareness.

Equipment Needed: None.

Set-Up: Set up a clearly designated rectangular play area with visible boundaries.

Before You Start: Once children understand what the sharks will say, what the minnows do and when and where to run when ‘Shark Attack!’ is called, they are ready to start.

How to Play:
- Choose a few students to be sharks and everyone else will be minnows.
- The sharks stand in the middle of the play area and say “Fishy, fishy, come out and play.” The minnows slowly walk towards the sharks.
- At any time, the sharks can yell “Shark Attack!”
  - The minnows must run to the opposite boundary line without being tagged.
  - If a minnow is tagged, s/he also becomes a shark.

The Game Ends:
- When there is only one or two minnows left; they become the sharks in the next round.

Variations:
- Another option is to have minnows run back to the starting line when “Shark Attack” is called.
- You can choose different predators and preys.
- Change the consequences for getting tagged, ie:
  - If you get tagged on the first attempt to get to the other side, you become a shark.
  - On all following attempts, if you are you become seaweed and you cannot move your feet.
Whistle Mixer

Group Size: 15-30
Age Group: Grades K-5<sup>th</sup>
Length of Activity: 10-15 minutes

Developmental Goal: To enhance students’ listening skills.

Skills Practiced: How to move and think quickly to sound cues.

Equipment Needed: Whistle.

Set Up: Set up a clearly designated play area with visible boundaries.

Before You Start:
- Students need to be scattered within a playing area. Have them walk around without touching each other. Feel free to have them skip, hop, jump, etc.
- Have a practice round so students can get the idea before they are put under the pressure of sitting out a game.

How to Play:
- When the leader blows the whistle a specific number of times the students must form groups with the same number of people as whistle.
  - If s/he blows the whistle four times the students must group themselves in groups of four (five whistles=groups of five, etc.).
- Students can be directed to hold hands or perform a number of physical movements once they form their group.
- Those students who were not able to form with a group will go to the “waiting area” and be out just one turn.

Variation:
- You can challenge the more advanced students by requiring them to perform a specific task when the whistle is blown before they can form groups.
Clap and Move

Group Size: 5-30  
Age Group: Grades K-2nd  
Length of Activity: 5 minutes

Developmental Goal: To enhance participants’ active listening capability.

Skills Practiced: Running forward and backward, skipping, hopping, galloping, etc…

Equipment Needed: None.

Set-Up: Set up a clearly designated rectangular play area with visible boundaries.

Before You Start:

• Students know what signal indicates they can begin to run.
• Clap a few times with a different number, i.e. twice or six times, to demonstrate what signal does not sound like. Then clearly clap three times and count out loud to show what the signal sounds likes

How to Play:

• Students are listening for the signal of three claps in a row.
  ▪ When you clap three times they will run to the other side of the field without touching anyone else.
• Once the students have done this successfully several times, you repeat the game with a different method for them to get across the field, for example skipping, hopping or leaping.

Variations:

• Change the number of claps students are listening for.
• Change the rhythm of the claps so it is harder to hear the number of claps.
Ro Sham Bo Relay

Group Size: 6-20
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To develop an understanding of how to resolve disagreements through the use of Ro Sham Bo.

Equipment Needed: None.

Set-Up: Set out a semi circle (U shaped) path using cones or other markers. You can also use half of a basketball court.

Before You Start:
- Divide students into two groups; each group in a single file line.
- Each line of students starts at the ends of the “U”.
- Review how to Ro Sham Bo.
- Make sure students know where to go when the win and lose the Ro Sham Bo.

How to Play:
- The goal of the game is for a player from one line to make it to the start of the opposite teams line.
  - The player who made it from one side to the opposite side gets a point for his/her team.
- The game begins on a signal from the leader.
- The first players in each line begin walking on the path towards each other.
- When the first two players from opposite teams encounter each other on the path, they stop and Ro Sham Bo until one player wins.
  - The winner continues walking on the path in the same direction,
  - While the losing side allows their next player to start walking on the path.
- Again when the players encounter each other, they do Ro Sham Bo until one player wins.
- The game continues, with each side accruing points each time they make it all the way around the path to the other team’s side.

Variations:
- Make the path longer or shorter.
- Add obstacles to the path.
- Give players a theme to name from as they meet in the middle. For example, each side has to yell out the name of a fruit or a vegetable, a natural environment, a State, etc…before they Ro Sham Bo. This variation is great for teachers who want to reinforce class learning in an active way.
Shipwreck

Group Size: 6-60
Age Group: Grades K-6th
Length of Activity: 5-45 minutes

Developmental Goal: To increase children’s listening skills, endurance, and awareness.
Skills Practiced: Running, balancing, physical awareness, memory, verbal and non-verbal communication, co-operation, evasion, and nautical terms
Equipment Needed: A large rectangle with a center line (a basketball court works well).

Set-Up: Have the students line up on a clearly marked line in the middle of the playing area.
Before You Start:
• Make sure students know the commands you will be using. Start with a few and increase the number of commands you use as students are able to remember them.

How to Play:
• The leader explains that s/he is the captain of the boat/ship and is going give commands to the students/crew to perform a specific movement or sound.
• Explain that the crew is sailing treacherous seas and need to work together and follow the captain’s commands to survive.
• If crew members does not follow the commands correctly or is the last to follow the command they must go sit in the “brig” or break-room.
• Explain the playing area and designate which end is the “bow” of the ship and which end is the “stern.” The goal is to be the last crew member standing.

Commands:
1. Roll call: the crew must line up at the mid-line of the playing area, feet together, toes on the line, salute and say “aye-aye captain!” The crew may not lower their salute until the captain salutes and says “at ease.”
2. Crow’s nest: students act as if they’re climbing up a ladder to the crow’s nest, the top of the main mast, an area at the highest point of the ship to lookout.
3. Swab the deck: students act like they’re mopping the deck.
4. Shark attack: the captain becomes a shark and tries to tag the crew. Those tagged go to the “brig”.
5. Break time: active crew members can run to the “brig” and tag as many people as possible. Those that are tagged can come back in and play again. Make sure everyone gets let out of the “brig” during break time.
6. Sailor overboard: crew pairs up and decides which one gets on their hands and knees and which one stands a places a foot gently on the other’s back while acting like they using a spyglass to find the sailor in the water.
7. Drop anchor: crew lies on their backs with legs up and acts like an anchor.
8. Pirates: crew closes one eye, puts up a hook finger, hobbles around like they have a peg-leg and say “Aaargh!”
9. Row to Shore: crew gets in lines of 4; students act as if they are rowing to safety, while singing “Row, Row, Row Your Boat”.
**Poop Deck**

**Group Size:** 5-35  
**Age Group:** Grades 1st-3rd  
**Length of Activity:** 5-20 minutes

**Developmental Goal:** To develop listening skills and awareness.

**Skills Practiced:** Running, physical awareness, listening and quick thinking.

**Equipment Needed:** None.

**Set Up:** A large rectangle split lengthwise into 3 equal sections (basketball court works with key lines extended with chalk), designate/label sections a.) Poop Deck, b.) Quarter Deck and c.) Main Deck.

**Before You Start:**
- Line students up on the sideline. Make sure all students have room to move safely between the Decks.
- Make sure all students know where each Deck is located.
- Review the importance of awareness and honesty.

**How to Play:**
- Students line up with their toes behind the sideline.
- The leader stands at the end-line and shouts either ‘Poop’, ‘Quarter’, or ‘Main’ Deck.
- All students must then run to the designated area.
  - The last student to cross over the line into the area is out until the next round. The caller is the judge (but students usually know when they are out).

**The Game Ends:**
- When only a few students are left; begin a new round.

**Variations:**
- The Decks can be answers/solutions to trivia or math for older students.
- The last student in becomes the new caller for the next round.
- Combine commands with that of Shipwreck.
Cut the Cake

**Group Size:** 10-40
**Age Group:** Grades 1st - 3rd
**Length of Activity:** 5-15 minutes

**Developmental Goal:** To develop quick thinking capabilities.

**Skills Practiced:** Running, physical awareness, teamwork, quick thinking.

**Equipment Needed:** None.

**Set Up:** None.

**Before You Start:**
- Gather group into a circle holding hands. This circle is the Cake.
- Demonstrate the safe way to Cut the Cake.
  - Choose a volunteer to help with a demonstration.
  - The two arms that are connected become the knife, which is used to slice the cake.
  - Force is not necessary to slice the cake. Students who are forming the cake should allow
    the knife to slice through without resistance.
- Make sure students understand the importance of safety, control and awareness.
- Emphasize that students must work with their partner to be successful. One partner cannot pull
  the other around the circle; they should run next to each other.

**How to Play:**
- Two people walk around the circle holding hands and decide where they want to ‘cut the cake’.
  To do so, they use a slicing motion to gently break the chosen connected hands with their arms.
- The two people whose hands were ‘cut’ reconnect with each other and let go of the person on
  their other side, creating a second pair.
- The new team has to run in the opposite direction around the circle and try to get back to the open
  spot before the first pair.
  - The first team back becomes part of the circle and
  - The second team back begins a new round and gets to Cut the Cake. Any tie can be
    solved with Ro Sham Bo.
- Continue the game until all students have had a turn.
Four Corners

**Group Size:** 5-40
**Age Group:** Grades 1st-5th
**Length of Activity:** 5-20 minutes

**Developmental Goal:** To develop decision making capabilities.

**Skills Practiced:** Running, physical awareness, decision making, non-verbal communication.

**Equipment Needed:** None.

**Set Up:** An area with four corners. This can be a classroom or an area on the yard. If your yard does not have corners, create designated areas using cones or play on the kickball field.

**Before You Start:**
- Have students split equally among the four corners.
- Do a practice round with leader in the middle.

**How to Play:**
- The student in the middle will close their eyes and count slowly and loudly back from 10.
- While they are counting, all other students may stay where they are or quietly move to a different corner. When the counter gets to 0, all students must be at a corner (if not they sit down).
- After counting, the student in the middle points to corner of his/her choice and can only open their eyes after having done so.
  - Any students standing in that corner must sit down.
  - If no one is standing at the chosen corner, all students sitting may stand up and get back into the game.

**The Game Ends:**
- When only one student is left standing. S/he becomes the counter for the next round.
- Or when one person has been in the middle for 2 minutes.

**Variations:**
- The counter can say that they will point to the loudest corner.
- This works for an indoor game as well.
- Teach this game on the kickball field to help students learn where the different bases are.
Dance Freeze

Group Size: 8-30+
Age Group: Grades K-5th
Length of Activity: 5-15 minutes

Developmental Goal: To increase aerobic fitness through ongoing dance.

Skills Learned: Increase aerobic fitness, develop various motor skills and coordination, listening and awareness.

Equipment Needed: Radio, tape or CD player.

Set-Up: Designate an open area free of obstacles approximately 20’x20’. Have the radio or tape/CD player ready with an appropriate station or music selection.

Description: In this activity, students dance as the music plays. When the music stops, each student must freeze immediately and hold that position until the music begins again. If a player does not freeze immediately, s/he does 10 jumping jacks during the start of the next round and then rejoins the dance. Since this is an aerobic game, it is better not for students to get, “out.”

Demonstration: You (or a student) should demonstrate appropriate dance moves, how to do the freeze, and note the guidelines for inappropriate conduct.

How Will You Know Children Understand And Are Ready To Start? Students are ready to start when they understand the rules to the game and each person has their personal space to dance.

Variation(s):
1. While dancing, students assigned as the look-out pick out a unique dance move. When the music stops, they demonstrate the move for everyone, then the group tries the new move at the start of the next round.
2. Rather than have students do 10 jumping jacks, have them do something else- push ups, a balance challenge, act as DJ, etc.
Where Are You?

Group Size: 10-30
Age Group: Grades K-5th
Length of Activity: 5-10 minutes

Developmental Goal: To develop children’s awareness of their surroundings.

Skills Practiced: Listening, visualization, spatial awareness.

Equipment Needed: None.

Set-Up: Have children seated in the play area/classroom.

Before You Start:
- Review signals for closing and opening their eyes.
- Students should be able to repeat all rules and signals.
- Give an example of a question, have students practice with their eyes open.

How to Play:
- Allow students 1 minute to observe/study their surroundings as if they were detectives.
- On your signal, have students close their eyes and imagine the room.
- Ask a variety of questions:
  - How many doors are there?
  - Point to the door that takes you to the hallway.
  - Point to the door that takes you to the playground.
  - What colors are the walls, ceiling, floor?
  - What color is the rug?
  - Point to the fire extinguisher.
- Students can point to, say or raise their hand to give the answer.

Variations:
- Allow students to take over the role of facilitation.
- Play in complete silence, so all students can experience success by allowing them to process at their own speed.
- For older students, ask more difficult more detailed oriented questions.
Sequence Touch

Group Size: 15-30
Age Group: Grades K-5th
Length of Activity: 5 minutes

Developmental Goal: To develop memory and spatial awareness

Skills Practiced: Evasion and memory.

Equipment Needed: None.

Set-Up: Designate an area that has objects that many kids can run to and tag i.e. basketball hoop, fence, grass and so on.

Before You Start:
- Demonstrate how to avoid other people when running towards the object you are trying to tag.
  - Always keep your head up.
  - You do not have to always go straight, move side to side to avoid running into other people.
- Explain the importance of being aware of yourself and others around you.
- Show them where the return location is after they tag all of the objects.

How to Play:
- The object of the game is to remember and tag all of the objects that I list off as quickly as you can and return to the designated area
- When I say the magic word “banana” you will go and tag a basketball hoop, a fence, and something green. When you have tagged all of those objects return your home base before I finish counting down from 10.

Variations:
- Make the students touch the objects with different parts of their bodies
- Make the children skip, hop, act like their favorite animal while tagging the objects
Mr. Fox

Group Size: 15-30
Age Group: Grades K-2nd
Length of Activity: 10 minutes

Developmental Goal: To develop body and spatial awareness.

Skills Practiced: Agility, evasion.

Equipment Needed: Cones or chalk.

Set-Up: Designate a large rectangular play area with clear boundaries and enough room for children to run. On one end of the rectangle have an end zone that will be the designated safe zone.

Before You Start:
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the shoulder
  - Unsafe tags: hard contact that might cause the person being tagged to fall
- Practice with the students asking Mr. Fox “What time is it Mr. Fox?”
- Demonstrate what happens when you get tagged, you freeze and become Mr. Fox’s helper.
- Show the children where the safe line that they need to pass so Mr. Fox can not tag them.
- Review the boundaries, the safe zone and the consequence for going outside them.
  - You automatically become a Mr. Fox’s Helper.

How to Play:
- The object of the game is to avoid being tagged by Mr. Fox
- The children will start at the beginning of their safe zone ask “What time is it Mr. Fox?”
- Whatever time Mr. Fox says the children will take that number of steps towards Mr. Fox, leaving their safe zone.
- If Mr. Fox says “its lunch time” the children must run back to their safe zone without getting tagged.
- If you get tagged you freeze until Mr. Fox turns you into one of his helpers.
- When you are a helper you begin to tag other children when Mr. Fox says its lunch time.
Tag Games

Tag games have a timeless popularity that often surprises adults. We may have a hard time view tag as a ‘real’ game in the context of sports. However, tag games are not only uniformly successful and fun for elementary age students, but these games are also accessible to most students and can teach a number of basic movement skills that lead toward other more complex games and sports. The tag games included in this chapter range from simply teaching agility and evasion to more elaborate games that teach cooperation, teamwork and strategic thinking. Dive in, introduce these games to your students, and enjoy the smiles and laughter to come!

Gotcha!
Capture the Flag

Group Size: 10-30
Age Group: Grades 2nd-5th
Length of Activity: 10-40 minutes

Developmental Goal: To develop children’s agility and evasion techniques.

Skills Practiced: Reflexes, evasion techniques, teamwork and cooperation.

Equipment Needed: Cones and two as flags.

Set-Up: Divide the playing field in half and designate two small “zones” on both sides to hold people who are tagged. There can also be a designated circle on each side where the flag is placed.

Before You Start:
- Divide students into two teams.
- Make sure students understand all rules and know where the boundaries are located.
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.

How to Play:
- Each team tries to take the other team’s flag and return across the center line without being tagged.
- When guarding the flag zone or the holding zone, a defender must be at least 2’ away from the zone boundaries.
- If a player is tagged while on their opponent’s side they are must go to the holding zone on their opponent’s side.
- If a player who has stolen the flag is tagged, the flag is returned to the flag zone, and the player goes to the zone.
- A player can be freed from the holding zone when a teammate crosses the center line and tags the player; both players then receive a free walk back to their side.
- A player can only free one teammate at a time.
- If an opposing player can get both feet into the flag zone without being tagged, they can remain there without safely (without getting tagged) before attempting to cross the center line.

Variation(s): There are several rules that you may change or add depending on the age and number of students playing:
- Limit the number of players allowed in the circle at one time
- Allow a player in the circle to throw the flag to a teammate. The flag must still be carried over the center line however.
- The players in the tagged zone can join hands and reach out of the zone to make it easier to be freed. Similarly, all players in the holding zone are freed when a player makes it across to rescue them.
Eagle and the Mouse

**Group Size:** 10-30  
**Age Group:** Grades K-5th  
**Length of Activity:** 10-15 minutes

**Developmental Goal:** To improve children’s awareness and reaction to unsafe situations.

**Skills Practiced:** Awareness, agility.

**Equipment Needed:** None.

**Set-Up:** Two lines 10-15 feet apart.

**Before You Start:**
- Form two lines (teams) of students, standing shoulder to shoulder with at least one arms length between them. One team is standing on one of the lines, with their backs to other line (safe spot).
- Demonstrate using volunteers.
  - Draw the students in by telling a story. A mouse been wandering in a field when it began to smell the sent of an eagle. It could not see the eagle (which it knew liked to hide in trees) but it knew the eagle was near by. So the mouse decided to remain very still so the eagle would not see it. The eagle knew the mouse was very good at finding safe places to hide from eagles so it also remained very still waiting for the right moment to pounce out of the tree and go after the mouse.
- Make sure students know when they may move and where the safe spot is at.

**How to Play:**
- Designate one team as the eagles who will remain very still until it has decided to go after the mouse, but once it moves, even a little bit, the mouse can start running.
- The mouse cannot move until it sees the eagle move.
- The mouse wants to make it to a “safe” spot, the other line.
  - Talk to the students about places that are safe and have them visualize safe places while they are playing.
- As the students get better at getting to their safe spot, shorten the distance between the mouse and the eagle.

**Discussion Questions:**
- Do you feel you have enough safe spots in you life?
- How hard was it to get to your safe spot?
- How could this game help you to be safe?

**Variation:**
- The Lizard and the Fly is basically the same game but instead of the students going from a standing position they must both start from the ground on their backs. When the lizard starts to move the fly can also get up and run.
Elbow Tag

Group Size: 20-30
Age Group: Grades 3rd-5th
Length of Activity: 10 minutes

Developmental Goal: To develop children’s agility and evasion skills.

Skills Practiced: Evasion, awareness.

Equipment Needed: None.

Set-Up: Designate a playing area large enough to run in.

Before You Start:
- Have the group pair up with a partner.
- Partners should link arms at the elbows and have both hands on their hips.
- Ask for two volunteers and assign one of them to be it and the other to be the runner.
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Have the students practice how to detach, who becomes the runner and who stays linked at the elbow.

How to Play:
- The student who is “it” must try to tag the “runner”.
- The “runner” must find a pair of students and link arms at the elbow.
- The person on the other side of that pair detaches and is now being chased by the person who is “it”.
- The new runner must then find another pair to link up with, in turn detaching another person.
- If the “runner” gets tagged before they can find someone to link elbows with, the “runner” then becomes “it” and chases the other person.
- The “runner” must link to another pair within 5 seconds.

Variations:
- If the person who is “it” gets tired you can make the person who detaches from the pair become “it”. This person will then be trying to tag the player that was just chasing the runner. This way the person who is “it” is constantly changing every time someone links arms. It gets a little confusing but it is very fun to play.
- The leader says “Switch” and the runner becomes “it”.
- Let both the runner and the tagger link elbows, so both have a chance to change, and more students get to play.
Fake Out

Group Size: 20-30
Age Group: Grades 3rd-5th
Length of Activity: 10-15 minutes

Developmental Goal: To develop children’s agility and evasion skills.

Skills Practiced: Evasion techniques, endurance.

Equipment Needed: Two cones (more is there are no lines for boundaries).

Set-Up: Designate a rectangular play area large enough to run in. Place cones on each baseline (width).

Before You Start:
- Split group into two teams with each team lined up on opposite base lines. Have cones placed a few feet behind the baseline marking where the single file line should start.
- Designate one side as the “Taggers” or “Defense” and the other side as the “Fakers” or the “Offense.”
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Demonstrate how someone can move their body to “fake out” the person trying to tag them.
- Have a few students try it before you begin with the whole class.
- Make sure everyone knows which line is the “fakers” and which is the “taggers”, the roles of each, where the boundaries are at and the importance of safety.

Description:
- The object is for the “faker” to run past the “tagger” and reach the opposite baseline without getting tagged.
- The “faker” can move in any direction while making their fakes but must stay within the boundaries.
- The “tagger” is trying to tag the “faker” with two hands.
- The first two people in each line begin the game by stepping into the playing area.
- The play is done when either the “faker” reaches the baseline or is tagged. In either case the players switch lines each time. Make sure the class stays in a single file line a few feet away from the baseline (not across the baseline) so the players do not run into each other.

Variations:
- If players are tagging safely, the boundaries can be increased and each side can have two or three players go at the same time.
- Each “tagger” can get one or both of the “fakers.”
Blob Tag

Group Size: 20-30
Age Group: Grades 1st-5th
Length of Activity: 15-20 minutes

Developmental Goal: To develop agility, communication, and evasion skills.

Skills Practiced: Evasion, partnering, endurance.

Equipment Needed: None.

Set-Up: Designate a playing area large enough run in.

Before You Start:
- Spread students out within playing area.
- Ask for two volunteers, and assign both of them to be it. They become The Blob and must link elbows.
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Demonstrate with volunteers how to move with a partner, how to link when you are tagged, and how to separate when there are four people in The Blob.
- Make sure the students understand the rules, boundaries and the importance of safety.

How to Play:
- When play begins, The Blob moves, keeping elbows linked, trying to tag the rest of the players.
- When someone gets tagged s/he also links elbows and becomes part of The Blob.
- When a fourth player is tagged, The Blob then separates into two separate Blobs.
- Every time a Blob becomes four players it splits; two players detach creating two separate Blobs.
- Play continues until all of the players are turned into Blobs.
- If a player runs out of bounds while trying to avoid The Blob, s/he must then connect with the nearest Blob and continue to play.
- The last two players can then become the first Blob for the next game.

Variation:
- If students are playing safely, the “zombie” can stay connected and continue to grow bigger and bigger until all the players are tagged. Challenge the class to stay together when they move.
Statue Tag

Group Size: 5-35
Age Group: Grades K-2nd
Length of Activity: 5 minutes

Developmental Goal: To develop body and spatial awareness.

Objectives Learned: Understanding of different shapes the body can make; learning about fair play; learning balance and coordination.

Skills Practiced: Running, evasion, freezing, how to make shapes with the body

Equipment Needed: None.

Set-Up: Set up clear boundaries for play area. For smaller groups the play area needs to be smaller.

Before You Start:
- Review body shapes-wide, narrow, rounded, twisted, crooked, small, tall, pointed, flat and so on with the students.
- Show students how to freeze versus moving and let them practice. Have a flag or a jersey for the person who will be “it”.
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Review what to do when tagged, and what to do when you go outside the boundary, being careful not to run into other classmates.

How to Play:
- Assign a student to be “it” and put the jersey or flag on them.
- Students that go outside the boundaries become frozen.
- Be sure all students know who is “it”.
- Change the shape in which students must freeze as every round.

Variations:
- Students can become unfrozen through a particular action by another unfrozen player, i.e. when tapped on the shoulder.
- For larger groups the leader can choose more people to be “it”.
- Vary the play area or have a time limit for “it” or “its” to freeze everyone as a challenge.
Charades Tag

Group Size: 10-30
Age Group: Grades 3rd-5th
Length of Activity: 10-20 minutes

Developmental Goal: To develop children’s non-verbal skills, running, evasion, and cooperation.

Skills Practiced: Pantomiming, evasion, and teamwork.

Equipment Needed: None.

Set-Up: Three lines of equal distance apart.

Before You Start:
- Make sure the students understand how to play charades.
- Do a couple of warm up rounds so they get the idea of acting in silence and guessing the action.
- Divide the group into two teams.
- Each team comes up with an action or scenario they will act out.
  - Give categories to help the kids decide. Younger grades: animals, occupations and sports.
    For older grades make it more challenging with movies, songs, people and so on.
- Have one person from each team tell you what their charade will be.
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.

How to Play:
- Once each team has told you what their charade will be, have the two teams face off, by standing equal distance from the middle line.
- Decide who will act out their charade first.
- On your signal one team acts out their charade while the other team guesses.
- When you hear a correct guess say ‘yes’ or give another signal.
- The team that guessed correctly will then chase the acting team back to the acting team’s safety line. If anyone is tagged s/he joins the other team.
- Then the next team acts out their charade and the process is repeated.

Variation:
- You can also combine categories e.g. an animal doing a sport.
Band Aid Tag

Group Size: 10-50
Age Group: Grades K-5th
Length of Activity: 5 minutes

Developmental Goal: To develop agility and awareness.

Skills Practiced: Evasion, agility.

Equipment Needed: None.

Set-Up: Designate a clear playing area. Designate a ‘hospital’ outside the play area.

Before You Start:
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Review what to do when you get tagged
- Make sure students know where the hospital is and how to be fixed.

How to Play:
- Ask for a volunteer to be “it”.
- If a student is tagged, s/he must take one hand and put it directly on the place where they were tagged. The hand is a “band aid”.
- S/he can continue to run around and avoid being tagged but they must keep their ‘band aid’ on, now s/he only has one free hand.
- If s/he is tagged again, s/he must take the other hand and place it on the second spot where s/he tagged. S/he can still continue to run around with both “band aids” on.
- If s/he is tagged a third time, s/he has to go to the ‘hospital’ and do ten jumping jacks to get back in.

Variation:
- Students can be “treated” at the hospital by counting to 20 and then return to the game without any “band aids”.
- Students can go to the hospital at any time to remove any band-aids. They do not have to wait until they are tagged the second or third time.

|   | K | NE |
Triangle Tag

Group Size: 4-80
Age Group: Grades 2nd -5th
Length of Activity: 5 minutes

Developmental Goal: To develop strategic thinking and verbal communication.

Skills Practiced: Verbal communication, evasion, teamwork.

Equipment Needed: None.

Set-Up: Designate a clear playing area.

Before You Start:
- Divide students into groups of four with three of the four holding hands in a circle.
- Help players choose one of the three players holding hands to be the “runner”, the person to be tagged.
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.

How to Play:
- The player outside the circle is the “tagger”, trying to tag the runner.
- The other two players holding hands in the circle will help to protect the designated runner by moving the circle in different directions.
- The tagger cannot go inside the circle and s/he cannot lean on the arms of the people holding hands. Once the tagger has tagged the runner, the positions change.
- Keep an eye on the play and make sure groups are changing positions.

Variation:
- Tornado Tag – have the two players who are protecting the runner keep their eyes closed.
Everyone’s It

Group Size: 10-30
Age Group: Grades K-5th
Time of Activity: 10 minutes

Developmental Goal: To build stamina.

Skills Practiced: Running, evading, counting.

Equipment Needed: None.

Set-Up: Establish boundaries; a relatively small, safe area so that constant motion is encouraged.

Before You Start:
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Review the boundaries and the consequence for going outside them.
  - Start over from zero,
  - Perform 10 jumping jacks to get back in.

How to Play:
- The object is for students to tag and keep a running count of everyone they touch in three minutes.
- No one is “it” and no one stops playing or “freezes” when tagged.

Variations:
- You can change the amount of time that the students play and the location of the boundaries.
- If a student is tagged it counts against her/his score.
Magic Tag

Group Size: 15-30
Age Group: Grades K-3rd
Length of Activity: 10 minutes

Developmental Goal: To develop body and spatial awareness

Skills Practiced: agility, evasion

Equipment Needed: None.

Set-Up: Designate a large play area with clear boundaries that has room for children to run.

Before You Start:
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the shoulder
  - Unsafe tags: hard contact that might cause the person being tagged to fall
- Demonstrate that when you get tagged you turn into a magic wand.
- Demonstrate how you turn the magic wand back into a person.
- Designate 3 magicians to start the game.
- Review the boundaries and the consequence for going outside them
  - You automatically become a magic wand

How to Play:
- The object of the game is to avoid being tagged by the magicians who are trying to turn everyone into magic wands.
- If you get tagged by the magician you turn into a magic wand and freeze.
- You stay a magic wand until two people join hands creating a circle around you and say abracadabra to undo the spell.
- If you are not tagged you are avoiding the magicians and undoing the spell for the magic wands.
- Rotate the magicians so that everyone has a chance to be the magician.

Variation:
- You can make undoing the magic wand spell more silly with a dance and a song.
Watch Your Back

Group Size: 15-30
Age Group: Grades K-5th
Length of Activity: 10-15 minutes

Developmental Goal: To develop memory, spatial awareness and stamina.

Skills Practiced: Evasion and memory.

Equipment Needed: None.

Set-Up: Designate a large play area with clear boundaries.

Before You Start:
- Demonstrate safe tagging:
  - Light touch, like a butterfly wings, on the shoulder
  - Unsafe tags: hard contact that might cause the person being tagged to fall
- Review the boundaries and the consequence for going outside them
  - You automatically have to get on one knee

How to Play:
- The object of the game is to tag as many people as you can without getting tagged yourself
- If you do get tagged you take a mental picture of who tagged you and then drop one knee and freeze.
- When the individual who tagged you gets tagged you can get up and start tagging again.
- Players must be honest if you get tagged to stop and take a knee.

Mid-Point Questions:
- Are people remembering who tagged them?

Variations:
- You can make the play area smaller to make it more difficult.
- You can make the children skip, hop, act like their favorite animal while tagging and evading.
Cooperative Games

Cooperative games are organized activities focused on having fun, team building, and often learning important lessons. Sometimes called 'new games', cooperative games combine fun with active learning about problem solving, communication style, decision-making and group dynamics. These games give children the chance to step out of their usual mindset about winning and losing. Rather than measuring success by how much better one group is than another, these games emphasize a whole group tackling a challenge together. Such external challenges ask the individuals participating to look past their own self-interest and uncover the joy of working together. Cooperative games are excellent for lower elementary students as sports skills building and offer upper elementary students new ways to interact. They are also great for leveling the playing field so all students can equally approach a physical movement activity.

As with any game, the teacher begins with an explanation of the game to be played, the rules and the boundaries. With cooperative games, the explanation includes both basic instructions as well as a verbal highlighting of the theme for a particular game. Once the game has begun, the teacher looks for opportunities to stop the game action and to ask one or two pointed questions that will draw the attention of the group back to this primary theme for the game. The teacher asks for responses, then starts the game again, re-emphasizing the theme. As the game closes, the teacher is prepared with one more question to challenge students to describe their experience playing together. A standard format for leading cooperative games is to explain the game, start the action, stop and ask questions, re-start the action and then finish the game with a bit of analysis.
Ball Toss Race

**Group Size:** 10-30  
**Age Group:** Grades K-5th  
**Length of Activity:** 10 minutes

**Developmental Goal:** To combine physical and verbal skills to enhance awareness.

**Skills Practiced:** Passing and catching, memory, verbal communication.

**Equipment Needed:** One or more balls and a timekeeper.

**Set-Up:** None.

**Before You Start:**
- Have the group get into a circle and have one or more balls ready.
- Remind students that it is very important to remember who you passed the ball to.

**How to Play:**
- One student will begin by throwing, rolling, or bouncing a ball (depending on age and skill level) to another player while saying his/her name loudly.
- Once a student receives the ball, he or she sits down.
- Students pass the ball around the circle to a new person each time while saying his/her name until everyone has received the ball one time.
- When the last person gets the ball, have them pass it back to you.
- Have all students stand up and repeat the order of the ball toss while saying each other’s names.
- Each time they begin the ball toss, explain that you will time them and as they repeat each cycle, see if they can get the best time.

**Variations:**
- Add more balls and/or balls of different sizes.
- Catch and Throw Style (k-2) - Have students form a circle around the leader. The leader passes the ball to each player in the circle. When the student catches the ball, everyone in the class yells out student’s name and he or she passes it back to the leader. The leader goes around in the circle until everyone has a turn, then the leader randomly passes the ball to see how fast everyone can go.
- Movement Style (k-5) - Have students form a circle. The leader goes first by stepping forward and saying their name while doing a dance/stretch/movement. Everyone else then steps forward and repeats the name and the movement. The person to the right goes next and the process continues until everyone has gone.
Crooked Circle

Group Size: 20-30
Age Group: Grades 2nd - 5th
Length of Activity: 5 minutes

Developmental Goal: Working with a group to meet a challenge.

Skills Practiced: Trust.

Equipment Needed: None.

Set-Up: None.

Before You Start:
- Have students form a circle. Number off by 1’s and 2’s.
- Explain that the game is a challenge and discuss the concept of ‘trust.’
- Designate a signal to start.
- Make sure students are holding hands and remember their numbers.
- Emphasize the importance of holding hands firmly but not painfully.

How to Play:
- The students hold hands and when you give the signal, the 1’s lean forward and the 2’s lean backward. The challenge is to keep holding hands and get balanced while half the group is leaning back and the other half forward.
- Once the group has managed to balance, bring them back to center and change roles.
- If the group has switched roles successfully, challenge them to do it with their eyes shut.
- Discuss how ‘trust’ played a role in the game.

Variations:
- Play it in a straight line with the ends standing straight.
- Put bean bags on their heads and challenge the team to not drop one while switching.
Fox and the Rabbit

**Group Size:** 20-30  
**Age Group:** Grades K-2nd  
**Length of Activity:** 10-15 minutes

**Developmental Goal:** To develop children’s cooperation skills.

**Skills Practiced:** Concentration, strategic thinking, awareness.

**Equipment Needed:** Two balls of different size or color.

**Set-Up:** None.

**Before You Start:**
- Have the group form a circle.
- Hand the balls out to two people on opposite sides of the circle.
- Designate which ball is the fox and which is the rabbit.
- Explain that each ball is like a hot potato and should not be held for more than one second.

**How to Play:**
- The object of the game is for the fox to catch the rabbit.
- Both the fox and the rabbit move by being passed (not thrown) around the circle in any direction.
- If a student is holding the fox they should pass the ball to the person next to them, whomever is closer to the rabbit. Those players holding the rabbit should pass to someone farther away from the fox.

**Game Ends:**
- When the fox catches the rabbit.

**Variations:**
- For younger groups start, with a Hot Potato warm up, giving them the basic idea of how to receive the ball and get rid of it quickly.
- If the group can’t catch the rabbit, add an extra fox to the game.
- Add multiple balls and see if they can cross over each other.
Giants, Wizards, Elves

Group Size: 12-50
Age Group: Grades 3rd - 5th
Length of Activity: 10 minutes

Developmental Goal: To teach individual awareness and group decision-making.

Skills Practiced: Verbal communication, listening, quick reflexes, running.

Equipment Needed: Cones.

Set-Up: Have clearly designated boundaries at the back and the sides of the play area, evenly distanced from a middle line.

Before You Start:
- Demonstrate movement and sound for each main character in the game:
  - The giant stands up very tall with hands raised over the head and makes the sound, “Aaargh!”
  - The wizard stands with one foot in front of the other, arms extended toward the front with the fingers wiggling and makes the sound, “Hissssss!”
  - The elves squat down and move from side to side with their arms waving about and make the sound that comes when you blow air out of your lips.
- Have the whole group practice each of the movements and sounds.
- Explain which character wins over which: giant wins over wizard, wizard wins over elf, and elf wins over giant.
- Demonstrate safe tagging.
  - Light touch, like butterfly wings, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Number teams by 1’s and 2’s and put each team on opposite sides of the middle line.

How to Play:
- Each team huddles up on their side of the play area and chooses a first and second choice of a character to be.
- The play begins when each team moves to the middle line and the leader yells, “One, two, three, what’s it going to be?” Each team flashes their first choice. Whichever team has the dominant character chases the other team back to their rear boundary line.
- Anyone who is tagged before getting to that rear line becomes part of the opposite team.
- Explain also that if both teams choose the same first choice, the leader calls out the signal phrase and the teams change to their second choice. If they choose the same second choice, the teams regroup and pick two more.

Variation:
- Use three different objects, movements, and sounds. Possible options include: baseball/football/basketball with the sounds, ‘steerikе’, ‘huthuthuthut’ and ‘swoooooooosh’ or Lions, Tigers and Bears with roars, growls and snuffles.
Hula Hoop Challenge

Group Size: 10-30
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To develop cooperation skills.

Skills Practiced: Coordination, teamwork.

Equipment Needed: 2 Hula-Hoops.

Set-Up: None.

Before You Start:
• Have students form a circle, holding hands.
• Demonstrate to the group how to get through the hula-hoop without using hands.
• Make sure students are in a circle holding hands.

How to Play:
• Place the hula-hoop in between two people’s interlocked hands.
• Explain that the goal of the game is to get the hula-hoop all the way around the circle without anyone letting go of their teammate’s hands.

Closing Question:
• What is the game trying to teach?
• Do you think you improved as the group practiced more times?
• What was fun about the game?
• Were you frustrated at any point during the game?

Variations:
• Have the group beat a chosen time.
• Play with their eyes shut.
• Divide group in two circles and have them compete.
C’mon In and Sit Down

Group Size: 10-30
Age Group: Grades 1st-5th
Length of Activity: 10 minutes

Developmental Goal: To build teamwork and cooperation.

Skills Practiced: Verbal communication, strategic thinking.

Equipment Needed: None.

Set-Up: None.

Before You Start:
- Have students form a circle, holding hands.
- Students let go hands and make a quarter turn to the right so that everyone’s left shoulder is pointing to the middle of the circle and their eyes are on the back of the person in front of them.
- Have the group take a couple side-steps towards the center of the circle so that everyone is nice and snug.
- Make sure everyone is standing close together and listening for the count of three.

How to Play:
- Once everyone is in position, the leader explains that on the count of three everyone should sit down on the knees of the person behind them.
- If it is successful, everyone should be sitting comfortably on someone else’s knees.

Variation:
- For older kids, try walking together if the circle is tight. As the challenge gets easier, add more people to the circle and ask the children if they have any ideas to make it more difficult.
Invent a Game

Group Size: 4-50
Age Group: Grades 3rd - 5th
Length of Activity: 30 minutes

Developmental Goal: To develop creativity and decision-making capacity.

Skills Practiced: Brainstorming, planning, leadership, creative thinking.

Equipment Needed: A range of sports equipment - hula hoops, balls, cones, ropes, etc.

Set-Up: Divide sports equipment up into piles based on the amount of groups playing. Divide students into teams and place them with a pile of equipment.

Before You Start:
• If needed, give groups examples of game ideas to get them started.
• Make sure each group has enough room to make up and practice their game.

How to Play:
• Students will use all the equipment in their pile to make up their own game.
• They need to establish boundaries, rules, equipment use and any other specific information for their game.
• Students choose a name for their game and prepare to teach their game to the other groups.
• The groups take turns teaching and playing each of their invented games.

Variations:
• Change the group size to increase the communication challenge.
• Limit the types of equipment to increase the creativity challenge.
Bubbles

Group Size: 20-30
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To develop cooperation skills.

Skills Practiced: Coordinating tasks with other teammates, cooperation, and awareness.

Equipment Needed: One or two beach balls.

Set-Up: None.

Before You Start:
- Spread out students in an open playing area sitting on the ground.
- Talk about safety and demonstrate how to avoid contact with each other.

How to Play:
- The object of the game is to keep the ball up as long as possible by hitting the ball in the air.
- Students should call the ball by saying “I got it!”
- Students can only hit the ball one time in a row.
- Students must remain on the ground.
- They can use any part of their bodies to hit the ball.
- To challenge them, talk about setting a school record.

Variations:
- Add another beach ball.
- For more advanced groups, add on more challenges such as going in sequential order and/or seeing how many hits they can get in one minute without dropping the ball or going out of order.
- Once students understand the concept of positions, being responsible for the area around them and not intruding on the space of other students, you may allow them to stand up and play.
Shadow Shadow

Group Size: 2-100
Age Group: All ages
Length of Activity: 5 minutes

Developmental Goal: To develop awareness of self and others.

Skills Practiced: Agility, partner work, reflexes.

Equipment Needed: None.

Set-Up: None.

Before You Start:
- Demonstrate how to move and how to be a shadow.
  - Choose a volunteer to help you.
  - Exaggerate and make funny movements to fun to the game.
- Designate a signal to begin moving and to stop moving.
- Emphasize the importance of awareness, to avoid contact with your partner and others.

How to Play:
- The object is to continuously follow a partner without running into him/her.
- Identify what type of movement is possible (walking, fast walking, running, etc).
- Designate signals for the pairs to:
  - begin moving around the play area,
  - stop moving.
- Change roles after one minute so both sides have the chance to lead.

Variation:
- Add various movements: skipping, hopping, leaping, crawling, etc.

<table>
<thead>
<tr>
<th>I</th>
<th>K</th>
<th>NE</th>
</tr>
</thead>
</table>

99
Squash Balls

**Group Size:** 10-30  
**Age Group:** Grades 4<sup>th</sup> & 5<sup>th</sup>  
**Length of Activity:** 15 minutes

**Developmental Goal:** To develop problem solving through communication and teamwork.

**Skills Practiced:** Balance, verbal communication, strategic thinking.

**Equipment Needed:** Lots of old tennis balls.

**Set-Up:** Set up a clearly designated play area. Have students line up across the play area with a partner.

**Before You Start:**
- Demonstrate how to stand and balance on tennis balls with the “balls of their feet” rather than their heels.
- Allow students to practice with their partners before starting.
- Some groups may require spotters.
- Pass out four tennis balls to each player (eight balls per pair).

**How to Play:**
- The challenge is to cross a small area with your partner while holding hands and standing only on tennis balls.
- The area is filled with “toxic goop” and the only thing that will protect you from it are tennis balls.
- If one of the partners steps on the ground they must start over.

**Variations:**
- Have groups of three or four go across, or just one.
- Let pairs come up with creative ways to cross.
- Allow for more or less tennis balls.
Tally Ho!

Group Size: 15-50
Age Group: Grades 2nd - 5th
Length of Activity: 10 minutes

Developmental Goal: To develop cooperation skills.
Skills Practiced: Agility, strategic thinking, teamwork.
Equipment Needed: None.

Set-Up: None.

Before You Start:
- Divide students into four groups.
- Demonstrate what it looks like standing shoulder to shoulder.
- Remind students that they must stay in the same exact line order.

How to Play:
- Students line up in their groups shoulder to shoulder and need to remember the order in which they are standing. Each group becomes a side of the boat, making a square.
- The leader stands in the middle of the boat.
  - The side that the leader is facing becomes the front of the boat. The side behind the leader becomes the back of the boat. And the same goes for the right and left side of the boat.
  - These designations stay permanent throughout the game.
- Once the boat is formed, the leader can turn to his/her right or left.
- The students need to quickly reform their original line order, making up the correct side of the boat depending on which way the leader is facing.
- Once the groups correctly reassemble, the students grab hands, lift them in the air and yell “Tally Ho!”
- The leader changes orientation again, and the sides of boat must realign again.

Variation:
- Students close their eyes and the leader moves completely out of the boat to other spots in the playing area. Students open their eyes and reconfigure to their original positions from a different orientation.
The Maze Game

Group Size: 12 per maze
Age Group: Grades 2nd-5th
Length of Activity: 10 minutes

Developmental Goal: To develop strategic thinking.
Skills Practiced: Problem solving, communication, memorization teamwork.

Equipment Needed: One maze per twelve students that is 5’x5’ square, set of markers.

Set-Up: Have the maze set up with a designated ‘start’ and ‘end.’
• Create a map of the correct path the students must travel.

Before You Start:
• Have students stand on the perimeter of the maze.
• Number students 1-12.
• Remind students that this is a silent game.

How to Play:
• Tell students there is a hidden path from the start to the end of the maze.
  • Point these two spots out.
• As a group, their goal is to find the secret path and get everyone from start to end.
• Students take turns according to their number and gets a chance to guess where the path is.
• Students must stay silent for the whole game.
• When it is their turn, they will step into the maze at the start and begin to choose an adjacent square - either forward, to the side or diagonal to the one they are standing on.
• The student may look to his/her classmates for help.
  • Classmates may signal silently, but may not use facial expressions:
    • Yes- by giving a thumbs up,
    • Maybe- by giving thumbs in the middle or
    • No- by giving a thumbs down.
• If the square they have stepped into is on the path, let them know by saying “Yes.” If it is a square that is not on the path, tell them “No.” Or use silent signals, too.
• Students continue their turn if they are right.
  • Once they step into an incorrect square, it is the next person’s turn.
• As they begin to discover the path, they can mark it with markers to help the rest of the group.
• Once they have uncovered the secret path, each person needs to go through from start to end.

Variations:
• Squares can be repeated in the course of the path.
• Do not inform students of the markers, just have them by the side of the maze and see if they notice.
• Let students make up their own silent signals instead of using the thumb method.
Trust Falls

Group Size: 2-30  
Age Group: Grades 3rd - 5th  
Length of Activity: 5 minutes

Developmental Goal: To understand the concept of trust.

Skills Practiced: Balance, communication.

Equipment Needed: None.

Before You Start:
- Divide group into partners. Partners should be of similar body type.
- Briefly discuss concept of ‘trust.’
- Have students practice everything before beginning.
- Designate a signal to get into ready position and a signal to begin the dialogue.

Demonstrations:
- Ready Positions
  - Faller: Feet together, legs stiff, arms folded across chest.
  - Catcher: One leg back and straight, and one leg forward and bent, with both arms slightly bent in front of chest with palms facing outward.
- Verbal Cues Before Fall.
  1. Faller says “Spotter ready?”
  2. Catcher says “Ready.”
  3. Faller says “Falling.”
  4. Catcher says “Fall on.”
- Choose a pair to demonstrate entire sequence of ready positions, verbal cues, falling and catching and getting back to ready position.

How to Play:
- Have partners stand in two lines facing each other. Have one side turn around.
- Give signal for both sides to get into ready positions.
- Signal for verbal cues.
- Students fall and get back to ready position.
- Let them go through cycle with the same roles three times and have them switch roles. Once they switch, go back to step-by-step instructions.

Variations:
- Form a circle of five students, standing shoulder to shoulder in the catcher ready position. Have one student in the center in the faller ready position. The student in the center allows their body to fall in any direction around the inside of the circle while the catchers gently support them.
- Have two groups of six students line up facing each other with their arms outstretched and interlaced. One student stands on a chair in ready position with his/her back to the two lines. Go through the verbal cues and fall back onto the interlaced arms. If you want to make it even more challenging, have the person falling stand on a table versus a chair.
Wolves and Bunnies

Group Size: 10-50
Age Group: Grades 3rd - 5th
Length of Activity: 10 minutes

Developmental Goal: To develop teamwork strategies.

Skills Practiced: Agility, pivoting, throwing and catching, strategic thinking.

Equipment Needed: One tennis ball for every ten players.

Set-Up: Designate clear boundaries, have correct number of tennis balls.

Before You Start:
- Have students stand in a circle to demonstrate the game.
- Demonstrate safe tagging with the tennis ball.
  - Light touch, on the back or shoulder.
  - Unsafe tags: hard contact that might cause the person being tagged to fall.
- Choose six volunteers and designate two wolves and four rabbits to demonstrate game in slow motion.
- Choose the first two wolves to begin the game.

How to Play:
- The object of the game is for the wolves to catch all the bunnies.
- Bunnies can move all around the play area.
- Wolves can also move all around the play area if they are not holding a tennis ball.
- When wolves have a tennis ball, they cannot take any steps and can only pivot on one foot.
- Wolves can only tag bunnies with the tennis ball in their hand.
- Wolves without tennis balls should position themselves to tag a rabbit when the ball is thrown to them by another wolf.
- When a bunny is tagged, it immediately turns into a wolf.

Game Ends:
- When only a few bunnies are left, they become wolves to begin the next round.
- A time limit of 3-10 minutes, depending on group size.

Variations:
- Use different examples of predator and prey.
- Add more or less balls or balls of different sizes.
- Limit the size of the playing area.
Toxic Waste Dump

**Group Size:** 15-30  
**Age Group:** 5th grade  
**Length of Activity:** 20 minutes

**Developmental Goal:** To develop communication and leadership skills.

**Skills Practiced:** Balance, cooperation, teamwork, leadership skills.

**Equipment Needed:** Potato sacks, cardboard, carpet squares, or anything that can be stood on and carried easily; marked start and finish lines.

**Set-Up:** A clearly marked start and finish line.

**Before You Start:**
- Divide students into two teams.
- Each team receives an equal number of potato sacks, one less than the number of people in the group.
- Brainstorm strategies and give examples if needed.
- Make sure students have all their supplies and can repeat the rules.

**How to Play:**
- The object of the game is to get all team members from one side of town to the other without touching the toxic sludge.
- Players can only be in the toxic zone if they are standing on a potato sack.
- If students step off the potato sack and into the toxic sludge, they must return back to the other side of town.
- If a potato sack is placed into the toxic sludge without being constantly touched by a player, it is lost and the whole team must return back to the other side of town.
- Each team should come up with a strategy on how to get all of their teammates across safely.

**Variations:**
- Choose the amount of potato sacks based on the experience level of the group.
  - Less potato sacks makes the game harder.
- Inform them that their side of town is going to explode in 10 minutes and they must have everyone across by that time.
- Have students figure out their plan first. During the game they must remain silent.
- Randomly blindfold a few members of the group.
Blindfold Building

Group Size: 4-30
Age Group: 5th grade
Length of Activity: 15 minutes

Developmental Goal: To help build communication and leadership skills as a team.

Skills Practiced: Communication, leadership, listening, cooperation, problem-solving.

Equipment Needed: Enough ropes for each group to have one long enough for every person to hold on with two hands, and blindfolds for each person.

Before You Start:
• Help the group pick a representative who will be the only one who can ask the three questions during the game.
• Have your group begin in a straight line, blindfold them and lay a rope out by their feet.
• Make sure everyone understands the game and its rules.

How to Play:
• On your signal the students attempt to pick up the rope at their feet.
• Hands must remain on the rope; they may not let go of the rope for more than 2 seconds.
• Instruct the students to form a shape (square, triangle, circle, etc).
• Through their representative students may ask the leader three questions during the game.
  • The leader will repeat the question so that everyone can hear and then give the answer.
• When the group feels they have completed the task have them drop the rope at their feet and take a step back.
• Ask the group if they think they have successfully made their shape.
• After you get all of their answers, have them remove their blindfolds.

Mid-point questions:
• What are the challenges of this game so far?
• Has anyone discovered anything that might help anyone else?
• What could you do to make the game move more smoothly?

Closing questions:
• What are the skills this game is trying to teach?
• Did you learn anything about yourself while playing this game?
• What might you do to change the game to make it better?

Variations:
• For more advanced groups place the rope bunched up about 10 feet away from the group and have them find the rope first, then form their shape.
• Give the students a time limit.
The Wave

Group Size: 10-30
Age Group: Grades K-5th
Length of Activity: 5-10 minutes

Developmental Goal: To develop non-verbal communication.

Skills Practiced: Non-verbal communication, awareness.

Equipment Needed: None.

Before You Start:
- Ask students to get into a circle and hold hands.

How to Play:
- The leader announces they will start the impulse by slowly whipping the arm of someone to either
  their right or left.
- The motion should flow continuously through the group until it returns to the leader.
- First just focus on completing the task.
  - After they get the hang of it run an impulse in opposite directions at the same time and
    see if they can pass through each other.

Mid-point questions:
- Have you noticed anything that makes the wave flow more easily?
- Have you discovered any secrets to making the wave flow smoothly and quickly?
- Shall we time ourselves to see how quickly we can get the wave around?
  - Does anyone have any guesses about how long it will take?

Closing questions:
- What were some things that made this game difficult?
- What did you discover along the way that made the game work more smoothly?
- Is there anything you might change about the game to make it more interesting?

Variations:
- Another style of this game is called ‘Pass the Squeeze, Please’ in which a soft squeeze of the
  hand is passed around the circle.
- If they get really good have them do it with their eyes shut.
All Tangled Up

Group Size: 15-30
Age Group: Grades 2nd - 5th
Length of Activity: 15 minutes

Developmental Goal: To develop verbal communication and problem solving skills.

Skills Practiced: Negotiation, patience, verbal communication, strategic thinking.

Equipment Needed: None.

Set-Up: None.

Before You Start:
- Divide the students into small groups of up to twelve people and have them form a tight circle.
- Make sure students are holding hands of other students who are not next to them.

How to Play:
- The students take one hand and grab the hand of anyone in the group except the people standing next to them.
- The students take their other hand and grab the hand of anyone in the group except the people standing next to them and the person they are already holding hands with.
- The challenge is to get untangled without letting go of each other’s hands. Emphasize that getting untangled requires a lot of communication.

Mid-point questions:
- Is there anything about this game that is particularly difficult?
- Has anyone discovered any secrets that might help the rest of the group get untangled?

Closing questions:
- Was this game difficult?
- How did people feel when they found it hard to get untangled?
- Did anyone get tempted to cheat and just let go of a hand?
- Shall we try the game again and time ourselves to see how long it takes to get untangled?

Variations:
- Make the groups larger.
- Add restrictions to their communication methods.
Birds of Prey

Group Size: 10-40
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To develop awareness.

Skills Practiced: Non-verbal communication, awareness, reflexes.

Equipment Needed: A bandana and a quarter.

Set-Up: None.

Before You Start:
- Divide the students into two equal teams.
- Have each team get into two single file lines holding hands with the teams facing each other.
- The leader stands at the front between the two lines.
- Place the bandana on the ground at the rear of the lines directly in between the two lines.
- Remind the students that they must keep their eyes shut and remain silent.

How to Play:
- Flip a quarter. Only the first players in each line can watch to see if it is heads or tails.
- The rest of the players must have their eyes closed.
- If the quarter shows ‘heads,’ the players at the front send a squeeze (or pulse) down the line, which should reach the end of the line.
- When the squeeze reaches the back player, he or she tries to pick up the bandana first.
- Whichever team wins the bandana, the player in the front moves to the back of the line and the players rotate forward.
- If the coin is tails, no action happens. The leader just flips the coin again.

Game Ends:
- The player who began the game at the front of the line reaches the front again.

Closing Questions:
- What is this game trying to teach?
- Did anyone learn any secrets during the course of the game to make it go more smoothly?
- What positions did people like the best?

Variations:
- Play sitting down.
- Have a different signal to pass back.
- If a player sends a pulse when the leader does not show heads, the player at the back returns to the front of the line, making the game more challenging and longer.
Ants on a Log

Group Size: 10-20
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To develop strategic thinking.

Skills Practiced: Balance, agility, teamwork.

Equipment Needed: A designated line for the play.

Set-Up: None.

Before You Start:
- Line up the students on a line.
- Number the students 1-10 (or depending on how many students are playing).

How to Play:
- Once the students are in line in specific order, the object of the game is to get the whole group to switch positions on the line without falling off the line.
- If student #1 begins on the left end of the line, he or she should end up on the right end of the line.
- The order of the students should remain exactly how it was before, only in reverse.

Mid-point questions:
- What are some ideas the group has discovered to help stay on the line?
- Is this game easy or hard?

Closing Questions:
- What is this game trying to teach?
- Can anyone think of a way to make this game better or more interesting?

Variations:
- Split the students into two groups.
  - They should be standing on the line facing the other group.
  - The object is to have the two groups switch places, staying in the same order.
- Vary the width of the line with a wider line being easier or vary the distance of the playing area from the ground to add a challenge.
Over Under

Group Size: 10-30
Age Group: Grades 2nd - 5th
Length of Activity: 10 minutes

Developmental Goal: To develop children’s cooperation skills.

Skills Practiced: Running, passing, receiving.

Equipment Needed: One ball per team (teams of 8-10 students).

Set-Up: Designate a start and finish line.

Before You Start:
- Have students line up behind each other in groups of 8-10, spreading out one arm’s length distance apart.
- Demonstrate how to pass the ball over someone’s head then under someone’s legs.
- Give the person in front of the line a ball.

How to Play:
- The object of the game is for the group to pass back the ball either over their head or under their legs, alternating methods with each person (first person passes over their head, second person passes under their legs, third person over their head, and so on).
- When the last person in line gets the ball, he or she runs/skips/jumps/etc. to the front of the line and starts passing the ball back again.

Game Ends:
- Play until the line reaches a finishing point (the line should have moved up with each new start) or until a specific number of turns.

Variations:
- Have students shut their eyes while they are passing and receiving.
- Play with a basketball where the players must take (or make!) a shot at a basket before returning to the front of the line.
- Add dribbling challenges such as left/right hand only or pivoting before passing the ball back.
- Play with a soccer ball with similar challenges.
School Olympics
*This is a great event to do at the end of the year to get kids re-motivated and the Site Coordinator re-motivated and really excited.

Group Size: The whole school!
Age Group: Grades K-8th, vary activities according to age
Length of Activity: Preparation for a month, 1-2 day event

Developmental Goal: To develop a sense of community, work as a team, have fun while being competitive, learn to work toward a goal.

Skills Practiced: Tons! (Depends on the activities you choose)

Equipment Needed: Balls, cones, books, ropes, hula-hoops, signs to get kids excited about their teams.

Set-Up:
- Choose events and announce the date of the Olympics.
- Plan out the logistics of the Olympic day. Be sure you have helpers to run multiple events, inform them of their duties and the rules, create a schedule of events, make awards for all participants (if possible).
- Make sure event locations are safe and free of debris.

Before the Olympics:
- Divide each class in the school into two country-named teams and announce them.
- A month or so before the day of the Olympics, teach the classes all the events in Class Game Time and have them practice the events in their actual teams all the way up to the actual event (this builds excitement and lets students feel “professional” in their events).
- Build excitement around the Olympics, posters and practice areas at recess and so on.
- Encourage teachers to have their students make big flags and/or miniature flags they can pin onto their clothing. They can also make headbands with a country symbol.
- Hold a training for your Junior Coaches to help you on Olympics day by cheering on teams and helping them to follow the rules of each game.

Olympics:
- On the day of the Olympics, divide students into different grade spans so that they compete against similar age levels.
- Ask teachers to run events on your yard if you want.
- Be very clear to the students about expectations of sporting behavior
- Encourage students to use supportive language and make it clear that students who misbehave will be removed from the games.
- Suggestion: end the Olympics with a junior coaches & coach vs. teachers tug-of-war to make the students laugh.

Events:
- Shoeless Joe Jackson:
  - Have students line up and place a cone on the other end of the yard.
  - The first time they race to the far cone, they will remove one shoe, then run back and go to the end of the line.
  - On their second turn, students will remove their other shoe at the cone, run back and go to the end of the line.
- The third time, the student must find their shoes in the shoe mountain, put them both on, and run to the end of the line. Once the student is done, they sit down and remain quiet.
- The team is done once everyone has their shoes on and tied, and are all sitting down quietly in their line.

- Over/Under
- Bookworm:
  - Students race one by one to a cone while balancing a book on top of their heads.
  - They cannot use their hands to touch the book.
  - Whenever the book falls, students must freeze and place the book back on top of their heads at the place where it dropped.
  - Once the student is done, they are to sit down and be quiet.
  - The team is done once everyone has finished the race and is sitting down quietly in their line.

- Three-legged race:
  - Students pair up on their teams and use a jump rope or piece of cloth to tie their two legs together above their thigh.
  - Advise students to pick up the long ends of the rope and link arms for better balance.
  - As a pair they run to the finish line (a cone).
  - The team is done once everyone has finished racing and is sitting down quietly in their line.

- Tug of War
  - Divide participants into two groups.
  - Each team holds on to opposite ends of a long rope, with a flag tied to the middle of the rope.
  - Place two cones under the rope, equal distance from the middle (2’-5’)
  - Each team tries to pull the rope until the flag passes the cone.

- Ball race:
  - Students pair up on their teams and form a line.
  - Place a cone for the start line and set up a hula hoop with bean bags or small balls on the other end of the yard.
  - Students must place a red bouncy ball between their torsos with both torsos still facing front. They put their arms on each others’ shoulders.
  - Keeping the ball held between them but without holding it with their hands, the partners race to the hula hoop.
  - Once they get to the hula hoop, one partner tries to pick up a bean bag, with the ball remaining between the partners’ bodies (this is the funniest part!).
  - They return to the start line with the bouncy ball still between them, drop the bean bag there and give the bouncy ball to the next set of partners in line.
  - If the ball drops while they are running, the partners must freeze in place and put the ball back in place.
  - The team is done once they have picked up all of the bean bags from the hula hoop and returned to the start line.

- Whole Yard Obstacle Course:
  - Have students go down the slides in the playground, hula hoop, jump rope, shoot hoops, shoot goals, you name it!
Core Playground Games

Sports4Kids has chosen four games commonly played on school playgrounds to create lesson plans and teaching strategies for Kindergarten through Fifth grade students. These games are 4-Square, Dodge Ball, Jump Rope/Double Dutch and Kick Ball. Most of us are familiar with one, if not all, of these outstanding games. The playground game section includes what Sports4Kids chooses to call the “school rules”. These are the rules that Sports4Kids believes are most commonly followed by children. Since playground games have many adaptations and add-ons, we encourage Site Coordinators and teachers to clarify one set of school rules that every student knows. This helps to minimize conflicts that can occur when students make up their own rules. This playground games section also includes a breakdown of the skills children will be learning, exercises to build these basic skills and three lead up games to prepare children to enjoy these playground games.

4-Square School Rules

- A standard 4-square area is one large square 10’x 10’ divided into four smaller squares (5’x 5’); each box is labeled A,B,C,D or 1,2,3,4. The box labeled A or 1 contains a smaller service box (1.5’x 1.5’) located in the far outside corner of the square.
- 4 players per playing group. One player is in each square and the others wait in line. The player in square A or 1 is the server. The goal is to get to box A or 1 and stay there.
- The server controls play of the game. Play begins when the server drops the ball once into his/her square then hits it into a different square (serves the ball). The server must keep both feet in the service box until the serve is completed.
- The ball can only bounce once in any square.
- Each player needs to hit the ball with any part of their hand into an opposing player’s square after it has bounced only once in their own square.
- If the ball lands on a line, or goes out of bounds before it bounces, the player who hit the ball needs to return to the waiting / cheering line for another try. If a player hits the ball and it bounces again in his/her own square, s/he also needs to return to the waiting line.
- If the ball bounces more than one time before it is hit into another square, the player who let the ball bounce is needs to return to the waiting line for another try.
- If the ball is returned before it is allowed to bounce, the player who returned the ball early needs to return to the waiting line.
- Anytime a player moves out of the game into the waiting line, a square is left open. The person in the front of the line advances to square number 4 or D, and the remaining players advance to close the gaps between square 1 or A and 4 or D.
- Common inclusive variations:
  - 2 players per square working as a team
  - Using 2 4-Square courts next to each other for 8-Square
4-Square Fundamental Skills

- **Underhand hit**: to return the ball instantaneously, without catching it; hands make contact once with the underside of the ball, palms facing up
- **Overhand hit**: to return the ball instantaneously, without catching it; hands make contact once with the topside of the ball, fingers pointing up, palms angled forward or toward the ground

4-Square Skills Building Activities

The following methods can be used to teach the fundamental skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

**Self Trial** - Students practice individually. Demonstrate the skills before the students begin.

- **Example A**: Hitting the ball – Each student tries hitting and bouncing the ball against a wall and then catches it. This process is repeated until the student feels comfortable with these actions.

- **Example B**: Hitting the ball – Each student tries hitting the ball against the wall repeatedly, allowing the ball to bounce, and hits the ball again without catching. Encourage the students to try overhand and underhand hits.

- **Example C**: Hitting the ball – Place targets on wall with tape and have students take turns seeing how many times they can hit the target, let the ball bounce once and then hit the target again without catching the ball.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.

- **Example A**: Hitting the ball – Students hit a ball against a wall to a partner. The two students take turns hitting the ball without catching it and count the number of this in a row. Allow one bounce between hits. Have students practice underhand hits first and then add in overhand hits.

- **Example B**: Hitting the ball – Two students, separated by a line (or jump rope) can hit the ball to each other. Each student lets the ball bounce once and then hits the ball over the line to the other student who repeats the action.

**Group Time** – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

- **Example A**: Hitting the ball - A group of students stand around the perimeter of the 4-square box facing inwards. Take turns hitting a ball around the square to a different person, catching the ball each time. The ball must stay within the square.

- **Example B**: Hitting the ball - A group of students stand around the perimeter of the 4-square box facing inwards. Take turns hitting a ball around the square to a different person each time, without catching the ball. The ball must stay within the square.
4-Square Grade Level Objectives

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of the four boxes as boundaries</td>
<td>Everything in the previous grade</td>
<td>Everything in the previous grade</td>
</tr>
<tr>
<td>The basic rotation around the squares</td>
<td>The proper serve technique</td>
<td>Mastery of underhand hitting</td>
</tr>
<tr>
<td>Underhand hit with catching</td>
<td>Underhand hit without catching</td>
<td>Mastery of the rotation</td>
</tr>
<tr>
<td>Aiming the ball into another square</td>
<td>The concept of an “out” and some of the ways a player gets out</td>
<td>Mastery of the serve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in the previous grade</td>
<td>Everything in the previous grade</td>
<td>Everything in the previous grade</td>
</tr>
<tr>
<td>Continuous play without catching the ball</td>
<td>Beginning level understanding of the overhand hit</td>
<td>Mastery of the overhand hit</td>
</tr>
<tr>
<td>A clear understanding of all the ways a player can be “out”</td>
<td>How to use to whole box to return the ball</td>
<td>Ability to demonstrate good sporting behavior when out</td>
</tr>
<tr>
<td>Ability to explain the school rules for the game</td>
<td>Mastery of aiming the ball when hit over or under hand</td>
<td>Mastery of strategy</td>
</tr>
<tr>
<td>Beginning level strategy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4-Square Lead-Up 1: Drop and Hit 2-Square

Group Size: 2-30
Age Group: Grades K – 5th
Length of Activity: 10 minutes

Developmental Goal: To develop hand-eye coordination and the concept of the game of 4-Square.

Skills Practiced: Underhand and overhand ball hitting, ball placement

Equipment Needed: Enough standard rubber playground balls for each pairs.

Before You Start:
- Use the 4-Square courts or create 2 adjacent boxes approximately 5 feet square with chalk or rope.
- Explain the under hand position for hitting the ball.
- Demonstrate with two students volunteers come out and demonstrate.
  - Point out various rules and directions.
  - Choose several pairs to demonstrate before beginning.
- Review the rules and ask students to repeat them back to you.

How to Play:
- The game begins when one player serves the ball. They let the ball bounce once and then hit it into their partners box.
- The receiving player must let the ball bounce once and then return it.
- Play continues until the ball:
  - Is hit outside the square
  - Bounces twice before it is returned
  - Is not allowed to bounce
  - Is hit onto a line
  - Is carried or held
- If there are only two students, the server is the player who did stop the play.
- If there are players waiting in line, the player who stopped the play goes to the end of the line and the next player comes in.

Variation:
- Allow older students to add a limited number of more complex rules, i.e. “blackjacks”, “double-hits”. These rules should be clear and agreed upon before the game begins.
4-Square Lead-Up 2: Catch and Drop

**Group Size:** 2-4 per playing group  
**Age Group:** Grades K-2nd  
**Length of Activity:** 10 minutes

**Developmental Goal:** To develop hand-eye coordination and the concept of the game of 4-Square.

**Skills Practiced:** Underhand and overhand ball hitting, ball placement, hand-eye coordination, agility.

**Equipment Needed:** Enough standard rubber playground balls for each group

**Before You Start:**  
- Use the four-square courts on the playground and/or draw new courts with chalk if needed.  
- Explain how to hit the ball and where to place the ball.  
- Use student volunteers to demonstrate.  
  - Point out various rules and directions.  
  - Choose several volunteer groups to demonstrate before having everyone begin.  
- Ask students how many bounces can occur in their square and to name three ways play can be stopped.

**How to Play:**  
- The game begins when one player serves the ball.  
- Players let the ball bounce once and then hit it into a different player’s box.  
- The receiving player must let the ball bounce once, and then s/he may catch it before s/he returns the ball.  
- Play continues until the ball:  
  - Is hit outside the square  
  - Bounces twice before it is returned  
  - Is not allowed to bounce  
  - Is hit onto a line  
- When a player is stops the play, s/he goes to the end of the line and a new player comes in square D and remaining players close the gaps, moving up as necessary.

**Variation:**  
- Instead of allowing a catch before the ball is returned, you can allow a variety of different techniques before each player returns the ball.  
  - Examples are bubbles or spins.
**4-Square Lead-Up 3: Wall Ball**

**Group Size:** 2 – 20  
**Age Group:** Grades 1st – 5th  
**Length of Activity:** 10 minutes

**Developmental Goal:** To develop basic ball handling skills.

**Skills Practiced:** Underhand ball hitting, overhand ball hitting, ball placement, accuracy, agility, hand/eye coordination.

**Equipment Needed:** Enough standard rubber playground balls for each group

**Before You Start:**
- Use a play area with a smooth, wide wall, marked boundaries are helpful.
- Demonstrate how to hit the ball against the wall.
- Choose students to help demonstrate game.
  - As they play, point out various rules and directions.
- Ask students to explain the boundaries and how to hit the ball.

**How to Play:**
- The game begins when one player serves the ball by hitting the ball towards the wall.
- The ball must bounce one time on the ground before it reaches the wall.
- The receiving player must let the ball hit the wall and bounce once before returning it.
- The player can then return the ball by hitting it and reaching the wall in one bounce off the ground.
- Play continues until the ball:
  - Bounces outside the boundaries
  - Hits the wall without bouncing off the ground
  - Bounces twice before it is returned
  - Is not allowed to bounce
  - Hits a line
- When a player stops the play, s/he goes to the end of the line and a new player comes into the game.
- The remaining player is the server, and begins the next game.

**Variation:**
- After play has advanced past this basic game, players can add special rules. For example, instead of requiring one bounce before returning the ball, a player could allow returns before the ball bounces as well as on a single bounce.
Dodgeball School Rules

- 10 – 15 players on each team and each is assigned one-half of the court.
- Each team starts with one or more playground (or soft) balls
- A standard dodgeball court is a 40 yard x 20 yard rectangle with a center line it into 2 squares.
  o An additional 5 yard end-zone is located on each end of the rectangle. Scale down the size of the court accordingly.
  o An approximate court size for kindergarten is 20 yards x 10 yards
  o Increase the size as students age and skill level improves, and as space allows.
- After a signal, players throw the balls back and forth across the center line.
- All players try to avoid being hit with the ball while trying to hit the opposing teams’ players from the waist down.
- If the ball hits an opposing player from the waist down (including a hand or arm that is below waist level) before the ball hits the ground, the hit player must go into the opposite teams end zone.
- If a player catches a ball thrown by an opposing team player before that ball hits the ground, the player who threw the ball must go to the opposing team’s end zone.
- If a player attempts to catch an opposing team’s throw and drops it, the player who dropped the ball has to go to the opposing team’s end zone.
- Players trapped in the end zones cannot go outside the set boundaries but can be released back into team play if they can get possession of a ball without leaving the end zone and hit an opposing player below the waist. If they succeed, they get a free walk back to their teams’ side and the hit player must go into the other end zone.
- If a player who is supposed to be in the end zone steps outside the boundaries of the end zone, a player who is trapped in the opposite team’s end zone is automatically released.
- Active players cannot step into an end zone to keep balls out; however, players can run through the end zone to retrieve balls that have gone out of bounds.
- A ball which has gone out of bounds can only be retrieved by the players on the side from which the ball went out of play.
- The round is over when one team has all the players from the other team trapped in the end zone.
Dodgeball Fundamental Skills

- **Throwing**: Ball in dominant or “favorite” hand; step forward with the opposite foot in the throw direction; extend elbow; follow through with wrist.

- **Evasion**: Jump or move the body as quickly as possible out of the path of the ball. Avoid being hit by the ball.

- **Rolling**: Cradle ball in dominant hand with a bent wrist; step with opposite foot; gradually release ball to rotate on the ground.

- **Catching**: Position body under or behind the ball; cradle the ball with both arms at stomach or grab ball between two hands above the head.

Dodgeball Skills Building Activities

The following methods can be used to teach the core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.

- Example A: Rolling and catching – Partners quickly roll and catch the ball back and forth at varying distances.

- Example B: Throwing and catching - Partners practice throwing and catching the ball at various distances.

**Triple Team** – Students are divided into groups of 3 with a specific task. Demonstrate the skills before the students begin.

- Example A: Evading and rolling – One student is the roller, the other two are dodgers. The two students are lined up with their backs against a wall. The roller stands at least 10’ feet away and rolls the ball towards the two students. When one student is hit with the ball below the waist s/he becomes the roller.

- Example B: Throwing and catching – One student is the thrower, the other two are the catchers. The two students are lined up with their backs against a wall. The thrower stands at least 10 feet away and throws the ball, below the waist, towards the other two students. The students against the wall attempt to catch the ball without letting it hit the group. When one student catches ball, s/he becomes the thrower.

**Group Time** - Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

- Example A: Throwing and rolling – Students are divided into groups with a specific target placed on the wall or ground. The students practice hitting the targets and the team earns a point for each time the target is hit. Cones or pins are great for this drill.

- Example B: See Circle Dodgeball
## Dodgeball Grade Level Objectives

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concept of evasion</td>
<td>Everything in the previous grade</td>
<td>Everything in the previous grades</td>
</tr>
<tr>
<td>Beginning level understanding of rolling a ball towards a target</td>
<td>Avoiding a rolled ball when in eye contact with the roller</td>
<td>Avoiding a rolled ball without eye contact with the roller</td>
</tr>
<tr>
<td>A basic understanding that the game is to avoid being touched by a rolled ball</td>
<td>Beginning level understanding of throwing a ball underhand towards a target</td>
<td>Mastery of aiming a rolled ball</td>
</tr>
<tr>
<td>Throwing and catching an underhand ball</td>
<td>Basic understanding of circle dodgeball rules</td>
<td>The concept of “getting out”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
</tr>
<tr>
<td>The ability to evade a thrown ball with eye contact with the roller</td>
<td>Basic rules for standard Dodgeball</td>
<td>Control and precision when throwing the ball at another player</td>
</tr>
<tr>
<td>Basic understanding of throwing underhand aiming to hit below the waist</td>
<td>Teamwork strategy for standard Dodgeball</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td>The ability to evade more than one rolled ball</td>
<td>Self-control within a fast paced game</td>
<td>Fair play</td>
</tr>
</tbody>
</table>
Dodgeball Lead-Up 1: Rollerball

Group Size: 2-20
Age Group: Grades K-5th
Length of Activity: 5-15 minutes

Developmental Goal: To develop evasive movement and rolling accuracy.

Skills Practiced: Evasion, use of peripheral vision, aim, accuracy and strategy.

Equipment Needed: A standard rubber playground ball or soft dodgeball.

Before You Start:
- Use play area with clear boundaries with a wall or fence.
- The dodgers will stand with their backs against the wall or fence.
- The pitcher faces them, approx. 5’ away.
- Mark clearly where the pitcher stands, the play area is for the active dodgers and where dodgers go when they are tagged by the ball.
- Be prepared to explain the boundaries and different roles in the game to the children.
- Be prepared with consequences if the pitcher hits the dodgers above the waist.

How to Play:
- The point of the game is to avoid being hit with the ball.
- The “pitcher” tries to roll the ball to hit the dodgers from the waist down.
- Tell students where the players should stand to dodge the ball and point out where the pitcher stands.
- Pick a pitcher and line the rest of the children against the fence or wall as dodgers.
- When a dodger is hit by the ball from the waist down, they step off the wall and join you in cheering.
- The last dodger to be hit by the ball is the new pitcher.

Variations:
- When a dodger is hit s/he also becomes a pitcher. As the game progresses there are more pitchers and less dodgers. This requires adding a few more balls. It also must be clear how pitchers will share the balls.
- After dodgers are tagged, they need to perform a task, like jumping jacks, in order to get back into the game.
Dodgeball Lead-Up 2: Circle Dodgeball

Group Size: 6-30  
Age Group: Grades 1st - 5th  
Length of Activity: 5-20 minutes

Developmental Goal: To develop agility and spatial awareness.

Skills Practiced: Evasion, agility and throwing accuracy.

Equipment Needed: Two standard rubber playground balls, 5 flag football flags or jerseys and chalk.

Before You Start:
- Make a circle approximately 30’ across with chalk.
- Place evenly spaced X’s all the way around the circle, enough for each person in the group.
- Be prepared to discuss safety rules, especially regarding the ball hitting only from the waist down. Have a consequence ready for throwing above the waist and enforce it.
- Remind students that the throwers stay outside of the circle.

How to Play:
- The game is played with all the students on X’s on the outside circle attempting to hit players on the inside of the circle from the waist down with the ball.
- Choose 1-5 students to start in the center of the circle.
- Each player in the middle has a flag or jersey in his/her hand.
- If a player on the inside is hit from the waist down, s/he must trade places with the player who rolled or threw the ball.
  - The player also hands off the flag to the new person in the circle.
  - Only players with a flag should be inside the circle.
- The players on the outside can only hit the inside players from the waist down.
- The outside players must stay on their X’s while retrieving or throwing the ball.
  - A player cannot reach in front of another player to retrieve the ball.
  - If any player strays off of their X to retrieve a ball, they are out and must wait a few minutes before playing again.
- If a ball goes outside the circle, only one player at a time should retrieve it. The player closest to where the ball exited the playing area should retrieve a lost ball.
- If the players on the outside cannot hit any of the inside players for two full minutes, the round is over and a new round starts with new players on the inside chosen by the leader.

Variations:
- Start with most of the students inside the circle. Once a player is hit, s/he goes to the outside and tries to hit players on the inside. Students do not get back into the circle. The last 2-3 students left become next round’s rollers and everyone else gets back in the circle.
- Split the class into two teams. One team is inside the circle, the other is outside. Once a player from inside the circle has been hit, they are out. When a whole team is out, they switch.
**Dodgeball Lead-Up 3: Gaga Ball**

**Group Size:** 20-40  
**Age Group:** Grades 1st – 5th  
**Length of Activity:** 15 minutes

**Developmental Goal:** To develop agility and an understanding of individual and group play.

**Skills Practiced:** Defensive and offensive reflexes, evasion, awareness, use of peripheral vision.

**Equipment Needed:** cones and a few playground balls or soft and bouncy balls.

**Before You Start:**
- Use a playing area, preferably circular, about 15 feet wide, with clear boundaries. Disc cones work well.
- Be prepared to discuss why it is important to follow the agreed upon rules.
- Have consequences ready for broken rules and enforce them fairly.

**How to Play:**
- Everyone stands on the boundaries. The leader drops the ball in the center and as it bounces three times, players say 'ga-ga-ball' aloud as a group. This signals the beginning of play.
- After play has started, players can move within the boundaries.
- Players use their hands to hit the ball towards other players. The goal is to hit other players with the ball from the knee down. If a player is hit with the ball from the knee down, they are out. When they are out, they go to the boundary line and help keep the ball in the play area by acting as a wall or a cushion.
- You can only hit the ball with an open hand. No catching, throwing, or holding the ball.
- You can only touch the ball one time in a row. The ball needs to hit either a boundary or another person before you can touch it again.
- Explain that one more goal of the game is to prevent the ball from leaving the play area. Rather than jumping away from a ball that will go out of bounds, players should try to hit it into play.
- Play ends when there is only one player left, or when time has been called.
Dodgeball Lead-Up 4: Snowball Alley

**Group Size:** 10-30
**Age Group:** Grades K – 5
**Length of Activity:** 10-20 minutes

**Developmental Goal:** To develop children’s awareness and strategy

**Skills Practiced:** Strategy, throwing, catching, evasion, jumping and running

**Equipment Needed:** Cones and 3-7 balls soft, bouncy or playground balls.

**Before You Start:**
- Create and “alleyway” with the cones.
- Spread out the balls outside the alley.
- Explain the rules and ask the students to explain them back to you.
- Clearly define the safety rules, especially keeping the balls low to the ground.
- Teach and fairly enforce a consequence for throwing balls above the waist.

**How to Play:**
- Divide the group into two teams.
- One team lines up shoulder to shoulder at one end of the alley.
- Divide the second team in half. Each half stands outside either set of cones, with the .
- When the teams are ready, give a signal.
- The running team now has 10 seconds to run from one end of the alley to the other.
  - As they are running, the other team attempts to roll the “snowballs” and hit the runners below the waist.
  - Throwers must stay behind the cones when they throw or it doesn’t count if they hit someone.
  - If a runner gets hit or does not make it to the other end of the alley in 10 seconds they cheer in a designated area.
  - When all of the runners eliminated the teams switch roles.
Dodgeball Lead-Up 5: Medic Dodgeball

Group Size: 10-30
Age Group: 2-5
Length of Activity: 10-30 minutes

Developmental Goal: To develop children’s cooperation skills and strategic thinking.

Skills Practiced: Throwing, catching, evasion, teamwork

Equipment Needed: Three or more soft, bouncy balls or dodgeballs

Before You Start:
- Use a divided rectangle as the playing area, such as a volleyball or basketball court. An area set-up with cones also works.
- Review Dodgeball safety rules, especially throwing only below the waist.
- Teach and fairly enforce a consequence for throwing above the waist.

How to Play:
- The group is divided into 2 teams, each starting on opposite ends of the court, with a line separating them in the middle.
- Teams have 1 minute to huddle and decide who their teams’ Medic is. Ask someone from each team to tell you who the secret Medic is.
- Tell students to wait for your signal to begin and then pass out the balls.
- When both teams are ready, on their lines, give the signal to begin.
- The teams then start throwing balls at each other. There are 4 ways to get “wounded”.
  - If a player is hit below the waist
  - If s/he tries to catch the ball and drops it
  - If s/he throws the ball and someone on the other team catches it before it bounces
  - If a player goes outside the boundaries unless they are chasing after a ball that has gone out on their side.
- When a player is “wounded” s/he must kneel down.
  - A player who is “wounded” can still catch and throw the ball but cannot move from the place where s/he is kneeling.
  - If a Medic comes by and taps a “wounded” player on the shoulder s/he is healed and can move again.
- If the medic gets out no one can heal her/him and the medic cannot tag her/himself.
- The game is over when all players on a team are down/“wounded”.
- This game can go on for a very long time. Consider having 3 five minute rounds instead of a 15 minute game.
Dodgeball Lead-Up 6: SPUD

Group Size: 5-40
Age Group: 2nd - 5th grades
Length of Activity: 10-30 minutes

Developmental Goal: To develop readiness, and an understanding of individual and group play.

Skills: Accuracy, awareness, listening, running, evasion.

Equipment Needed: A soft, bouncy playground ball.

Before You Start:
- Line students up and give each their own number to remember.
  - Students often forget their number, ask them to repeat it to you to make sure they remember.
- Explain the rules and ask for students to explain it back to you.
- Review Dodgeball safety rules, especially throwing only below the waist.
- Teach and fairly enforce a consequence for throwing above the waist.
- Gather everyone up in a bunch around you to begin.

How to Play:
- With everyone standing close to you, throw the ball straight into the air while shouting out one of the student’s numbers.
- The student whose number has been called quickly gets the ball and shouts “SPUD” as soon as they touch it.
- All other students run away until they hear “SPUD.”
- When they hear “SPUD”, the players freeze exactly where they are.
- The student with the ball may then take 4 steps, spelling “S”, “P”, “U”, “D” with each step towards any other student.
- S/he may then roll or throw the ball at a student, trying to hit below the waist.
- The frozen student cannot move their feet, but may try to catch the ball or evade with their upper body.
- If the student is hit with the ball, they get a letter (i.e. “S”).
- If they catch it or the thrower misses, the thrower gets a letter.
- Whichever student received a letter gets to begin the next round by throwing the ball up and shouting a new number.
- If a student gets all four letters (SPUD) they are out and get to do a task (i.e. jumping jacks) to get back into the game.

How Will You Know Children Understand And Are Ready To Start? When they are gathered in a group, they remember their number and can repeat it back to the leader, and they are aware of safe throwing rules (below the waist), and when to freeze.

Variation(s):
1. Children can freeze in different poses which you call out at the beginning of each round.
2. Math equations can be shouted out, where the answer is the student’s number.
Dodgeball Lead-Up 7: Nation Ball

Group Size: 10-30
Age Group: Grades 3rd - 5th
Length of Activity: 10-30 minutes

Developmental Goal: To develop agility and an understanding of group play and teamwork.

Skills Practiced: Throwing, catching, evasion, accuracy and teamwork.

Equipment Needed: A soft, bouncy playground ball.

Before You Start:
- Use a divided rectangle as the playing area, such as a volleyball or basketball court. An area set-up with cones also works.
- Review Dodgeball safety rules, especially throwing only below the waist.
- Teach and fairly enforce a consequence for throwing above the waist.
- Explain the rules to students and ask them to explain the game back to you.

How to Play:
- This game is very similar to standard dodgeball. Students start spread out with each team on one side of the center line.
- Ro Sham Bo to see which team starts with the ball.
- The student with the ball can try to hit any player on the other team below the waist.
- When a player is hit with the ball, they must go anywhere out of bounds on the other team’s side.
- Players outside the boundaries must get the ball anytime it goes out of bounds on that side.
  - They are still trying to get the opposite team’s players out.
- At any time, players can pass to their teammates, whether those teammates are in or out.
- If the ball bounces before it hits a player, that player does not move out of the boundaries.
- If the ball is caught, the player who threw it goes out of the boundaries.
- The game ends when all players from one team are outside the boundaries.
Dodgeball Lead-up 8: Sprout-Ball

Group Size: 4-40
Age Group: Grades 2nd-5th
Length of Activity: 5-30 minutes

Developmental Goal: To develop evasive movement.
Skills Practiced: Evasion, use of peripheral vision, aim, accuracy and strategy.

Equipment Needed: A soft, bouncy playground ball.

Before You Start:
- Set up a large play area with clear boundaries appropriate for number of players.
- Explain: Boundaries, roles in the game and the concept of returning to active play when the person to hit you gets hit.
- Review Dodgeball safety rules, especially throwing only below the waist.
- Teach and fairly enforce a consequence for throwing above the waist.
- Explain the rules to students and ask them to explain the game back to you.

How to Play:
- The dodgers will make a line on one of the boundary lines.
- The point of the game is to avoid being hit with the ball from the waist down.
- Students have 5 seconds to spread out inside the play area.
- Throws the ball in the air. Students must wait for the ball to bounce 3 times before they can grab the ball.
- Once a student has the ball they may take no more 3 steps with the ball before they throw, or pass.
- If a student has been hit, below the waist, or tries to catch the throw and drops it, they must sit down exactly where they were hit.
- If a student’s throw is caught, the thrower must sit.
- If a student with the ball has taken their three steps and another student is sitting, the student with the ball may pass to the sitting student.
  - After the student makes a pass they can move, as many steps as they want, to a new location and wait to receive a pass back from the sitting student.
  - When the student gets the ball back they make take three more steps and throw or pass.
- A student (A), who has been hit, may not stand up and continue playing until the student (B), who hit student (A), is hit.
  - If student (B) has hit multiple students and then is hit him/herself, all the students hit by student (B) can stand up and play again.
- Play continues until there is only one left standing. In the event that the ball goes out of bounds, one student will retrieve the ball and begin by taking three steps as soon as they step back in bounds with the ball.

Variations:
- Time limit on holding/throwing the ball.
- Students can decide whether or not to pass the ball back to the original student.
- Students must roll or bounce the ball.
Jump Rope and Double Dutch School Rules

- For group play, a minimum of 3 people participate at one time: 2 turners and 1 jumper.
- For both double dutch and single rope jumping, a standard jump rope is a 15 feet long.
- Waiting players form a line, or designate and follow a jumping order.
- The turners each hold one end of the rope and face each other; when turning the rope should be arced and touch the ground at one center point.
- The jumper stands in front facing one turner with the side of one foot touching the rope at the center point of the rope.
- At a recess: 1 rope grants one jumping turn, 2 ropes (double dutch) grant two jumping turns.
- After a jumper has completed her/his turn s/he takes the place of a turner, and the turner goes to the end of the line. Make this clear so there is not confusion about the responsibilities.
- No do-overs are allowed; once a turn has happened, the player needs to show sporting behavior and fair play by taking his/her turn turning the rope.
- Jump rope is the most common and widely played cooperative playground game - all active participants (turners and jumpers) need to be aware and be paying attention for the jumper to do the best job s/he can.

Jump Rope Fundamental Skills

- **Turning**: Elbows at side; upper body still and strong; eyes watching the feet of the jumper.
- **Indoors**: Hands and forearms turn rope in towards the midline of the body
- **Outdoors**: Opposite of indoors - hands and forearms turn rope out towards shoulders.
- **Jumping**:
  - Two-footed – both feet take-off from and land back on ground at the same time.
  - One-footed – player keeps one foot suspended in air by bending knee backwards.
- **Double Dutch**: a jogging-type of jump; feet alternate making contact with and separating from the ground.
- **Entering**: Getting under the turning rope, starting from the outside of the rope.
- **Exiting**: Leaving the rope by jumping out (for double dutch) or running out (single rope) while the rope turns.
- **Jumping Order**: Knowing who is first, second, third, etc. in the order to jump.

Jump Rope Advanced Skills

- **Turn Around**: 180° or 360° turn while jumping; complete the 180° turn in one jump, the 360° turn in two jumps
- **Criss-Cross**: Put one foot in front of the other for a jump, and then return to normal jumping position.
• **Pop-Ups:** When one jump carries across two complete rope turns
• **Red Hot:** The turners speed up the rope on the jumpers call to turn especially fast.
• **Changing Places:** When jumping doubles, the pair plan and call out to switch places without leaving the rope.
• **Walk/Run Through:** The jumper enters and exits the rope continuously, while it turns, without it pausing
• **Duck Step:** Jump with toes out and heels in or toes in and heels out.
• **Can-Can:** A leg kick added to a jump on one foot.
• **Full Twist:** To turn body around a full 360° within one jump before feet touch ground.
• **1-3/4 Twist:** To turn body around a full 540° within one jump before feet touch ground.

### Jump Rope Skills Building Activities
The following methods can be used to teach the core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills

**Self Trial** - Students practice individually each having his/her own short (6’-10’) rope, and create own space while following the leader’s directions. Demonstrate the skills before the students begin.
- **Example A:** Jumping – Each student starts on a spot and tries to jump high to reach a point. Students can practice by jumping over cones or jumping back and forth over the rope as it lies on the ground.
- **Example B:** Turning – While holding the ends of the rope, move the rope from behind ankles to the front of toes and back without jumping over the rope.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.
- **Example A:** Turning – Each student pair has one rope. Each student holds one end and practices turning the rope while facing each other.

**Group Time** – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.
- **Example A:** Hopping – Divide students into relay teams and have the first person hop on one foot to a particular spot and return to line so that the next person can go. Students can also hop on the other foot or both feet.
- **Example B:** Jumping – Divide students into relay teams and have the first person in each line run to an individual jump rope, jump a specific number of times, and return to line so that the next person can go.
- **Example C:** Entering and exiting – Have students form large line with while two students turn the rope. While the rope is turning, each student takes a turn entering one side of the rope and exiting the other side. It should appear as if they are running directly through the turning rope without stopping. If the student reaches the other side untouched by the rope then the next person in line can try.
- **Example D:** Jumping - While one person is attempting to jump inside the rope while it is turning, the other students waiting in line should also jump in order to time the rope as it hits the ground.
Jump Rope and Double Dutch Grade Level Objectives

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to hold and turn a single rope with a partner</td>
<td>Everything in the previous grade</td>
<td>Everything in the previous grades</td>
</tr>
<tr>
<td>The concept of a jumping order</td>
<td>The one try per turn rule</td>
<td>Beginning level entering a single rope</td>
</tr>
<tr>
<td>The technique of a two-footed jump</td>
<td>Beginning the technique of a single-footed jump</td>
<td>Beginning the technique of turning around while jumping</td>
</tr>
<tr>
<td></td>
<td>Mastery of single footed jumps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
</tr>
<tr>
<td>Jumping into a single rope</td>
<td>Exiting a single rope</td>
<td>Mastery of jumping inside the double ropes</td>
</tr>
<tr>
<td>Beginning level turning of double ropes</td>
<td>Beginning level jumping into double ropes</td>
<td>Beginning level entering the double ropes</td>
</tr>
<tr>
<td>Beginning level jumping inside the double ropes</td>
<td>Mastery of jumping into a single rope</td>
<td>Various special techniques while jumping inside the double ropes</td>
</tr>
</tbody>
</table>
Jump Rope Lead-Up 1: Snake

Group Size: 3-20
Age Group: Grades K- 2nd
Length of Activity: 5 minutes

Developmental Goal: To develop foot-eye coordination.

Skills Practiced: Jumping skills, rope handling skills, working with a partner.

Equipment Needed: Several jump ropes

Before You Start:
- Review concept of personal safe space when turning a jump rope.
- Explain the concept of taking turns in a jumping order and in the different roles.
- Demonstrate the skill and use students to help you.
- Ask students to explain the concepts and the rules back to you.

How to Play:
- This is an extremely simple and fun way for students to begin learning the eye-foot coordination needed to jump rope.
- Divide students into small groups.
- Each group gets one rope. Two students are turners, everyone else jumps.
- The two turners kneel or sit on the ground and hold the rope to the ground.
- The turners’ job is to move the rope back and forth first slowly and lowly then increasingly faster while the jumpers try to jump over the rope – either using the two-footed or one-footed jump.
- The challenge is also to try and jump over the rope without touching the rope.
- The players switch positions when you give a signal.
- If necessary, start the activity with still ropes for one full round.
Jump Rope Lead-Up #2: Helicopter

Group Size: 4-30
Age Group: Grades K – 5th
Length of activity: 10-15 minutes

Developmental Goal: To develop the eye/foot coordination needed to learn to jump rope.

Skill learned: Jumping over an object.

Equipment Needed: Several jump ropes

Before You Start:
- Review concept of personal safe space when turning a jump rope.
- Explain the concept of taking turns in a jumping order and in the different roles.
- Demonstrate the skill and use students to help you.
- Ask students to explain the game to you.
- Make a large (20” diameter) circle with chalk if you will be using a long (10’-15’) rope.
- Make enough X’s on the perimeter of the circle for each player.
- Caution: Make sure that students know to stay outside of the circle until the rope is low to the ground!

How to Play:
- Students stand on an X on the edge of the circle.
- The leader begins slowly turning the rope in a helicopter fashion over his/her head and says “Helicopter, helicopter over my head, I chose a color and the color is… (insert color).”
- At that point, the leader begins turning the spin on the ground and the students with the mentioned color anywhere on their bodies or clothes take one step forward and attempt to jump over the rope, which is now low to the ground.
- Play stops when a student is hit with or stops the rope with his/her feet.
- The leader then begins again with a new color.

Variations:
- Start with the rope circling on the ground and several children already positioned to jump as a warm-up.
- Change the chant at the start of the game.
Jump Rope Lead-Up 3: Zero, 1, 2, 3

Group Size: 4-20
Age Group: Grades K–5th
Length of activity: 10 minutes

Developmental Goal: To develop basic jump roping skills, understanding Jump Rope school rules

Skills Practiced: Turning with a partner, entering and exiting the rope and jumping

Equipment Needed: Several jump ropes.

Before You Start:
- Review concept of personal safe space when turning a jump rope.
- Explain the concept of taking turns in a jumping order and in the different roles.
- Demonstrate the skill and use students to help you.
- Ask students to explain the concepts and the game back to you.

How to Play:
- Divided into groups of 4-10, depending on number of available ropes and student age.
  - Younger students need smaller groups, older students are challenged by larger groups.
    Each group gets one rope.
- The leader assigns two turners and gives each jumping student a number.
- This number is the jumping order for each group.
- The two turners begin by turning the rope.
- One-by-one the students enter the rope and then exit the rope.
- In the first round, the jumpers try to run under the rope without jumping or touching the rope.
- Then the jumpers jump once and exit on their turn.
- After the jumpers have jumped once and exited, they go through and jump twice, then three times etc… until you signal it is time to switch.
- If a jumper misses on their turn, s/he goes back in line and continues to try the same number of jumps, until s/he successfully jump and exit.
- Be sure to rotate the students who are turning the rope.

Variation:
- For more skillful and advanced jumpers, change from just jumping and exiting to doing tricks while jumping.
  - Examples of tricks are turning around while jumping, touching the ground while jumping, criss-crossing the feet or one-footed jumps.
Kickball School Rules

- 9 players on each team.
- Field Positions:
  - 3 base-players: 1st, 2nd, 3rd
  - 3 outfield: left, center, right
  - 1 short-stop
  - 1 pitcher
  - 1 catcher
- A regulation kickball field is 60’x 60’ between the bases.
  - An approximate size for kindergarten is 30’x 30’ between the bases.
  - Increase distance as students’ age, skill level advances and as space allows.
  - A base line marks the running path between the bases.
- The team who wins Ro Sham Bo gets to choose whether to kick or field first.
- The kicking team then stands in their kicking order.
- The fielding team takes the field in their positions.
- The pitcher controls the play of the game. Play begins with the pitcher rolling the ball to the person up to bat, the kicker. Play stops when the ball is thrown to the pitcher.
- Teams switch sides after three outs or nine runs are scored. Outs are granted when:
  - The kicker kicks a fly ball and it is caught before it touches the ground. Note: When a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
  - The base-player has control over the ball and a foot on the base before the base-runner reaches the base.
  - The base-runner is tagged on his or her body by a fielder with the ball before s/he arrives at the base. Note: If the base-runner must advance because of another runner or kicker behind, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or kicker behind, it is not a force and the fielder with the ball must tag the base-runner.
  - One base-runner passes another.
  - A base-runner intentionally interferes with a fielder who is trying to recover the ball.
- A runner advances one base on an overthrow to the base player.
- A run is scored for the kicking team when a base-runner touches all 4 bases, in order, without being called out at any time.
- If the ball is kicked and rolls out of bounds before going past first or third base, it is called a foul.
  - Three fouls by an individual kicker equal an out.
  - If a ball is touched by a member of the fielding team before it bounces, it is a fair ball.
Kickball Fundamental Skills

- **Throwing**: Ball in dominant or “favorite” hand; step with opposite foot in then desired throw direction; extend the elbow then follow through with wrist.
  - Overhand and underhand throws.

- **Catching**: Position body under or behind ball; cradle ball with two arms at the stomach or grab the ball between two hands above the head.

- **Fielding**: Watching the ball, reaching for and getting in line with the ball.

- **Kicking**: Kicker makes contact with the ball with the dominant foot.
  - Beginning kick: begin with opposite foot out in front and dominant foot behind the body; swing foot into ball when it reaches the plate.
  - Advanced: anticipate kick with one or more step(s) into the kick; foot can contact ball with side, toe, or shoelaces.

- **Base Running**: After kicker kicks the ball, s/he proceeds to run to 1st, 2nd, 3rd and then back to home plate, when it is judged safe to do so.

- **Position Playing**: Each player has a specific job and area to cover.

- **Pitching**: Cradle ball in dominant hand with bent wrist; step with opposite foot; gradually release ball to rotate forward on the ground.

Kickball Skills Building Activities

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the students learn the skills.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.

- Example A: Throwing and catching – Students practice throwing and catching ball (or bean bag) to each other; when a signal is given, partners step further away from each other.

- Example B: Throwing and catching – Place targets on walls or ground and have students throw at targets.

**Triple Team** – Students are divided into 3 groups with a specific task. Demonstrate the skills before the students begin.

- Example A: Kicking, fielding, and pitching – Set up a home base for each group of students. The students are divided into kicking, fielding, or pitching positions. Switch positions after each kick or when a signal is given.

- Example B: Throwing and fielding (Pickle) - Two students throw the ball between two bases. One student attempts to run between the bases and beat the throws to the bases.

**Group Time** - Students are arranged in groups of three, each have a role.
• Example A: Base running – Follow the leader around the bases as a warm-up.

• Example B: Base running, throwing, and fielding – Divide students into two groups, one fielding and one kicking.
  - When the ball is kicked, all of the players on the kicking team run around the bases in a single file line.
  - The fielders field the ball and pass it around until all of them have touched the ball
  - When the last fielder touches the ball the kickers stop running and return to the home base area.
  - Rotate the kicking line until all the students have kicked once.
  - Fielders can also pass the ball in an over/under line.

• Example C: Kicking and catching – Play kickback.
  - This involves dividing the students into two groups and sending them to opposite sides of the field or play area.
  - Each student takes turns kicking the ball to the other team who attempts to catch it.
  - Practice calling for the ball (I got it!) in order to avoid collisions or conflicts.
  - The other team then kicks the ball back.
  - This can be played with any number of students with any number of balls.

Relays – Students are divided into two or more groups and given a task.
• Example A: Base Running – Have students line up on opposite sides of home base.
  - The first child in each line circles the bases going in opposite directions until they reach home base. S/he tags the next person in line.
  - Repeat this cycle until all the children have circled the bases once.
  - The groups can race or be timed.
Kickball Grade Level Objectives

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>The order of running the bases</td>
<td><strong>Everything in the previous grade</strong></td>
<td><strong>Everything in the previous grades</strong></td>
</tr>
<tr>
<td>Beginning level ball kicking technique (toe and inside of foot)</td>
<td>Basic understanding of the role of a fielder</td>
<td>Mastery of throwing and catching underhand</td>
</tr>
<tr>
<td>Throwing a kickball underhand</td>
<td>Understanding when to run the bases</td>
<td>Beginning level understanding of kicking with the shoelace part of the foot</td>
</tr>
<tr>
<td>Catching an underhand throw</td>
<td>Mastery of basic kicking technique (toe and inside of foot)</td>
<td>Beginning level understanding of a foul versus a fair ball</td>
</tr>
<tr>
<td>Basic understanding of a kicking order</td>
<td>Basic fielding strategy</td>
<td>Beginning level understanding of the base as “safe”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everything in the previous grades</strong></td>
<td><strong>Everything in the previous grades</strong></td>
<td><strong>Everything in the previous grades</strong></td>
</tr>
<tr>
<td>Mastery of the kicking technique with the shoelace part of the foot</td>
<td>Beginning level understanding of playing a position in the field</td>
<td>Mastery of base running strategy</td>
</tr>
<tr>
<td>The concept of an “out” and the three outs per inning rule</td>
<td>Beginning level understanding of “tagging up”</td>
<td>Mastery of fielding skills</td>
</tr>
<tr>
<td>The concept of a “run”</td>
<td>Throwing and catching a kickball thrown overhand</td>
<td>Increased awareness of teamwork</td>
</tr>
<tr>
<td>Increased understanding of fielding strategy</td>
<td>Basic teamwork</td>
<td>The concept of a double play</td>
</tr>
</tbody>
</table>
Kickball Lead-up 1: Crazy Kickball

Age Group: Grades K-3rd
Group Size: 10-20
Length of Activity: 15 minutes

Developmental Goal: To develop children’s understanding of the structure of a kickball field.
Skills Practiced: Kicking, catching, running, throwing, fielding, understanding a batting order.

Equipment Needed: Bases, cones, 3 or more kickballs and a hula hoop

Before You Start:
- On a traditional kickball field, place a large container that can hold many balls at the pitcher’s mound, a hula hoop also works well.
- Mark the outfield with enough numbers for half the group. The numbers should designate outfield play positions. Positions can be marked with cones (with numbers) or chalk.
  - Do not put positions farther into the outfield than you expect the students to kick.
  - Adjust the field positions for the ages playing, younger students are closer to the infield.
- Discuss the importance of staying at your position, calling your ball and, if necessary, passing the ball to teammates in the outfield.
- Also inform students to stay behind the pitcher while students are kicking.
- Be prepared to discuss staying in your kicking order.
- Have everyone run the bases once all together in a single file line to reinforce where the base line is and where each base is.
- This is a good game to teach the basic concepts of fielding and passing while staying in a position zone as well as running the bases. With all this action, everyone is involved.

How to Play:
- Divide the group into infield and outfield teams and give each child on each team a number.
  - The numbers denote the kicking order and their positions in the outfield.
- Kickers come up one at a time. They kick the ball into the field and run around the bases continuously for a homerun.
  - Emphasize to the runners that they need to touch each base with their foot.
- While one kicker runs, the next kicker comes up to home plate and kicks.
  - There are many balls so there can be many runners going around the bases at a time.
- The fielders retrieve the kicked balls, pass them infield and put them into the container.
  - The fielders are trying to quickly pass the balls infield to keep the container full.
  - Tell the fielders to get the balls that come toward their position and throw them inward to the nearest player until the ball gets back into the container.
  - Encourage students to pass the ball to each other rather than running it all the way back on their own.
- When the whole kicking team has kicked and run the bases one time, the teams switch roles.

Variations:
- For older students who know the game of kickball, players can stop at any base and wait for the next kick before continuing to run.
  - Allow more than one player can be on a base at a time.
  - You could try allowing players to be tagged out in between bases.
Kickball Lead-Up 2: Strategy Kickball

Group Size: 16-40
Age Group: Grades 1st-5th
Length of Activity: 15 minutes

Developmental Goal: To develop the capacity for team play and strategy.

Skills Practiced: Kicking, catching, running, throwing and passing.

Equipment Needed: 1 cone or home plate, a standard rubber playground ball, 4 large tumbling mats or chalk or cones to designate larger-than-usual bases.

Before You Start:
• The field is set up in a rectangle with four large bases.
• A cone is placed in the center of one width of the rectangle, between 'fourth' base and first base.
• Be prepared to review calling your ball and fair play.
• Also be prepared to divide the group into two teams and set a kicking order.
• Demonstrate running the bases and throwing below the waist.
• Ask the students to explain the game back to you.

How to Play:
• The point of the game is to kick the ball and run the bases 2x and touch home without being called out. Have your team score as many points as possible. The following are the steps to playing the game:
• The kicker kicks the pitch at the cone (home), and then runs the bases.
  o 1st, 2nd, 3rd, 4th, then back to 1st, 2nd, 3rd, 4th and then home.
  o The kickers, once they have begun to run the bases, can run at any time during play.
• The runners can get “out” in the following ways:
  o If a fly ball is caught by the fielding team.
  o The runner is tagged with the ball while between bases.
• If the ball hits the player above the waist, s/he gets a free walk home and a point for the kicking team.
• There are no foul balls but players are not allowed to kick the ball backwards.
• Once a team has 5 outs or a 5 minute inning has gone by, they switch sides.

Variation(s):
1. All play stops when the pitcher has the ball.
2. Add additional balls.
3. Increase the number of times the students run the bases.
Kickball Lead-Up 3: Ultimate Kickball

**Group Size:** 16-40  
**Age Group:** Grades 1st – 5th  
**Length of Activity:** 15 minutes

**Developmental Goal:** To develop the capacity to play as a team.

**Skills Practiced:** kicking, catching, running, throwing and passing to teammates.

**Equipment Needed:** 4 cones or bases and a standard rubber playground ball.

**Before You Start:**
- This game can be played on a regular kickball field or by using 4 cones for bases in a large area.
- Bases should be large enough to fit multiple players.
- Remind players to play in a position and to call the ball.
- Encourage passing the ball.
- Remind students to tag softly with the ball.

**How to Play:**
- The object of the game is to kick the ball, run the bases, and touch home without getting out and have your team score as many points as possible.
- Divide the group into 2 teams.
- There are no foul balls.
- Players can kick the ball backwards only if there is a backstop or wall behind home plate.
- There can be more than one runner on a base at any time.
- Runners may choose to stay on one base if it is unsafe to run.
- Runners can pass each other at any time.
- Runners must return to the previous base if the pitcher has the ball before they are half-way to the next base.
- Runners can get out when their fly ball is caught before it bounces or if they are tagged while not on a base.
- Teams switch after one time through the kicking rotation.

**Notes:** This version of kickball works well because it allows the advanced players to run fast through the bases, and the beginning players to take their time and learn the game.
Kickball Lead-up 4: Over-Under Kickball

**Group Size:** 10-40
**Age Group:** 1-5
**Length of Activity:** 15 minutes

**Developmental Goal:** To develop skill sets needed to play kickball or baseball.

**Skills Practiced:** kicking, catching, running, throwing, verbal communication

**Equipment Needed:** Cones for bases and a standard rubber playground ball.

**Before You Start:**
- Set up cones as bases on a traditional kickball field.
- This game can be played with all four bases or two bases.
- Practice the over/under passing together as a whole group or a short relay race.

**How to Play:**
- When the ball is pitched, the first student kicks the ball and runs the bases.
- The runner goes continuously, trying to get around the bases as many times as possible.
  - If you are using two bases the student runs back and forth as many times as possible.
- The fielders retrieve the ball. Once a fielder gains possession of the ball, his/her teammates run as quickly as possible to line up in single file behind her/him.
  - The ball is then handed over the student’s head to the next person in line. (over)
  - The second person hands the ball through his/her legs (under) to the next person who then hands the ball over her/his head again.
  - The students pass the ball over and under until the last person in line has possession of the ball and yells, “Stop!”
- At this point, the runner freezes where they are and announces how many times s/he made it around home plate.
  - One point is given for each base s/he has touched.
- Everyone kicks through the order once and then the teams switch sides.

**Variations:**
1. Runners go around bases as a team. See Example B in Kickball Group Time.
2. After fielding players pass the ball, have the last person run to front of the line to go through the Over-Under line twice.
Kickball Lead-Up 5: Mountain Ball

Group Size: 14-30
Age Group: Grades 3rd – 5th
Length of Activity: 15-30 minutes

Developmental Goal: To develop the capacity to play as a team.

Skills Practiced: Kicking, catching, passing, running, throwing, and strategy.

Equipment Needed: 2 cones or markers and a standard rubber playground ball.

Before You Start:
- This game can be played on a regular kickball field or by using 2 cones for bases in a large area if there is only a home base and a second base.
- Demonstrate the two ways a player can get out. Remind players about playing their positions and calling a ball that is coming into their position zone.
- Explain the rules and then ask the students to explain the game back to you.

How to Play:
- The object of the game is to kick the ball, run to the base and back home without getting “out.” Have your team score as many points as possible.
- There are NO foul balls
- Players can kick the ball in any direction.
- One runner on a base at any time
- A runner is out when:
  - A fly ball is caught before it bounces
  - The runner is tagged with the ball, not on a throw. No pegging.
- On a fly ball base-runner must tag up before going home.
- Teams switch after one time through the kicking rotation or three outs.
Kickball Lead-up 6: Kick It, Throw It, Punt It

**Group Size:** 10-20  
**Age Group:** Grades 2nd-5th  
**Length of Activity:** 15-30 minutes

**Developmental Goal:** To develop understanding of the structure of a kickball field and team play.

**Skills Practiced:** Kicking, catching, running, throwing, fielding, understanding a batting order, strategy, and memory.

**Before You Start:**
- On a traditional kickball field, place a kickball, football, and frisbee at home-base.
- Mark the outfield with enough numbers for half the group.
  - The numbers should designate outfield play positions.
- Discuss the importance of staying at your position, calling your ball and, if necessary, passing the ball or equipment to teammates in the outfield.
- Be prepared to discuss staying in your kicking order for players in the infield.
- Explain the rules and then ask students to explain the game back to you.

**How to Play:**
- Divide the group into infield and outfield teams and give each child on each team a number.
- The numbers denote the kicking order and their positions in the outfield.
- Kickers come up to home plate one at a time.
  - They can kick the kickball into the field, punt the football or throw the frisbee.
  - Then, the student runs around the bases continuously.
- The fielders retrieve the equipment, pass them infield and put them on their appropriate bases;
  - kickball 1st, football 2nd, Frisbee 3rd.
  - The fielders are trying to quickly place the equipment before the runner reaches home-base.
  - If the runner gets home first that’s a point scored.
- Remind students to be careful about base-blocking and stepping on equipment when running the bases.

**Variations:**
- Add more equipment choices.
- Equipment retrieved can all be placed at the pitcher’s mound.
Core Sports
Sports4Kids has chosen four sports to create lesson plans and teaching strategies for Kindergarten through Fifth grade students. The four Core Sports are Basketball, Volleyball, Soccer and Baseball/Softball. The following section includes the standard rules for each sport, a breakdown of the skills children will be learning, exercises to build these basic skills and lead-up games to prepare children to play the sport.

Basketball Standard Rules
- 10-12 players on each team
- 5 on court, per team - 1 center, 2 forwards, 2 guards
- Standard court size is 92’ (28 m) x 50’ (15 m). The court is divided into two halves; at the center of each end is a bottomless net basket, suspended by a backboard 10’ high.
- The playing a contains boundaries. Inside the court, foul-shot lines and an arc are marked on both halves, in front of and under the basket. An approximate size for kindergarten is 45’x 25’; increase the size as students’ age, skill level improves or as space allows.
- The game begins with a jump ball in the center of the court with each teams’ center jumping to attain possession. The players begin on the opposite half court of their goal basket.
- The offensive team has possession of the ball, the defensive team does not. The players must dribble the ball down the court – bouncing the ball with one hand for every two steps taken.
- A ball going out of play over the boundaries stops the game. The ball is thrown back into play by the opposing team of the person who last touched the ball.
- Points are scored when the ball passes through the net. Foul shots equal 1 point; a basket made behind the arc equals 3 points; all other baskets equal 2 points.
- After a basket is made, the team that did not score is granted possession; they must throw the ball into play behind the boundary, under the scored basket.
- A foul and two foul shots (free shots without interference by defense) are granted to the offended team when:
  - A defensive player interferes with the offensive player by making body contact with his/her hands.
  - An offensive player runs into a planted (standing still) defensive player.
  - Unnecessary and deliberate tripping, pushing, or inappropriate language occurs.
- Violations by the player handling the ball result in a turnover – possession of the ball switches teams. The ball is thrown into play from outside the boundary nearest to the violation.
- Violations by the player handling the ball are:
  - Traveling: the ball is carried for more then 2 steps; the player stops moving and holds the ball with both hands and then moves his/her pivot foot.
  - Double Dribbling: the ball is dribbled with both hands at the same time; the ball is dribbled, then held with both hands, and then dribbled again (to avoid this violation, the player must either pass or shoot the ball).
Basketball Fundamental Skills

- **Dribbling**: Keep head up; push ball with pads of fingers to ground and allow it to bounce back into hand; control ball close to body

- **Passing**: Three types:
  - Bounce Pass – step forward with one foot and push the ball with both hands from waist to bounce to a teammate
  - Chest Pass – push ball from chest area; step forward with 1 foot; throw the ball directly to a teammate’s chest
  - Overhead Pass – throw the ball with both hands overhead; step forward with 1 foot; throw directly to teammate’s chest.

- **Catching**: Watch the ball with eyes; elbows and hands extended and facing out; stop and hold onto moving ball.

- **Shooting**: Two types:
  - Jump Shot – bend elbows and knees; favorite hand behind ball; other hand on side of ball; straighten elbows and follow through with wrist
  - Lay-Up – run to side of basket; jump off the opposite foot of favorite hand, ball hits backboard then goes into basket.

- **Pivoting**: Holding ball, keeping one foot planted; may pivot in a circle.

- **Guarding**: Use body to prevent a pass or shot; hands up or out, knees bent, head up; standing between player and basket

- **Rebounding**: Grabbing ball after a shot is missed.
Basketball Skills Building Activities

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the students learn the skills. Skill building activities are particularly useful with grades K-2 and can be modified using mini-hoops or trashcans.

Self Trial - Students practice individually. Demonstrate the skills before the students begin.

- Example A: Dribbling – Each student practices bouncing the ball with his/her right hand for a designated number of times. Have the student repeat this with left hand. When the student feels comfortable have her/him dribble the ball walking/running to a certain spot and return to original position while staying under control.

- Example B: Passing - Each student faces a wall about 10 feet away and practices throwing the ball to the wall so that it rebounds to themselves or some designated spot on the ground. Students can try different passes or move closer/farther away from the wall. Can be done in a line (depending on availability of balls), giving each student a limited number of turns.

- Example C: Shooting – Students attempt to make as many baskets as they can within a given period of time (i.e. 30 seconds each).

Partner Time – Students practice in groups of two. Demonstrate the skills before the students begin.

- Example A: Shooting – Have one person shoot from various spots on the court, while the other person rebounds the ball.

- Example B: Guarding and shooting – One partner tries a shot, the other guards. Switch positions when a signal is given or a shot is made.

- Example C: Pivoting – One partner has the ball and practices pivoting, while the other tries to get the ball. Switch positions when a signal is given or the ball is stolen.

Triple Team – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

- Example A: Passing and catching – Have each student in each group practice each throw (chest pass, bounce pass, overhead pass) in a triangle formation.

- Example B: Passing and defending – Have one student stand in between the other two players who are about 8-10” apart. Players on the outside use different passing techniques to get the ball past the defender in the middle. Switch positions after defender gets the ball or after a signal is given.

- Example C: Passing and moving – Have students get in three lines. The middle line has the ball. They first players in each line run to a designated line passing and catching the ball back and forth to each other. The player in the middle rotates passes to the outside players. They then return to the end of a different line.

Group Time – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

- Example A: Dribbling – Have students form a circle and give one student the ball. The first player dribbles around the circle and returns to the original spot to sit down. The ball is handed
to the next person who repeats the same action. Everyone should be sitting when the group is finished.

- **Example B:** Passing, ball control, team work - Have students line up in two parallel lines facing one another. Have them try each style of pass (bounce, chest, overhead) all the way down the line. You may add a challenge by timing the group.

- **Example C:** Defense - Align students in rows facing you and ask them to show a good defensive position (legs apart, knees bent, arms up, eyes straight ahead). Explain that each time you slap the ball all players slap the ground with hands, get into a defensive position, and yell “defense!” When you dribble in a direction each student must slide in that direction by shuffling their feet but not crossing or touching them. They should still be facing straight ahead when you change directions so they always can see the ball.

**Relays** - Students are divided into groups with a specific task, starting and finishing points, and taking turns

- **Example A:** Ball handling – Divide students into groups and form a single-file line behind the first player in each group. Have students dribble the ball one direction with their left hand and back with their right hand.

- **Example B:** Ball handling, footwork – Set up two lines of cones. Have students dribble up and back through the cones. Go through each line until every student has had a turn. You can time the two groups or have the two groups race each other. Another variation is to set group goals, like beating a time, doing the exercise silently or going through the relay in pairs.

- **Example C:** Ball handling, shooting – Set up two lines facing the hoop. Have the first player in each line hold a ball. When you give the signal each player takes one lay-up or jump shot. Each time a team scores a point the yell out how many baskets they made. Have team sit when they reach a set amount. Add in dribbling through cones first to work on an additional skill.

- **Example D:** Ball handling, pivoting – Set up two lines facing one direction. Have the first player in each line hold a ball. When you give the signal each player pivots around to face the player behind them and passes them the ball. When the last player in line gets the ball, s/he dribbles up to the front of the line, pivots, and the process starts again. Have goals set for how long it takes the team’s line to move up to a new spot. Add in taking a lay-up or jump shot to work on an additional skill.

- **Example E:** Ball handling, teamwork- Over Under Relay. Set up two lines, facing one direction. Have the first player in line start with the ball. On your signal, players must pass the ball to the person directly behind them. Passes must be made while facing forward and passing the ball either over their head or between their legs. The ball should move through the team in an Over, Under, Over, Under fashion. When the ball reaches the last player, s/he run the ball to the front of the line and begins the passing sequence again. Continue until all players have had a chance to be in the front.
## Basketball Grade Level Objectives

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dribbling in a standing position</td>
<td>Everything in the previous grade</td>
<td>Everything in the previous grades</td>
<td></td>
</tr>
<tr>
<td>Passing and catching</td>
<td>Dribble with either hand in a standing position</td>
<td>Dribble in standing position with head up</td>
<td></td>
</tr>
<tr>
<td>Defensive stance</td>
<td>Defensive slides</td>
<td>Walk and dribble with one hand</td>
<td></td>
</tr>
<tr>
<td>The concept of a boundary</td>
<td>Different types of passes</td>
<td>Defensive stance and slides</td>
<td></td>
</tr>
<tr>
<td>Bounce pass to a partner.</td>
<td>Introduce shooting with two hands</td>
<td>Introduction to offense and defense</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in the previous grades</td>
<td>Fourth</td>
</tr>
<tr>
<td>Bounce pass and chest pass</td>
<td>Fifth</td>
</tr>
<tr>
<td>Clearly understand defense and offense</td>
<td>Bounce pass and chest pass while moving</td>
</tr>
<tr>
<td>Introduce defensive concepts</td>
<td>Begin one handed dribble switching hands</td>
</tr>
<tr>
<td>Dribbling while running with one hand</td>
<td>Learning how to guard without fouling</td>
</tr>
<tr>
<td>Begin to understand how to move on the court to get open from a defender</td>
<td>Using the backboard when shooting</td>
</tr>
<tr>
<td>Developing the free throw</td>
<td>Begin shooting with one hand</td>
</tr>
</tbody>
</table>
Basketball Lead-Up 1: Power

Group Size: 3-20
Age Group: Grades 2nd – 5th
Length of Activity: 10-15 minutes

Developmental Goal: To provide an opportunity to practice the skills for traditional basketball.

Skills Practiced: Shooting, rebounding, catching

Equipment Needed: 1 basketball per group, basketball hoops.

Before You Start:
- Explain and demonstrate the game.
- Ask students to explain the game back to you.
- Have a drill or skills building activity for those students who get out, so they are working on a Basketball skill while waiting for another round.
- Divide students into groups. Each group has a ball and is assigned a hoop.
- Make sure the children know how to spell the word you use. For younger students, use chalk or a poster to remind them.

How to Play:
- Give each player in each group a number.
- The student who is the number 1 takes a shot from anywhere within the game boundaries.
- If student 1 makes the shot, the student who is number 2 has to attempt a shot from the same spot. If number 2 makes the shot, number 3 attempts the same shot, on down the line.
- If a shot is missed, following a shot being made, the player who missed the shot earns a letter. In this case it will be a ‘P’, which is the first letter in the word power.
- The next player can again shoot from anywhere and does not earn a letter if they miss.
- Once a player has earned all the letters in the word POWER, they are out. The game is over when all players have earned all five letters in POWER.
- A letter can only be earned if the person shooting misses directly after someone else makes a basket.

Variations:
- Use a different word to spell.
- Allow different moves before the shot that also need to be replicated if the shot is made.
Basketball Lead-Up 2: Around the World

Group Size: 3-20
Age Group: Grades 2nd - 5th (K – 1st with a mini-hoop)
Length of Activity: 10-15 minutes

Developmental Goal: To provide an opportunity to practice the basic skills for traditional basketball.

Skills Practiced: Shooting, rebounding, catching

Equipment needed: 1 Basketball per group, basketball hoops

Before You Start:
- Place cones or chalk marks around the perimeter of the key (area near the hoop).
- Explain the rules of the game.
- Demonstrate how a player moves to the next marker and shoots again after a successful shot.
- Demonstrate how a player, after missing their shot, moves under the basket and rebounds the ball for the next player.
- Ask the students to explain the game back to you.

How to Play:
- Line players up behind first cone/chalk mark.
- The first student (#1) shoots from the first spot. If s/he makes the basket, s/he advances and shoots from the next spot. The same player continues around the markers until a basket is missed.
- After #1 misses, s/he goes under the basket and rebounds the ball for player #2.
- Player #2 rebounds the ball for player #3, etc.
- Player #1 returns to the end of the line.
- When all other players have had turns, Player #1 returns to the last place s/he made a basket and continues as before from that spot.
- A player is finished when s/he has successfully made baskets all the way around the court.

Variation:
- Once a player makes it all the way around, they have to go backwards around the circuit.
Basketball Lead-Up 3: Steal the Bacon – Basketball Style

Group Size: 8-20
Age Group: Grades 2nd - 5th
Length of Activity: 10-15 minutes

Developmental Goal: To develop standard basketball skills.

Skills Practiced: Dribbling, shooting, rebounding

Equipment Needed: 1-4 Basketball hoops, 2-4 Basketballs

Before You Start:
- Use the basketball court, or a large rectangular area.
- Designate clear boundary lines.
- Describe the rules and demonstrate the skills.
- Ask the students to describe the rules of the game back to you.
- Remember that younger students may have a difficult time remembering their numbers. Asking them to show you their number with their fingers will help them remember.

How to Play:
- Divide the students into 2-4 groups; each team sits on a boundary line.
- Give each student a number. Each group should have a 1, a 2, etc.
- Assign each team one ball, which is placed in the center of the court.
- The leader calls out a number.
- All students with that number run to pick up their team’s ball.
- The students run back to the basketball hoop/s and attempt to make a shot. If a student makes the basket s/he earns a point for her/his team, then s/he returns the ball back to the designated area in the center of the court.

Variations: As students’ age and skill level progresses, several elements can be added or changed to keep this game interesting and exciting.
- Allow Students to continue attempting shots until one is made.
- **For K – 1st**: Have students dribble to the hoop or back to their spot in line.
- **For older students:**
  - Use addition/subtraction, multiplication/division to call out the numbers; “the players with the number that is equal to 2 plus 3.”
  - One ball per 2 teams can be used for 1 on 1 play with defense and rebounding. Both players try to make the first shot, using the same ball, at the same basket.
  - Player/s can compete against each other on a half court (1 v 1, 2 v 2, 3 v 3) or full court (4 v 4, 5 v 5).
Basketball Lead-up 4: Twenty-One

Group Size: 3-20
Age Group: Grades 3rd – 5th
Length of Activity: 10-15 minutes

Developmental Goal: To develop the capacity to play standard basketball.

Skills Practiced: Dribbling, catching, shooting, pivoting, guarding, and rebounding.

Equipment Needed: 1 Basketball per student group of 3-5, a designated basketball hoop for each group.

Before You Start:
- Designate clear boundaries for each group.
- Give each group one ball and identify one player to have first possession.
- Explain the rules with a demonstration.
- Ask the students to explain the game back to you.

How to Play:
- Divide players into groups of 3-5 with each group having a designated goal or hoop.
- The student with first possession puts the ball into play by shooting a free throw shot. Whoever rebounds the ball has possession. Decide who will be the first to guard the player who has possession of the ball.
- Only one person can guard the player who has control over the ball, other players wait to get the rebound. There is no double-teaming. When a player loses possession of the ball or misses a shot, the new player who has gained possession of the ball attempts to shoot.
- Once the game is in play the person who last shot the ball or who last had possession of the ball is the only player who can guard the player that currently has the ball.
- Each time a player makes a basket; they get two points and go to the free throw line. Each successful free throw is an additional point.
- The first player to earn 21 points, without going over, is the winner. If a player goes over 21 points their total score goes back to 11.
- As skill level progresses, expect more from the game. For example, in kindergarten it is okay for students to walk/run while holding the ball, third graders need to be more aware of fouls and dribbling.
Basketball Lead-up 5: Knockout

Group Size: 5-15
Age Group: 3-5
Length of Activity: 10-15 minutes

Developmental Goal: To develop agility and speed.

Skills Practiced: Dribbling, shooting, and rebounding.

Equipment Needed: 2 basketballs per 1 basketball hoop.

Before You Start:
- Explain the rules of the game. Be prepared to do several demonstrations, stopping in the middle to ask students what comes next.
- Ask the students to explain the game back to you.

How to Play:
- Students form one line at a cone a few feet behind the foul line, facing the basket.
- The first two players in line get a ball.
- The point of the game is for Player #2 to make a basket before the Player #1.
- Player #1 takes their first shot from the foul line.
  - As soon as player #1 attempts the first shot, player #2 can attempt a shot from the foul line.
- If a player misses their first shot from the foul line, they can then rebound and shoot from anywhere on the court.
- Both players are trying to be the first to make a basket.
- If Player #2 makes it before Player #1, Play #1 was “knocked out”
  - Both players pass their balls to the front of the line
  - Both players go to the end of the line.
- If Player #1 makes the first, Player #2 continues to shoot.
  - Player #1 passes the ball to the first person in line and goes to the end of the line.
  - Player #3 shoots a foul shot, now trying to get it in before Player #2.
- Once a player scores or is knocked out they should pass their ball to the next person in line as quickly as possible.
- Players may not at any time touch the other player’s ball with their body or their ball.

Variations:
- If player #2 scores before player #1, player #1 is out and waits until the next game and player #2 goes to the end of the line, and the process continues.
- Players can hit each other’s basketball with their own ball. This can only be done after the ball is in the air. All players should know and agree to this rule before beginning.
Basketball Lead-Up 6: Three Lines Basketball

Group Size: 6-30
Age Group: Grades 3rd – 5th
Length of Activity: 10-40 minutes

Developmental Goal: To develop an understanding of teamwork.

Skills Practiced: Dribbling, catching, shooting, pivoting, guarding, and rebounding.

Equipment Needed: 1 basketball, 3 cones, 1 basketball hoop, marked boundaries

Before You Start:
• Place 3 cones across the half-court line.
• Explain the rules of the game and the rules of Basketball.
• Ask the students to explain the game back to you.

How to Play:
• Arrange students into three single-file lines, one behind each cone.
• The first student in each line steps forward, turns and faces the next student in line.
• The three people that have stepped out are a team of three and will play defense.
• They will be playing in a half-court game against the next students who are first in line behind each cone.
• The three students who are now at the front of the line form another team of three.
• Other students in line are waiting their turn to play while cheering.
• The defenders get ready as the first offensive player, behind the middle cone, starts with the ball.
• The player passes the ball to one of her/his teammates to start the game.
• The object of the game is to be the first team to score.
• The following rules apply:
  ▪ If a player shoots and misses, either team can rebound the ball and shoot again immediately.
  ▪ When a point is scored the team that made the basket stays on the court to play the next three people in line.
    ▪ The team that scored starts on defense.
    ▪ The team that did not score returns to the end of the lines.
  ▪ If a foul is called, the player who has been fouled gets to throw the ball in from out of bounds.
  ▪ If a game is taking too long, count down from 10..9..8.. etc.
    ▪ The last player holding the ball takes a free throw. If the player makes it her/his team stays on the court.
    ▪ If the player misses, her/his team returns to the end of the line and the other team stay on the court.
  ▪ If a team wins three times in a row they have earned three claps and return to the end of the line.

Variations:
• Players cannot dribble, in order to move the ball they must pass.
Basketball Lead-Up 7: Pass and Move Basketball

Group Size: 6-12
Age Group: Grades 2nd – 5th
Length of Activity: 10-15 minutes

Developmental Goal: To develop a basic skill set to play standard basketball.

Skills Practiced: Passing, shooting, pivoting, rebounding, and moving without the ball.

Equipment Needed: 1 basketballs, 1 or 2 basketball hoops.

Before You Start:
- This game can be played on a full court with 8-12 players or half court with 6-8 players.
- Boundaries should be marked if the court is not already lined.
- Explain the game to the students and ask them to explain the game back to you.
- Review basic Basketball rules.

How to Play:
- Students should be divided into two even teams.
- On a full court, teams should be assigned at which basket their team will shoot.
- In a half-court game, an area should be marked where the ball must be returned after a defensive rebound in order to restart the offense.
- Toss the ball in the air between two players for a jump ball at half court for older students or Ro Sham Bo with younger students to see which team receives first possession of the ball.
- The game is played with the exact rules to regular basketball except players may not dribble the basketball.
- When a player has possession of the ball, s/he can only pivot, pass, or shoot.
- Players who do not have control of the ball can move and try to get open for a pass.

Variations:
- On a full court, a second ball can be added to increase the pace of the game and increase contact with the ball.
- Designate a specific number of passes that a team must make before they are allowed to shoot and/or make a rule that every player must receive a pass before a shot is attempted.
Basketball Lead-Up 8: Defensive Drills

**Group Size:** 3-20  
**Age Group:** 3-5  
**Length of Activity:** 10-15 minutes

**Developmental Goal:** To develop an understanding of one-to-one defense.

**Skills Practiced:** Dribbling, guarding, hustling.

**Equipment Needed:** Basketball ball, cones

**Before You Start:**  
- Prepare an area, preferably a basketball court, marked by cones, chalk, or lines.  
- Prepare students for an activity that will have several short games.  
- Review Basketball rules.

**How to Play:**  
- **Quickness**  
  - Divide players into two groups, lined up shoulder-to-shoulder.  
  - Lines should face each other across a bounded area.  
  - Start with both lines facing each other, while you are standing between the two lines.  
  - Throws the ball down the court and the first person from each line runs down the court to retrieve the ball.  
  - The player who gets the ball first attempts to dribble the ball back to you.  
  - The other player plays defense.  
  - When the ball is back in your hands, the next people in line are up.  
- **Shoulder Move**  
  - Paired off, players face each other, holding onto each other’s shoulders.  
  - Players take turns leading each other, moving around the court.  
  - You can give different signals to signify different movements, i.e. one whistle means move left, two whistles means move right.  
- **Pursuit**  
  - Players pair off.  
  - One player leads, moving all around the court, while the other player must follow and stay within 3 ft. of the leader.  
  - Players switch after 1 minute or when you give a signal.  
- **Cone Weaving**  
  - Set up several rows of cones, side-by-side with about 4 ft between them.  
  - Pair student and have them line up behind each row of cones.  
  - Players must weave through the cones in pairs, without passing or tripping over each other, for a designated amount of time (i.e. 2 minutes).  
  - You can signal a change of direction.
Soccer Standard Rules

- A major league soccer field is a little larger than the size of a football field.
  - It has a minimum width of 50 yards, maximum of 100 yards;
  - minimum length of 100 yards, maximum of 130 yards.
- There are 11 players on each team divided into a goalie, defenders, midfielders, and forwards.
- The game begins with a kickoff in the center.
- The two teams stand on opposite sides of the field and wait until the team awarded possession passes the ball forward.
- First possession is awarded to the team who wins a coin flip or Ro Sham Bo.
- Once the ball has been touched forward, play begins.
- However, play cannot begin by dribbling the ball; the first touch of the game needs to be a pass.
- When the ball goes out of play from a side boundary line, it is put back in play using a throw in.
  - This is an overhead throw using two hands with both feet remaining on the ground.
  - The throw in is awarded to the team who did not cause the ball to go out of bounds.
- A corner kick is awarded when the ball goes over the end boundary but not through the goal, and is last touched by a defensive player.
  - The ball is placed at the nearest corner, and the offensive team gets a free kick.
- A goal kick is awarded when the ball goes over the end boundary but not through the goal, and is last touched by an offensive player.
  - The ball is placed in front of the goal area, and the defensive team gets a free kick.
- Tripping, pushing, and deliberate use of the hands are called fouls.
  - A foul results in a free kick from the point of the foul.
  - Illegal use of the hands includes anything from just below the shoulder and down; including elbows and arms.
- A goal is scored when the ball passes through the marked goal area.
  - If the game is using cones as the goal, the shot must be below head level of the goalie.
  - Play then stops, the ball is returned to the center of the field, and the non-scoring team restarts play with a kick off identical to the one that began the game.
Soccer Fundamental Skills

**Dribbling**: Using feet to run or walk with possession of the ball.

**Trapping**: Using the feet, knees or chest to bring the ball to a stop.

**Passing**: Kicking the ball to another player using inside or outside of foot.

**Shooting**: Using shoelaces, not the point of the toe, to kick with more power.

**Throw-in**: Throwing the ball back in bounds with two hands from behind the head, both feet on the ground.

**Head**: To hit the ball with the upper forehead area in a specific direction

**Punt**: When the goalie drop-kicks the ball out of their hands after they have picked it up before the ball has gone out of bounds.

---

Soccer Skills Building Activities

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.

- **Example A**: Passing – Partners positioning themselves 4 feet apart and kick the ball back and forth. Partners practice trapping and kicking the ball with the inside of the foot or kicking the ball immediately without trapping, which may be more difficult.

- **Example B**: Passing and moving – Set up three cones about 10 feet apart in a triangle. Each player stands at one cone, one with the ball. Player with the ball passes to partner, who traps ball and prepares to pass the ball back. Each time a player makes the pass they move to the open cone to receive the ball back. Once players can easily complete the drill have them advance to passing the ball on a one touch, without trapping.

- **Example C**: Ball control/juggling – Two students practice juggling by using their feet, thigh, chest and head to keep the soccer ball from touching the ground. Have players come up with a set amount they would like to reach. Players can take turns juggling or try it together.

- **Example D**: Throw-ins – Partners stand 8 feet apart and practice throwing the soccer ball to the other person who attempts to trap the ball with his/her feet, thigh, chest, or head. Each player can attempt 5 throw-ins and then switch roles.

- **Example E**: One-on-One – Set up two sets of goals and have the players play against each other. This is a very tiring game so time the games and make them about 1 minute long. Also, depending in the skill that is being practiced, make the goals different sizes. Small goals are helpful to practice dribbling; larger goals help to practice shooting.

**Triple Team** – Students are divided into groups of 3 with a specific task. Demonstrate the skills before the students begin.
• Example A: Kicking and passing – Set up two cones for a goal. The students are divided into positions – goalie, defense, and offense. Switch positions after each goal attempt, or when you give a signal.

• Example B: Passing/defending – Set up a small field with two small goals on each side. Two offensive players attempt try to pass and score on the goal the one defensive player is guarding. Switch roles each goal attempt or when you give a signal.

**Group Time** – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

• Example A: Passing and defending - Play keep away with the soccer ball with four or five students making quick passes to each other in a designated area while one or two students are the chasers and attempt to intercept the ball.

• Example B: Passing and footwork – Practice juggling in a large group and counts how many times the ball touches each player before hitting the ground.

• Example C: Head and Catch – Line the students up and toss the ball up into the air to each. Give a direction while the ball is in the air. If you say, “catch!” the student is supposed to head the soccer ball. If you say “head!” the student is supposed to catch the ball.

**Relay** – Students are divided into groups with a specific task and take turns with a starting and finishing point. Each group begins at the same time.

• Example A: Dribbling and stopping – Set up cones for students to dribble through and back. The next player must stop ball before s/he takes turn dribbling through cones.
**Soccer Grade Level Objectives**

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kicking the ball</td>
<td><strong>Everything in the previous grade</strong></td>
<td><strong>Everything in the previous grades</strong></td>
</tr>
<tr>
<td>The concept of a boundary</td>
<td>How to stop the ball with the feet</td>
<td>Beginning understanding of positions on the field</td>
</tr>
<tr>
<td>The “no hand” rule</td>
<td>The concept of dribbling the ball</td>
<td>How to do a proper throw-in</td>
</tr>
<tr>
<td>The concept of a goal</td>
<td>Dribbling the ball in a straight line</td>
<td>Passing the ball between players</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everything in the previous grades</strong></td>
<td><strong>Everything in the previous grades</strong></td>
<td><strong>Everything in the previous grades</strong></td>
</tr>
<tr>
<td>Beginning understanding of offense and defense</td>
<td>Shooting the ball on the goal</td>
<td>Spreading out on the field and staying in your own position</td>
</tr>
<tr>
<td>Dribbling the ball in all directions</td>
<td>Accurate passing to teammates</td>
<td>Long distance passing</td>
</tr>
<tr>
<td>Trapping the ball</td>
<td>Using the body to stop the ball</td>
<td>Keeping control of the ball when there is a defender</td>
</tr>
</tbody>
</table>
Soccer Lead-Up 1: Keep Away Soccer

**Group Size:** 6-20  
**Age Group:** K-5  
**Length of Activity:** 10 minutes

**Developmental Goal:** To develop understanding of passing and maintaining possession of the ball

**Skills Practiced:** Kicking, passing, trapping, playing a position.

**Equipment Needed:** 1 ball, preferably a size 4 soccer ball, jerseys

**Before You Start:**
- Set up and area with clear boundaries, using lines or cones.
- Explain the rules of the game and ask students to explain the game back to you.
- Review the basic soccer rules with you are reinforcing with this game.
- Explain and demonstrate the concepts of passing with the side of your foot, moving to unguarded by a player on the other team, calling for a pass, spreading out and safe defense, without touching.

**How to Play:**
- Split student students into two teams.
- Have one or both teams wear markers so players can tell who is on their team.
  - For the lower skill levels, begin with a keep away game from only one or two players rotating them periodically.
  - Begin with three or fours players keeping it away from one player.
  - As the players become more comfortable with the ball, the teams can be made more even.
- Players try to keep possession of the ball by passing the ball with their teammates.
- The team that does not have possession attempts to regain the ball and keep the ball away from the other team.
- Points can be given if teams make a certain number of passes before the other team touches the ball.
- Assign players a position so they have a spot of the field they know they should play near.
Soccer Lead-Up 2: Wide Goal Soccer

Group Size: 12-32
Age Group: Grades 2nd – 5th
Length of Activity: 10-20 minutes

Developmental Goal: To develop an understanding of moving a ball towards a goal.

Skills Practiced: Dribbling, stopping, passing, kicking, position knowledge.

Equipment Needed: One soccer ball, cones to mark end zone line.

Before You Start:
- Prepare one large rectangular playing area, preferably on grass (30’ x 90’) with marked end zones.
- Review the soccer concepts that you want to teach through this game.
- Explain the rules of the game and ask the students to explain the game back to you.
- Teach the students what makes a kick a goal for their team.
- Demonstrate all the basic skills needed: throw ins, passes, traps, shots, etc.

How to Play:
- Students are divided into two teams; each team is divided equally into forwards and goalies.
- Have 2 students Ro Sham Bo to see which team starts with possession of the ball.
- The game begins with a forward pass from the center.
- The forwards try to kick the ball across the opposite team’s goal line; the goalies try to stop the goals.
- Only the goalies can use their hands.
- Goalies kick or throw the balls from saved goals back into the field. After a goal is scored, the ball comes back to the center of the field and possession is granted to the non-scoring team.
- When the ball goes out of bounds, a forward from the opposite team throws it into play.
- Fouls (illegal use of hands, pushing, tripping, etc.) result in a free kick from the point of foul.
- Change Positions either after goal(s) scored, a time limit or you give a signal.

Variation:
- Multi-balls: add more than one ball to the game for more involvement, after the game is successful.
Soccer Lead-up 3: Steal the Bacon – Soccer Style

Group Size: 8-20
Age Group: Grades 2nd - 5th
Length of Activity: 10 minutes

Developmental Goal: To teach the basic skill set for standard soccer.

Skills Practiced: Dribbling, shooting, defense, listening and following instructions.

Equipment Needed: 2 soccer balls, four cones.

Before You Start:
- Set-up a large rectangular area and note the boundary lines
- Place cones at opposite ends of field to make goals and put the soccer balls in the middle of the field.
- Stands in a position where you can see the entire play area and the students can easily hear the your calls.
- Teach the rules of the game and have the students explain the game back to you.
- Review the basic concepts and skills of soccer that you want to reinforce through the game.

How to Play:
- Divide the students into 2 groups
- Give each student a number so that each team has a #1, #2, etc.
  - Remember that younger students may have a difficult time remembering their numbers.
    - Asking them to show you their number with their fingers will help them remember.
- Each team sits on opposite sidelines in a line facing each other.
- For each round, call out a number.
  - The student with that number runs to his/her team’s ball.
  - The student dribbles the ball towards their team’s goal and attempts a shot.
  - If s/he makes it, the team gets a point, and then s/he returns the ball back to the designated team area in the center of the field.
- Make sure that everyone has a turn at this before using variations.

Variations: As students’ age and skill level progresses, several elements can be added or changed to keep this game interesting and exciting.
- Two teams can play with one soccer ball so that they are playing against each other and playing defense as well as offense.
- More than one number can be called at once to encourage passing.
Soccer Lead-up 4: Knock-Down Soccer

Group Size: 8-20
Age Group: Grades 2\textsuperscript{nd} - 5\textsuperscript{th}
Length of Activity: 15-25 minutes

Developmental Goal: To teach the basic skill set for standard soccer.

Skills Practiced: Dribbling, shooting, teamwork.

Equipment Needed: 2-4 soccer balls, 8-10 cones, jerseys

Before You Start:
- Set-up a large rectangular area with boundary lines.
- Set up a row of 4-5 cones at opposite ends of the soccer field approximately 2 feet apart.
- Explain the rules of the game and ask the students to explain the game back to you.
- Review the basic soccer skills you are trying to reinforce through the game.
- Demonstrate passing and trapping with the inside of the foot.

How to Play:
- Divide the students into 2 groups with some visible way of recognizing who is on what team (ex: light shirts / dark shirts or jerseys)
- The object of the game is to knock down your opponent’s cones with a soccer ball.
  - Cones only count if it is a soccer ball that knocks them down.
- After a player has knocked a cone down, s/he picks up the cone, takes it to her/his side of the field, and lines it up next to her/his teams’ own row of cones.
- The game ends when one team has all of the cones on their side of the field.
- There should be at least two balls in play so that all the students are engaged in part of the game.

Variations:
- The more advanced the children become, the more balls you can add to the game.
Volleyball Standard Rules

- 10-12 Players on each team, 6 on court (4 players can be used in youth volleyball)
  - All players rotate positions
- A standard volleyball court is 60’x 30’, divided by a net standing 8’ high, and has lines (or cones) marking the boundaries.
  - An approximate size for kindergarten is 40’x 20’ divided by a net standing 5’ high. Increase playing area as students age, skills improve and as space allows.
- Teams are placed on either side of the net. First possession is awarded to the team who wins a coin flip or Ro Sham Bo.
- Play begins with the server, serving (or hitting) the ball over the net.
- On the serve, the ball must go over the net without touching it;
  - on all other plays, the ball can be played on after hitting the net.
  - If the ball hits the net on the first serve attempt, the server is allowed a second attempt.
- After the ball is served, a rally begins.
  - A maximum of 3 hits is allowed per side to get the ball over the net during a rally;
  - A player can only hit the ball one time in a row.
- Only the serving team can score.
  - The serving team earns a point when the receiving team fails to return the ball in 3 or less hits or lets the ball drop within or on their boundaries.
  - A point is also scored if a returned ball lands, without being touched, outside the serving teams’ boundaries.
- The serve changes when the serving team fails to return the ball in 3 or less hits or lets the ball drop within or on the boundaries.
  - The change of serve is called a Side Out.
  - The serve also changes if the serving team hits or returns a ball that lands, without being touched, outside the receiving team’s boundaries.
- A team rotates every time they regain the serve.
- If the ball hits any part of a player’s body and can still be knocked over the net in 3 or less hits, the ball is still in play.
- A game is completed when one team reaches 15 points and is ahead of the opposing team by 2 points.
- Serving and rallies continue until both the point score and the 2-point difference is met.
- After one game is played, teams switch sides and exchange High-5’s.
- First possession is awarded to the previously lower scoring team.
- A match is completed when one team wins three out of five games.
Volleyball Core Skills

- **Bump**: Make a fist with one hand and wrap the other hand around the fist with thumbs flat and parallel; hands and elbows are locked with arms extended completely in front of body; contact ball with forearms; bend knees when making contact but do not swing arms; use forearms as rebounding surface to direct ball to target. This is also called a “dig”.

- **Set**: Hands above head; bend knees; fingers spread with index fingers and thumbs forming a triangle; ball touches palm and fingertips; instantaneous follow through; ball is hit straight into the air.

- **Spike**: One arm back with hand near the ear, other hand is reaching outwards following path of the ball. Jump up to meet ball and swing arm through hitting the ball with the heel of the hand.

- **Serve**: Underhand – keep arm straight, hit with heel of hand; hold ball with non-dominant hand and swing dominant hand back and then forward to strike ball.

- **Rotation**: Clockwise – the player in front right position moves back to serve, all other player move one position clockwise.

- **Teamwork**: Each team has three hits per side to get ball over net; passing the ball other players.

- **Shagging**: Quickly retrieving the ball during drills and activities.

- **Hustle**: Use of agility and speed to chase down balls and attempt to bump or set

Volleyball Skills Building Activities

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.

- Example A: Bumping or serving – One student bumps or serves ball to partner. Partner catches ball and returns it or bumps it back immediately.

- Example B: Serving – Have the students take turns practicing their serve by picking a target on the wall and taking turns attempting to hit the target. A basketball hoop is a good target and adds excitement to the task.

- Example C: Setting – Have students practice setting, trying to keep the ball in the air above their heads. Partners can shag the ball or set balls back and forth.

**Triple Team** – Students are divided into groups of 3 with a specific task. Demonstrate the skills before the students begin.

- Example A: Setting, teamwork, and hustle – The group passes the ball to each other in a given order using a balloon, beach ball, or volleyball and tries to keep the ball in the air for as long as possible.
• Example B: Setting, teamwork, and hustle – In a triangle, one player faces two others and tosses alternately to each player as they bump or set the ball back to the thrower. Rotate throwers by time, number of repetitions or with a signal.

• Example C: Bumping – One player, A, faces across a net to two other players, B and C. Player A bumps the ball over the net to Player B, who then returns the ball. Next Player A bumps the ball to Player C, who is in a different position. Player C returns the ball. Players take turns bumping and returning the ball to different positions over the net.

**Group Time** – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

• Example A: Bumping, setting, and teamwork – Have students form a circle, and hit the ball back and forth, across the circle keeping it in the air for as many counts as possible. Have them practice communication skills when calling for the ball (“I got it!”). More balls can be added as skill level and attentiveness improves.

• Example B: Rotation – Divide students into two teams and assign them positions on the court. Four people should be on the court on one side with the rest of the players standing in the substitution line on the side of the court. Have each side pass the ball over the net and catch it and pass it back. When the ball is dropped players will rotate on the court and a new person will substitute into the game. This is also an opportunity to teach the players how to keep score.

• Example C: Bumping and setting - Have the players line up in a straight line except for one or two students who stand across from the group. Toss the ball over the net to the first person in line who will bump or set the ball to one of the other students who will “shag” (retrieve) the ball and return it to the tosser. The setter/bumper becomes a shagger and the shagger goes to the end of the line after giving the ball to the tosser.

**Relay** – Students are divided into groups with a specific task and take turns with a starting and finishing point. Each group begins at the same time.

• Example A: Bumping, setting – Divide students into groups and form a single-file line behind the first player. The first player has the ball and on your signal s/he runs with the ball to a finish line. At that point s/he bumps or sets the ball back to the second player on the team. The process continues until the last player crosses the finish line, hands the ball to the first player and all the team members sit down.
Volleyball Grade Level Objectives

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of the net</td>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
</tr>
<tr>
<td>The concept of getting the ball over the net</td>
<td>An understanding of the hand position for bumping</td>
<td>How to bump to a partner</td>
</tr>
<tr>
<td>The concept of not letting the ball touch the ground</td>
<td>A basic understanding of how a team rotates service</td>
<td>A basic understanding of how to hit the beach ball back and forth over the net</td>
</tr>
<tr>
<td>Hitting a beach ball back and forth over a net</td>
<td>How to serve a beach ball underhand over the net</td>
<td>Ability to set goals for both teams hitting the beach ball back and forth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
<td>Everything in the previous grades</td>
</tr>
<tr>
<td>An understanding of the three hits per side rule</td>
<td>Mastery of the three hits per side rule</td>
<td>Beginning level understanding of the overhand serve</td>
</tr>
<tr>
<td>Mastery of the service rotation</td>
<td>Successfully underhand serving a volleyball</td>
<td>Ability to hit a volleyball over the net several times</td>
</tr>
<tr>
<td>Beginning to understand how to underhand serve a volleyball</td>
<td>Beginning level understanding of the concept of setting</td>
<td>Understand the goal of bump, set, spike principal</td>
</tr>
<tr>
<td>Can successfully bump a beach ball over the net between teams several times</td>
<td>Beginning level understanding of the concept of hitting</td>
<td>Ability to bump a volleyball with a partner consecutively</td>
</tr>
<tr>
<td></td>
<td>Beginning use of a regular volleyball during a game</td>
<td>Basic understanding of a standard volleyball game</td>
</tr>
</tbody>
</table>
Volleyball Lead-Up 1: Booty Ball

Group Size: 8-20
Age Group: Grades 2nd – 5th
Length of Activity: 10-20 minutes

Developmental Goal: To provide an introductory game to standard volleyball.

Skills Practiced: Beginning set, beginning serving.

Equipment Needed: Chairs or cones to mark and enclose playing area; 1 large (4’ in diameter), light ball/beach ball.

Before You Start:
• Set up a rectangular area divided into 2 squares, each large enough for half of the group to comfortably sit with space for each player.
• Chairs, facing outwards to enclose playing area and act as the “net”.
• Teach the game to the students and ask them to explain it back to you.
• Teach the concept of the set and passing to teammates.
• Be ready for students to be very silly the first few times they hear the name of the game.
• Demonstrate the concept.

How to Play:
• Divide the students into 2 teams
• Students sit on their team’s side, spaced out evenly on the floor.
• Drop the ball into play onto one of the team areas.
• Players attempt to hit the ball to the other team, over the chairs which are dividing the court.
• Players may hit the ball with arms, legs, or any body part, but may not lift their bottom off of the ground.
• Only three hits allowed per side. Help the students count outloud.
• Players try to keep the ball volleying back and forth as long as possible.

Variations:
• Knee Ball – Same as above, except students must stay on their knees.
• Chair Volleyball – Students are divided into teams and spread out on the court, sitting in chairs. They can hit the ball with any body part, but cannot get up out of the chair.
• Multi-balls – add 1 or more balls into the mix. Follow same exact format.
• Competitive – add the serving component and award points following regulation rules.
Volleyball Lead-Up 2: Clean Your Room!

**Group Size:** 8-30
**Age Group:** Grades K – 5th
**Length of Activity:** 10 minutes

**Developmental Goal:** To teach moving a ball over the net.

**Skills Practiced:** Bumping, setting, serving.

**Equipment Needed:** 10-30 Balls, Volleyball Net, Marked boundaries.

**Before You Start:**
- Set up a traditional volleyball court, using lines or cones for clear boundaries.
- Balls evenly distributed on each teams’ side before game begins.
- Review the concepts of bumping, setting and serving with student volunteers.
- Teach the rules of the game and ask the student to explain it back to you.

**How to Play:**
- Divide students into two teams.
- Students are not allowed to touch any balls until you give the signal.
- When you give the signal for the game to begin, all students try to get the ball to the other side of the net.
  - They can bump, set, serve, throw, etc.
  - You can focus on one type of hit, or let the students choose.
- This process continues until you give the stop signal.
- After the end of the playing time, the number of balls on each side is counted.
- The goal of the game is to have no balls left on your team’s side.
- Before round 2 begins, redistribute balls for an even start.

**Variations:**
- Change the start and stop sound for a listening challenge.
- Have teammates cheer for balls returned without them touching the ground
- Have teammates cheer for balls that are returned without touching the ground, and only volleyball techniques were used (bumps or sets, not catches and throws).
Volleyball Lead-Up 3: Catch and Pass Volleyball

Group Size: 8-30
Age Group: Grades 2nd - 5th
Length of Activity: 10 minutes

Developmental Goal: To teach teamwork, working together to get the ball over the net.

Skills Practiced: Teamwork, throwing, catching, passing

Equipment Needed: 1 Ball, net, marked boundaries, cones if necessary.

Before You Start:
- Set up a traditional volleyball court, using lines or cones for clear boundaries.
- Balls evenly distributed on each teams’ side before game begins.
- Review the concepts of bumping, setting and serving with student volunteers.
- Teach the rules of the game and ask the student to explain it back to you.
- Emphasize the concept of passing and looking for the best place to return the ball.

How to Play:
- Divide the students into 2 teams.
- Students are arranged in standard volleyball formation, with 4-6 on each side of the net. Others wait in a line on each side to rotate into the game.
- The ball is served by throwing it over the net.
- Player must catch, pass, and throw the ball back over the net in three or less tries.
- Play continues until one team:
  - Hits or throws the ball out of the boundaries.
  - Does not put the ball into play on the other side of the net in three tries or less.
  - Allows the ball to touch the floor on their side.
- This game can be used to teach rotation.
  - Only the serving team can earn points.
  - If the serving team loses a volley, the other team gets the serve.
  - Teams rotate each time they regain the serve.
**Softball & Baseball Standard Rules**

- 9 players on each team. Field Positions: 3 base-players (1st, 2nd, 3rd), 3 outfield (left, center, right fields), 1 short-stop, 1 pitcher and 1 catcher.
- A regulation softball field is 60’x 60’ between the bases; a regulation baseball field is 90’x 90’.
  - An approximate size for kindergarten is 30’x 30’ between the bases;
  - Increase the size as students age, skill level advances and as space allows.
  - A base line marks the running path between the bases.
- The team who wins Ro Sham Bo gets to chose whether to bat or field first.
- The pitcher controls the play of the game.
  - Play begins with the pitcher throwing (pitching), the ball to the person up to bat, the batter.
  - Play stops when the ball is thrown to the pitcher.
- Teams switch sides after three outs or nine runs are scored.
- Outs are granted when:
  - The batter swings and misses the ball three times; the miss is called a strike.
  - The batter hits a fly ball and it is caught before it touches the ground.
    - When a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
  - The base-player has control over the ball and a foot on the base before the batter (now base-runner) reaches the base.
    - If the base-runner must advance because of another runner or batter behind, it is called a force-out and the fielding team only has to tag the base to call an out.
    - If there is no runner or batter behind, it is not a force and the fielder with the ball must tag the base-runner.
  - The base-runner is tagged on his or her body by a fielder with the ball before s/he arrives at the base.
  - One base-runner passes another.
  - A base-runner intentionally interferes with a fielder who is trying to recover the ball.
- If the ball is hit outside the base lines, it is called a foul.
  - Foul balls count as strikes, however a foul does not count as strike 3.
- If a fielder attempts to throw the ball to a base-player and the ball is overthrown, the runner advances one base.
- A run is scored for the batting team when a base-runner touches all 4 bases, in order, without called out at any time.
Softball & Baseball Fundamental Skills

- **Throwing**: Ball in dominant or “favorite” hand; step with opposite foot in desired throw direction; extend elbow; follow through with wrist. Overhand and underhand throws.

- **Catching**: Watch the ball with eyes. Reach for the ball with hands. If a baseball glove is available, place it on the non-dominant hand. If the ball is above the waist, catch it with fingers up; if the ball is below the waist, catch it with fingers down.

- **Fielding**: Retrieve ball and make the appropriate choice to tag a runner, throw the ball to another fielder, or return the ball to the pitcher.

- **Batting**: Batter stands next to home plate, on the opposite side of his/her dominant hand. Both hands grab the handle of the bat with the dominant hand above the other hand. Bend elbows and knees. Begin swinging bat just before pitched ball crosses home plate. Make contact with the ball.

- **Base Running**: After batter hits the ball, proceed to run to 1st, 2nd, 3rd and then back to home plate, while judging when it is safe to do so.

- **Position Playing**: Each player has a specific job and area to cover.

- **Pitching**: Underhand or overhand throw to the batter at home plate.

Softball & Baseball Skills Building Activities
The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

**Partner Time** – Students practice in groups of two. Demonstrate the skills before the students begin.

- Example A: Throwing and catching – Students practice throwing and catching a ball (or bean bag) to each other; when the signal is given, partners step further away from each other.

- Example B: Throwing – Place targets on walls or ground and have students throw balls or bean bags at targets.

- Example C: One student quickly rolls the ball to the other, who picks it up and throws it back. Students take turns rolling and fielding.

**Triple Team** – Students are divided into groups of 3 with a specific task. Demonstrate the skills before the students begin.

- Example A: Batting, fielding, catching, position playing – Set up a tee (or large cone) for each group of students. The students are divided into positions – catcher, batter, and fielder. Switch positions after each hit, or when a signal is given. **Caution:** Do not use metal or wooded bats with students unless you have reviewed safety rules and are extremely confident in the students’ ability to make appropriate and safe choices. Err on the side of caution.

- Example B: Batting, fielding, pitching – “Pepper” – Have one student bat and the other two field the ball. Have the fielders stand about seven feet away from the batter. Having one fielder pitch
the ball underhand to the batter starts the game. The batter hits the ball with a half swing to one of the fielders in a controlled manner. The fielder fields the ball and pitches it back to the batter. The batter then hits the ball to the opposite fielder who also pitches the ball. Repeat this process several times and then rotate. The object of this game is not to strike out the batter. The object of this game is to develop bat control and fielding skills.

- Example C: Fielding, Running- Two students are fielding, with one base about 15 feet from either fielder. The “batter” throws the ball and attempts to run to first base before the ball gets there. One fielder goes to get the ball, while the other covers the base.

**Group Time** – Students are divided into groups with a specific task. Demonstrate the skills before the students begin.

- Example A: Base running – Follow the leader around the bases as a warm-up, or divide into two teams and have a relay race around the bases.

- Example B: Fielding – “Straddle ball” – Have students form a circle, standing with their legs about two feet apart, and each of their feet touching the next person’s foot. Have students swat a ball (or catch and roll), keeping it inside the circle on the ground. Once the students have mastered that skill, they can attempt to roll it through the other students’ legs, keeping the ball on the ground at all times.

- Example C: Base running- Divide the students into teams. Each team has a player on each base. On a signal, the players at home base run to 1st and tag the next runner. That runner continues to 2nd and so on. This can be done as a race or in individual groups as an exercise to practice

**Relays** – Students are divided into two or more groups and given a task.

- Example A: Base Running – Have students line up on opposite sides of home base.
  - The first child in each line circles the bases going in opposite directions until they reach home base. S/he tags the next person in line.
  - Repeat this cycle until all the children have circled the bases once.
  - The groups can race or be timed.
**Softball & Baseball Grade Level Objectives**

By the end of the unit, students in the said grade will be able to know, understand, and/or demonstrate:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
</tr>
</thead>
<tbody>
<tr>
<td>The order of the bases</td>
<td><strong>Everything in the previous grade</strong></td>
<td><strong>Everything in the previous grades</strong></td>
</tr>
<tr>
<td>When to run the bases</td>
<td>Underhand and overhand throwing</td>
<td>Hitting a plastic softball off a tee</td>
</tr>
<tr>
<td>Hitting a large rubber ball with a large plastic bat</td>
<td>Catching both underhand and overhand throws</td>
<td>Fielding a ground ball and a fly ball</td>
</tr>
<tr>
<td>Basic concept of fielding</td>
<td>The concept of being safe on the base</td>
<td>Understanding of a batting order</td>
</tr>
<tr>
<td>How to hold a bat and stand at home base</td>
<td>The concept of making an out and getting out</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third</th>
<th>Fourth</th>
<th>Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everything in the previous grades</strong></td>
<td><strong>Everything in the previous grades</strong></td>
<td><strong>Everything in the previous grades</strong></td>
</tr>
<tr>
<td>Basic understanding of positions on the field</td>
<td>Concept of a force out</td>
<td>Situational base running</td>
</tr>
<tr>
<td>How to hit a pitched ball (both large and small, both plastic and rubber)</td>
<td>Role of different fielding positions</td>
<td>Fielding techniques</td>
</tr>
<tr>
<td>The concept of scoring runs</td>
<td>Situational hitting (bunt, sacrifice fly etc…)</td>
<td>Working as a team on offense and defense</td>
</tr>
<tr>
<td>The concept of tagging up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Softball & Baseball Lead-Up 1: Crazy Softball

Group Size: 8-20
Age Group: Grades K – 2nd
Length of Activity: 10 minutes

Developmental Goal: To develop an understanding of standard baseball and softball.

Skills Practiced: Batting, base running, fielding, catching, throwing and playing a position.

Equipment Needed: 1 bat, 5 tennis or softballs, 1 bucket, marked field with bases, tee.

Before You Start:
- Set up the field with bases.
- Review the concepts of Softball and Baseball that you want to teach through the game.
- Review safety rules, especially the “Swing, Drop, Run” rule for the batting.
- Teach the game to the students and then ask them to explain the game back to you.
- Demonstrate hitting, running the bases and fielding (with a pass to a teammate).

How to Play:
- Divide students into two teams;
- The fielding team gets distributed in their positions, everyone is in the field, even if you need to have more than 9 in the field.
- Give the batting team a batting order and line them up in a safe area to the side of the field.
- You are the pitcher (if no tee is available) with a bucket of balls next to your feet.
- Pitch the ball to the batter.
- After the batter hits the ball, s/he automatically runs the bases, without stopping at any one base.
  - There are no fouls in this game.
- After rounding the bases, the runner returns to the end of the line.
- The fielding team gets the ball back to the pitcher as quickly as they can, passing the ball in through teammates.
- Teams switch sides after everyone has had one chance to hit the ball and run bases. After everyone has had a hit, you can switch after 5 minutes.

Variations:
- Speed! – One ball is used. After the batter hits the ball, s/he must run the bases in order, continuously until the ball is fielded to the pitcher, or tagged out. The goal is to see how far the runner can get before being stopped. Switch after 3 outs or when time is called.
- One Base Advance – After the batter hits the ball, s/he advances through the bases one at a time, stopping and then running each time a ball is hit by the next batter.
Softball & Baseball Lead-Up 2: Tee Ball

Group Size: 10-20
Age Group: Grades K – 5th
Length of Activity: 15-20 minutes

Developmental Goal: To learn the basic skills to play standard softball or baseball.

Skills Practiced: Throwing, catching, fielding, batting, base running and position playing.

Equipment Needed: Tennis balls or plastic wiffle balls, bases, Baseball tee or tall cone, one plastic or foam bat.

Before You Start:
• Set up the field with the bases and with the Tee as Home Plate.
• Review the concepts of Softball and Baseball that you want to teach through the game.
• Review safety rules, especially the “Swing, Drop, Run” rule for the batting.
• Teach the game to the students and then ask them to explain the game back to you.
• Demonstrate hitting, running the bases and fielding (with a pass to a teammate).

How to Play:
• Divide students into two teams;
• The fielding team gets distributed in their positions, everyone is in the field, even if you need to have more than 9 in the field.
• Give the batting team a batting order and line them up in a safe area to the side of the field.
• This game is played following the softball & baseball rules; with the exception that pitcher does not pitch the ball to the batter.
• You are the pitcher and control the play of the game. Play starts when you place the ball on the tee and the batter hits the ball off the tee.
• Play stops when the ball is returned back to you.
• Teams switch sides when either:
  • 3 outs are scored; a time limit is reached;
  • or after the team batting rotation.

Variation(s):
• Throw ball – The fielding team is set up in the regular baseball/softball format. The batter throws the ball into the field from home plate, and then proceeds to run the bases.
  • Fielders can catch a thrown ball in the air or tag the runner for an out, just like in regular baseball.
  • Play ends when the catcher at home plate has the ball.
  • This is a good alternative when the yard is too crowded to risk someone getting hit by a batted ball or a swinging bat.
• For young grades, have students run the bases without calling outs.
Softball & Baseball Lead-Up 3: Pickle

**Group Size:** 10-20

**Age Group:** Grades 2nd – 5th

**Length of Activity:** 15-20 minutes

**Developmental Goal:** To develop agility and timing.

**Skills Practiced:** Throwing, catching, fielding, base running and position playing.

**Equipment Needed:** Tennis balls and 2 cones for bases.

**Before You Start:**
- Place the bases 20-30’ apart and select 2 students to be the throwers at each base.
- Teach the rules of the game and ask the students to explain them back to you.
- Review the concepts of softball and baseball that you are reinforcing through this game.
- Model the activity with 2 volunteers.

**How to Play:**
- The students stand in between the two bases. The two throwers start by throwing the ball back and forth to each other.
- After the third throw, the students in the middle attempt to run to one of the bases. The throwers pass the ball quickly and try to tag the runners while holding the ball.
- The runners are only safe if they are standing on the bases.
- Runners count how many times they can advance to each base without being tagged.
- If a runner is tagged three times they switch positions with the thrower.

**Variations:**
- This can also be played with a kickball so that the throwers are allowed to tag a student by throwing the ball at a runner aiming for the waist or below.
Softball & Baseball Lead-Up 4: Tennis Baseball

Group Size: 10-20
Age Group: Grades 1st-5th
Length of Activity: 15-20 minutes

Developmental Goal: To learn the hand/eye coordination needed to hit a ball with a racket.

Skills Practiced: Throwing, catching, fielding, batting, base running and position playing.

Equipment Needed: Tennis balls, bases or cones and tennis or racquetball racquet.

Before You Start:
- Set up a typical baseball field with bases.
- Teach the rules of the game and ask the students to explain them back to you.
- Review the concepts of softball and baseball that you are reinforcing through this game.
- Demonstrate the skills needed.

How to Play:
- Divide students into two teams.
- The fielding team gets distributed in their positions; everyone is in the field, even if you need to have more than 9 in the field.
- Give the batting team a batting order and line them up in a safe area to the side of the field.
- This game is played following the softball & baseball rules; with the exception that pitcher allows the ball to bounce once before it reaches the batter. The batter hits with a racquet rather than a bat.
- You are the pitcher and control the play of the game.
  - Play starts when you throw the ball underhand towards home plate.
  - Play stops when the ball is returned back to you.
- Teams switch sides when either:
  - after the full team batting rotation;
  - a time limit is reached;
  - 3 outs are scored.

Variations:
- Boom Ball – Play with the same rules and boundaries as tennis baseball except the ball being used is a volleyball or soccer ball and the batter uses an actual soft/baseball bat or a 5 gallon water jug attached to a handle.
Health and Fitness: FitKid Program

Physical health and fitness improves children’s academic performance and helps them to cope with stress and obstacles in a positive way. Children who are healthy and exercise regularly are more capable of success at school. Sports4Kids has created a Health and Fitness program called “FitKid” in an effort to address the need for a radical shift in attitudes about children, physical activity, and educational priorities in the United States. Current statistics indicate that children in America are amongst the world’s most unfit children. There has been a particularly dramatic decrease in the overall physical fitness of American children in the past twenty years. Lack of physical education during the school day is one reason for this decline. Sports4Kids wants to play a role in bringing up the level of fitness for elementary school students.

Children who are physically healthy and active bring more awareness to every activity. To be physically fit means children have the energy and strength to handle the basics of their daily lives, school, homework and chores with ease and still have energy left for play. The basics of fitness physiologically are a healthy heart, lungs, and muscles that are flexible and strong.

Children everywhere bring their whole selves to school. There are a number of challenging issues schools must address if they want to do a good job in educating. Children’s ability to learn and the schools capacity to teach are affected by student nutrition, family history with educational institutions, unstable housing history, family history of marginal employment, exposure to violence, exposure to toxins, and language differences. Acknowledging the central role of physical fitness in children’s health, particularly its impact on their ability to function successfully in school, the Sports4Kids curriculum can offer schools new ideas and support to address the challenge of providing quality education for all students.

This Health and Fitness FitKid program introduces material that will enhance children’s understanding of the physical body and how it works. The goal is to stimulate discussion and projects that inspire motivation and curiosity about each child’s level of fitness. We also hope to teach students how to set a series of short-term goals and offer fun and interesting games, exercises and activities to help children build endurance, strength and flexibility and plant seeds for lifelong health and well being.

In this section you will find:

FitKid Class Game Time timeline

FitKid Activities

Bringing FitKid to recess
Endurance, Flexibility, Strength

Sports4Kids has developed the FitKid Program to offer a set of games and activities specifically designed to improve physical fitness and inspire long-term healthy lifestyles. Students in California public elementary schools take a mandatory physical fitness test in grades five, seven and nine. Across the state, the majority of all students are scoring below average in the three basic fitness indicators, endurance, strength and flexibility. Sports4Kids as an organization feels well positioned through our partnership with public schools to make an impact in the overall fitness within the schools we currently serve. In addition to the coordination of recess activities and working with individual classrooms on physical fitness, Sports4Kids offers the FitKid Program as a springboard for success in the mandatory fitness testing. Check with your principal for more information regarding physical fitness tests and standards.

The FitKid Program is organized into three sections; endurance, strength and flexibility. Each of these basic fitness concepts can be taught and practiced in many different ways. What the FitKid Program offers is one option for how to introduce each of the three fitness concepts. For the endurance piece, Sports4Kids recommends the Running/Power Walking Club. This is a ten-week club where students run a set number of laps based on their age. The flexibility piece is organized as weekly recess activities which emphasize awareness of muscles and movement. The strength piece is organized as weekly strength building activities. Both the flexibility and strength portions may be expanded and structured as weekly clubs.

Each of the three fitness concepts is introduced at some length prior to the start of the FitKid recess program during the Sports4Kids Class Game Time sessions. By the time Sports4Kids introduces the FitKid recess program, the vocabulary, physical movements and geography of the three components should be well established with the entire student body.

The Sports4Kids FitKid Program is voluntary and available to all ages during the recess periods. This packet includes all the materials you will need to set up all three components. After each section, students are awarded with a certificate acknowledging their participation and completion of the mandatory benchmarks for that particular fitness concept.
FitKid in Class Game Time

Once you have begun your Class Game Times and have a basic routine, you can start to incorporate FitKid into your curriculum. Below is a suggested timeline:

October: Students should already be doing brief runs during the CGT. Introduce the FitKid stretching curriculum during your warm-up, include at least 4 stretches. Discuss the importance of stretching and practice the stretches outlined in this section. Begin using the stretching circuit as the opening of each CGT. The circuit can be varied to include running or other aerobic transitions.

November: Incorporate more running into your game time. If your CGT is long enough keep doing the stretching circuit, followed by a short run. You can also use endurance lead up games (found later in this section). Running during CGT can be continued throughout the year. Even one or two laps will prepare the students for longer distances later in the year.

December: Introduce strength building exercises to your CGT warm-up. If necessary, shorten the stretching portion of your warm-up, or alternate beginning your class by stretching or strengthening.

January: Continue to include stretching/running/strength building in your warm-ups. Remind the students of what you worked on before the break. This month is focused on Health and Fitness. Start talking about the Running Club and weekly stretching/strength activities that you will be leading at recess.

February: Set up and begin Running Club (see guidelines for setting up Running Club) at recess. Continue to do some stretching/running/strength building in your CGT.

March: Once your Running Club is established pick a different day of the week to lead stretching/strength building activities (see list of activities/lead up games). This can be handled as a club or as a Game of the Day. Let Junior Coaches or other students help lead the activities. Have a stretch of the day or a daily strength building challenge.

April: Continue to monitor Running Club and stretching/strength building activities. Make sure to show the students how they are improving, building endurance, strength, and flexibility. Let them set goals and help them work to achieve those goals.

May: It’s Physical Fitness Test time!!! Even after the Physical Fitness test is done, continue to use components of the FitKid program. You can also incorporate more Nutritional information (see Nutritional Awareness section in the After School Program All- Stars Manual). Have your Junior Coaches visit during CGT and present Nutritional information.
FitKid Games and Activities

In the following section you will find activities to help build children’s:

- Endurance
- Flexibility/Stretching
- Strength

Endurance Activities

In addition to the activities described in this section, use various readiness and tag games to help students develop their endurance.

Here are a few suggestions:

- Continuous Relays
- Dance Freeze
- Everyone’s It
- Capture the Flag
- Clap and Move
Lead-Up Endurance Game #1: Minute Masters

Group Size: 1-30
Age Group: Grades K-5th
Length of Activity: 10 minutes

Developmental Goal: To build endurance and develop an understanding of the importance of having a healthy heart.

Skills Practiced: Jogging, jumping, running, dribbling, and following instructions.

Equipment Needed: Jump rope, basketball, bench.

Set-Up: Designate and clearly make 4 stations.

Before You Start:
- Divide students into 4 separate groups and have them gather in designated areas.
- Walk through and demonstrate each station as you explain it verbally.

How to Play:
- The students in station #1 will be asked to jog in place.
- The students in station #2 will be asked to do jumping jacks.
- The students in station #3 will be asked to jog in a large circle.
- The students in station #4 will be asked to walk at a natural pace.
- At the whistle, students do their station’s activity for one minute without stopping.
- At the one-minute whistle students switch stations and begin the next task for one minute without stopping.

Variation:
- For more advanced students include such activities as jumping rope continuously, dribbling a ball while on the move, and stepping up and off a low bench.
Lead-Up Endurance Game #2: Whistle Walk/Run

**Group Size:** Any amount  
**Age Group:** Grades K-5th  
**Length of Activity:** 5-10 minutes

**Developmental Goal:** To gradually build aerobic endurance.

**Objectives Practiced:** To keep students moving at a comfortable aerobic level, just barely pushing the limits.

**Skills Learned:** Awareness of effort when exercising aerobically.

**Equipment Needed:** A track, cones or lines to mark a running area.

**Set-Up:** Mark the running path with cones, chalk or painted lines.

**Before You Start:**
- The students can start in a huddled group or a line. Review boundaries or track.
- Demonstrate what the 1 and 2 whistle blows and the finish whistle blow sound like. While you practice the whistle blows, have a student go through the motions of walking/running.

**How to Play:**
- The students have 10 minutes; within those 10 minutes, there are certain times when the directions will be to walk, and other times when the directions will be to jog/run.
- One whistle blow means walk, two whistle blows mean run.
- The goal is to be able to jog/run for the entire time until the walk whistle blows.
- The time period for walking and running will vary in length.
- Students begin walking at a one-whistle blow (in order to allow the body to warm-up).
- Passing is allowed, making sure that students are aware of their personal space as well as of the other students.
- They will know they are at the end of the 10 minutes at a long sustaining whistle.

**Variations:**
- The students sprint (run as fast as they can) during the 2 whistle blows. This also helps increase strength.
- The students can count and record the number of “laps” they do from start to finish. This helps the students make, set, and see improvement towards goals.
Lead-Up Endurance Game #3: Pace Yourself

Group Size: 6-30
Age Group: Grades 2nd - 5th
Length of Activity: 2-10 minutes

Developmental Goal: To pace oneself so one’s heart rate increases/decreases; to build endurance and stamina; to practice setting and meeting goals.

Skills Practiced: How to pace and regulate effort.

Equipment Needed: A track or circle running area.

Set-Up: Mark the running space with cones or chalk, if needed.

Before You Start:
- While the leader describes the activity, 4 students can demonstrate the jogging process and how to set an easy, relaxed pace.

How to Play:
- Class forms a single file line (if the group is large, you can divide the group into 2 or 3 smaller groups).
- The goal is for the group to jog around the running area without passing anyone and without stopping until time is called.
- The main rules to follow are:
  - Students must maintain their order at all times.
  - Students are not allowed to pass other runners or interfere with others’ forward progress (keep hands and feet to themselves).

Variations:
- Divide the class into groups of at least 6, but no more than 10. In this activity the leader sets an easy pace, and when the leader says “Go!” the last person in line moves to the right of the line and sprints (runs as fast as s/he can) ahead and becomes the first person in line. At this point, the new leader slows down to match the previously set easy pace. Initially the last person needs to wait until “go” is called to sprint ahead – as the groups’ understanding of the game progresses, the last person in line can run and pass the group as soon as the previous last person becomes the new leader. This activity adds a strength-building component to a good aerobic base activity.
- The mode of travel can be changed to walking only, skipping, jumping, jump rope (everyone has their own single size jump rope) and so on. Be creative.
Stretching Activities

For diagrams and directions for the following six stretches review the Stretching Section.

Stretch #1: Forward Bend
This is targeted to work on your hamstrings and lower back. The Muscle being stretch is the Bicep Femoris, known as the lower hamstring, and your back, the lower Latissimus Dorsi. This is a good stretch to eliminate the stiffness in the lower back and tightness in the hamstrings.

Stretch #2: Lunge
This is targeted to stretch the anterior hip. The muscle you are trying to stretch is called the Tensor Fasciae Latae. If you do not feel the muscle stretching, slowly lean forward. Keeping your back straight will enhance the stretch.

Stretch #3: Calf Stretch
The muscle that will stretch is called the Gastrocnemius, also known as the calf. This stretch prevents helps prevent the possibility of pulling/tightening of the calf.

Stretch #4: Soaring Eagle
This stretches the triceps muscles. The muscle you are trying to stretch is called the Triceps Brachii.

Stretch #5: Sitting Eagle
This stretches the upper back.

Stretch #6: Flamingo
The muscle being stretch is the quadriceps, the large thigh muscle. It is a good muscle to loosen up running.
Operating a Stretching Circuit

Chalk out an area for the stretching circuit with specific sections for each stretch. Ideally this area will be next to the school, so the students can do their forward bends with the comfort/confidence of not having anyone behind them. An example of how to arrange this circuit is as follows:

![Diagram of the stretching circuit]

You can arrange your circuit in a way that suits your students and your yard. Be sure to teach all the stretches during your Class Game Time. If the students are having trouble remembering the stretches, make copies of the diagrams and hand them out. Let them work in pairs. Make a list of the stretches and let students check off the appropriate box each time they complete a stretch. Ideally the students will move through the circuit as follows:

1. Forward Bend
2. Lunge
3. Calf Stretch
4. Soaring Eagle
5. Sitting Eagle
6. Flamingo

However this is not essential if you have too many students starting at once. During a Class Game Time you may not want to use a checklist. Be creative. Have the students run/power walk/jog in between the stretching stations. Make it fun!
**Strength Activities**

**Partner Crunches**

**Group Size:** 5-40  
**Age Group:** 1st - 5th grades  
**Length of Activity:** 10 minutes

**Developmental Goal:** To strengthen the abdomen.

**Objectives Learned:** Understanding the stomach muscles and how they work, when to rest, and working in pairs.

**Skills Practiced:** Proper curl up position, proper breathing and movement coordination, idea of form over count.

**Equipment Needed:** Mats, carpet squares or the mat under a play structure.

**Set-Up:** Set up an area with mats, carpet squares or on the padding under the play structure where students can work in pairs or small groups

**Before You Start:**  
- Demonstrate the proper way to do crunches.  
- Pair the students up

**How to Play:**  
- Crunches work primarily on the upper abdomen. The partner is watching primarily to count and encourage the active student to take a break and maintain the proper form.  
- Correct form is when the heels never leaving the ground, hands free and not grabbing the head and the neck not straining. If any of these things happen, the child should stop and rest. Children should go at their own pace, and should not spend more than one minute for each turn  
  1. Lay on the back with the knees bent, feet on the floor arms stretched down by the sides, palms down not holding anything  
  2. Take a big dragon breathe in then slowly breath out while sliding the hands down, closer to the feet, by lifting the torso up off the mat then return the head to the floor letting the hands slide back. Students should take one breath lying down and then repeat.  
  3. Goals are 5 repetitions for 1st & 2nd grades, 10 repetitions for 3rd, 4th grades and 15 repetitions for 5th grade, then have the partners switch. Each student should get 3 turns.
Leg Lifts for the Abs

Group Size: 5-40
Age Group: Grades 1st-5th
Length of Activity: 10 minutes

Developmental Goal: To strengthen the lower abdomen.

Objectives Learned: Understanding the stomach muscles and how they work, when to rest, and working in pairs.

Skills Practiced: Proper breathing and movement coordination, concept of form over count.

Equipment Needed: Mats, carpet squares or the mat under a play structure.

Set-Up: Set up an area with mats, carpet squares or on the padding under the play structure where students can work in pairs or small groups.

Before You Start:
- First demonstrate, then have the students practice pointing and flexing their feet,
- Pair the students up.

How to Play:
- The partner is watching primarily to count and encourage the active student to stay in the right form, or take a break.
- Correct form is heels feet never landing completely on the floor and head never leaving the ground. If any of these things happen, the child should stop and rest. Children should go at their own pace, but should not spend more than one minute for each turn.
  1. Lay on the back with the knees bent lift the bottom off the ground and then place the hands down underneath the bottom, palms facing down.
  2. Take a big dragon breath in and lift the feet off the ground, bringing your knees towards your chest.
  3. Slowly lower the feet towards the ground touching the heels gently then immediately bring knees back up towards the chest.
  4. Breathe and then point your feet and slowly lower them to the ground this time touching the toes gently and then immediately bringing them back up again. Repeat.
  5. Goals are 10 repetitions for 1st & 2nd grades, 15 repetitions for 3rd, 4th & 5th grades then have the partners switch. Each student should get 3 turns.
Chest and Arms Strengthening Stations

Group Size: 5-40
Age Group: Grades 1st - 5th
Length of Activity: 20-30 minutes

Developmental Goal: To strengthen the chest area.

Objectives Learned: To understand the chest and arm muscles and how they work.

Skills Practiced: Proper push up and chin up position, proper breathing and movement coordination, concept of form over count

Equipment Needed: Mats or the mat under a play structure.

Set-Up: In this case have a designated area for each exercise.

Before You Start:
- These exercises take a fair amount of explanation on the first go around.
- Make sure all students understand proper form and breath of each exercise.
  - Students are ready for push-ups when they understand banana back vs. good back and how to coach each other using only one finger to touch the back corrections.

How to Play: In this activity students will work on their chest and arm muscles with 3 activities, bent leg push ups, pull ups or bent arm hang, and strong arms. One way of doing this is breaking the class into 3 groups and having them rotate through each exercise and let them spend approx. 3 min. in each area.

1. Bent leg push ups: most students when trying to do push ups cannot hold their back flat this puts a lot of pressure on the lower back and can cause damage. To introduce this type of push up, ask the students to raise their hand if they know an adult that complains about their back, most children will. Tell them that you are teaching them this special push up that will keep them from having an aching back when they get older. Pair students up so they can coach each other on their form.
   - Show an example of a bad push up with a curved banana back, then show a good bent leg push up (explained below). Then ask the teacher to be your partner. Do a bent legged push up with first collapsed shoulders, and have the teacher with one finger touch on your back where you are collapsed, correct your form. Then again with the middle of your back a banana and have the teacher touch you where to straighten out. Explain to the students that you will have them do the same thing.
   - Have one of the pair get on their knees with their upper legs straight off the ground so they are tall.
   - Tell the student to put their hands on the ground and walk them forward until their hands are slightly forward of their shoulders.
   - Breath in as they come down, elbows bending out to the side, until the chin almost touches the ground, then breath out as they push back up.
   - Goals are 5 repetitions for 1st & 2nd grades, 10 repetitions for 3rd, 4th & 5th grades, then have the partners switch. Each student should get 3 turns.
2. **Flexed Arm Hang or Pull-Ups (4th & 5th grades only)** these work the arms, chest and upper back. To do this exercise you need monkey bars and unless you have a willing teacher to assist you, you can only work with one student at a time. Have students who are waiting their turn cheer on the student whose turn it is (if class dynamics are very positive) or stretching and practicing other exercises. Students who are finished can pair up and do strong arms.
   - At the monkey bars have the student hang so their chin is above the bar, and elbow are in by their sides.
   - Hold as long as possible. Make sure students are not resting their chin on the bar.
   - Goals are 5 repetitions for 1st & 2nd grades and 10 repetitions for 3rd, 4th & 5th then have the partners switch. Each student should get 3 turns.

3. **Strong arms** this is really a preparation for true push-ups. It works the upper chest, back and arms. Do an example then have the students pair up, the partner watching for form and counting by one, one thousand or Mississippi. Correct form back completely flat, with no collapse in the shoulders. If any of these things happen, the child should stop and rest.
   - Get into bent knee push up position with the hands directly below the shoulders.
   - One leg at a time stretch out the legs straight behind, so that only the toes are on the ground
   - Hold until tired or until there is a loss of form i.e. a collapse in the back or shoulders
   - Have the partners switch. Each student should get 3 turns.
Bringing FitKid to Recess

In the following section you will find tools to help you set up and maintain a:

- Running Club (focusing on endurance)
- Stretching Club (focusing on flexibility)
- Strength Building Club (focusing on strength)
Running/ Power Walking Club

What is a Running/ Power Walking Club?
The Running/Power Walking Club is a ten week long club that meets once a week during lunch recess. Running/Power Walking Club can also be organized after school, during your After School Program or on Fridays. The Running/Power Walking Club teaches the fitness principle, endurance and is one of three facets (endurance, flexibility, strength) of the Sports4Kids FitKid Program. Students run or walk at a steady pace for a designated distance and time based on their age.

Why start a Running/ Power Walking Club at your school?
The Running/Power Walking Club is one way to encourage children to develop stronger lungs and hearts so they can play longer and harder now and throughout their lives. Students who participate in the Running/Power Walking Club will increase their aerobic capacity. The club is also a fun way to prepare students for the aerobic endurance section of the mandatory physical fitness test all students take in fifth grade. The majority of public school students are unprepared to walk, let alone run, the mile that is required in this mandatory fitness test. Research clearly indicates that acceptable levels of aerobic capacity are associated with a reduced risk of high blood pressure, coronary heart disease, obesity, diabetes, some forms of cancer and other health problems in adults. In practical terms, an efficient cardiovascular and respiratory system is an important factor in lasting good health.

How to get the students interested
The Running/Power Walking Club is an easy way to be active without worrying about making a mistake. All students have to do is make their best effort at either running or walking fast. To get the word out the following steps are recommended:

- In the weeks before you start the club, have all students run/power walk for several minutes at the start of every Class Game Time.
- Alert the staff in a meeting or with a notice in their boxes, and encourage them to participate! In the best of worlds get a teacher sponsor for each week to run/power walk with the students.
- Make an announcement over the PA that you will be starting a new club. For example, on Monday before the 1st lunch recess announce, “Next Wednesday I will be starting a Running/Power Walking club during recess. To join the club all you have to do is sign up and then Run or Power Walk, with out stopping to chat, 3 laps for lower grades and 5 laps for upper grades. After coming to the club at least 5 times, you will receive an award certificate. If you are interested come and sign up today!
- Give out information flyers at recess during the sign up day a few days before you plan on starting the club
- Ask your principal to make a reminder announcement the day before or during the morning announcements on the day of the Running/Power Walking Club.
- Dedicate a section of your bulletin board to your Running/Power Walking Club that has the info flyer, the number of weeks your club is meeting, and a copy of the club attendance, so your students can see how many times they have left to attend before earning their award.

Managing a Run/ Power Walking Club
Junior Coaches can be a big help in all the FitKid activities. Junior Coaches can help in the endurance component by making sure the students warm up and cool down properly, helping count laps for students as they run/walk and signing students up as they arrive to participate in The Running/Power Walking Club.

- Set the club up so that students know to meet at a starting line, do 10 jumping jacks or some other short warm-up and then sign in.
• Each grade will have a set goal for how long to run or walk each day.
• Once you get a decent sized group, give them instructions. If there are a large number of students, break them up into smaller groups and have them run/walk in shifts. Students should know that to participate in the Running/Power Walking Club, they have to run or walk continuously around a set area.
• Tell them each time they pass you they need to call out what lap they have just completed.
• When they finish tell them to walk a bit to cool down, do at least one leg stretch and then sign out. If more students come out and want to join in after you have already lined up the first group, have them go over to the Junior Coaches, warm up and wait. Generally you will have two main groups based on age. Often students may choose to do more than the required laps.
• Make sure you end the Running/Walking time before recess is over, so that you have enough time to record their laps.
• Plan out and explain clearly a system for students reporting their number of laps. Be sure to keep track of all participants’ laps and post it on the Sports4Kids bulletin board.

**Steps for Operating a Running/Walking Club.**

• Map out an area for the students to run/walk ¾ mile for grades third through fifth (1200 meters or 1320 yards) and ½ mile for grades kindergarten through second (800 meters or 880 yards).
• For at least a month, begin every Class Game Time with a short run/power walk to teach the power walk pace and introduce the concept of endurance.

At least one week before the sign up day:

• Inform the school staff, principal and teachers about the club and encourage their participation
• Set up the bulletin board to get the buzz going!
• Talk to the Junior Coach team that works on the day of the Running/Power Walking Club. Introduce them to the specific tasks for the Running/Power Walking Club.
• On sign up day, 2-3 days before the first day of the club, have the students meet you at the spot where they will begin their run/walk. Have them sign up on a lined sheet with their first name, initial of their last name and room number. Later in the day, type the names into an attendance sheet format so you can sort the list alphabetically and by room number for easier maintenance and posting. Keep separate lists for upper and lower grade recesses.
• On the day before or day of the first Running/Power Walking Club meeting, make your reminder announcements, remind the students who have signed up and remind any school staff who have agreed to participate that the Club starts at whatever time that day.
• Be ready with a clipboard with your prepared attendance sheets. Be sure to have some blank spaces for students who did not sign up but want to participate on the first day. Type in the laps completed for the students who participated in the club and post on your bulletin board.
• After the first day, post names and laps completed on the bulletin board. Each week update the bulletin board information to keep everyone inspired. Take pictures if you can to add color to the board. You can also add short comments by students about what they enjoy about the Running/Power Walking Club.
Running/ Power Walking Club
Welcome to the Club!

Running and Power Walking are fun, make you feel great and are good for your heart and lungs. Any coach or professional athlete will tell you the best way to get yourself in the healthy physical shape is to run or walk regularly. The Running/Power Walking Club is for everyone who wants to be able to run faster and play longer. Why become a better runner? It will help you in every game you play. For all games from basketball to jump rope to soccer, you need strong legs, strong lungs and a strong heart. Running and Power Walking are also great ways to blow off steam. Upset about a test? Angry because of something that was said? Don’t keep it in, run it out!

The Running/Power Walking Club will be held once a week for ten weeks in a row.

The Running/Power Walking Club at this school will be held on__________.

To sign-up, meet at ______________________ at during lunch recess and be ready run!

The first day of the Running/Power Walking Club will be______________.
<table>
<thead>
<tr>
<th>Date of Club</th>
<th>Student Name</th>
<th>Rm #</th>
<th>Laps</th>
<th>Laps</th>
<th>Laps</th>
<th>Laps</th>
<th>Laps</th>
<th>Laps</th>
<th>Laps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stretching Club

What is the Stretching Club?
The Stretching Club is an 8 week-long club that meets once a week during lunch recess. The Stretching Club teaches the fitness principle, flexibility. Students follow a circuit where a series of stretches are held each for a short period of time.

Why offer a Stretching Club at your school?
Flexibility has numerous health benefits. Increased muscle range of motion greatly reduces the risk of injury due to falls or overexertion. Additionally, stretching increases circulation and blood flow throughout the body helps bring nutrients to and remove waste from muscle tissue. The result is a relaxed feeling in a specific muscle as well as overall. Children who develop stretching habits while young are more likely to develop pliable muscles that are more resistant to injury and disease.

Getting the students interested!
The Stretching Club can be introduced both during the awards giving ceremony for the Running/Power Walking Club and in all Class Game Time session prior to the start date. By the time you introduce the Stretching Club, students will already be familiar with the stretches from the Class Game Time warm up. Like the Running/Power Walking Club, there is no end goal. Students simply need to be comfortable in each position and to hold it for the required length of time. To get the word out the following steps are recommended:

- Be sure to introduce the 4 stretches in your Class Game Time warm up.
- Use the same methods and strategies as proposed in the Run/Power Walking Club section.

Managing the Stretching Club
Set-up the area with 4 stations, just as you would for a stretching circuit. Be ready with a clipboard, prepared attendance sheet and at least 10 copies of each stretch instruction. As the students arrive hand them a stretch instruction sheet and direct them to the appropriate section of the area you have designated for the club. Let them know that to get credit they must complete all 4 stretches. When they finish the first stretch the student needs to return to you, have the appropriate box checked off and then receive the next instruction sheet. Be sure to talk to the Junior Coaches who will be working during the recess you choose for the club so they can help lead the activity. The Junior Coaches should be comfortable enough with the stretches to explain them to the students. Ideally you would take some time in a Junior Coach training to have all the Junior Coaches move through the circuit so that they all understand the system and the stretches. It should take no more than 12 minutes for any one student to complete the circuit, so if at one point the area seems crowded, have students wait to begin until another student finishes.
Welcome to the Club!

Stretching is good for your muscles, will help keep you from getting hurt and feels great. All athletes stretch before and after they exercise to keep their muscles healthy and flexible. Ever gotten a cramp in your side? Feel a stiffness in your neck? Being more flexible will help keep this from happening. Stretching is also a great way to calm down if you are feeling upset or nervous.

The Stretching Club will be held once a week for 8 weeks in a row. If you participate six out of eight times, you will earn a certificate that will fulfill the Flexibility requirement for the Sports4Kids FitKid Patch.

The Stretching Club will be held on ________________________________.

To sign up, meet at ________________________________ during lunch recess and be ready to stretch!

The first day of the Stretching Club this year will be

_______________
# Stretching Club
Participant Tracking Sheet
Grades:__________

<table>
<thead>
<tr>
<th>Date of Club</th>
<th>Student Name</th>
<th>Rm #</th>
<th>FB</th>
<th>L</th>
<th>So</th>
<th>Si</th>
<th>E</th>
<th>FB</th>
<th>L</th>
<th>So</th>
<th>Si</th>
<th>E</th>
<th>FB</th>
<th>L</th>
<th>So</th>
<th>Si</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strength Building Club

What is the Strength portion of the FitKid Program?
The Strength Building Club is an eight week long club that meets once a week during lunch recess. The Strength Building Club teaches the fitness principle, strength, and is one of three facets (endurance, flexibility, strength) of the Sports4Kids FitKid Program. Students follow a circuit of exercises.

Why start a Strength Building Club at your school?
The Strength Building Club helps children explore their body’s ability to learn and gain strength. Most of your students will see a marked difference in their strength in the eight week period. Weight sustaining activities such as the strength building exercises outlined below play an important role in the development of healthy bones in children. Strength building is an important part of any fitness program.

How to get kids interested!
The strength section of the FitKid Program will build upon the momentum the Running/Power Walking Club. By the time you introduce the strength portion, the students should already be familiar with the exercises from the Class Game Time sessions. Like the run/walk club, there is no end goal- the students simply need to try their best. Here are some steps to getting the Strength Building Club started:

- 2-3 weeks before switching the focus from the flexibility club to the strength fitness club, be sure to have taught the Strength Building Class Game Time to your classes so the students are familiar with the exercises.
- Use the same methods and strategies as proposed in the Run/Power Walking Club section

Managing the Strength Building Club
As the students come over to participate, direct them to the area you have designated for the strength building club. Let them know that to get credit they must complete all of the exercises. When they finish the first exercise the student should check in with you or a Junior Coach, and then move to the next exercise. Be sure to talk to the Junior Coaches who will be working during the recess you choose for the club so they can help lead the activity. The Junior Coaches should be comfortable enough with the exercises to explain them to the students. In addition, explain the sign up and tracking system to the junior coaches so that they can help there as well. Ideally you would take some time in a junior coach training to have all the junior coaches move through the circuit so that they all understand the system. It should take no more than 12 minutes for any one student to complete the circuit, so if at one point the area seems crowded, have students wait to begin until another student finishes.

Steps for Operating the Strength Building Club

- Chalk out an area for the strength building circuit with specific sections for each exercise. Ideally this area will be by a play structure with mats, so the students can have something padded under them and so they can utilize the play structure for flexed arm hang or pull-ups. If you do not have a play structure or any sort of mats for the students, talk to your Area Director about creative ideas for pull ups and curl ups.
- Be sure to have taught all the strength classes in your Class Game Time and have introduced the concept and importance of strength.
- Have a sign up day, where you have the instruction cards out for the students to look at.
- Talk to the Junior Coaches who will be working the recess, make sure they understand how to assist with the sign up and the exercises so they can direct the students who are participating.
- Be ready with a clipboard, prepared attendance sheet and at least 10 copies of each stretch instruction. Be sure to have blank lines for students who did not sign up but want to participate.
• As each student comes up hand them an instruction sheet. When the student (or pair of students if two decide to work together) finishes an exercise, they should check in with you or a Junior Coach before moving on to the next one. If you are using a rotation system, let the students spend 2-3 minutes in each area.

• At the end of the 8 weeks, any students or staff who participated in 6 out of the 8 weeks can earn a certificate acknowledging completion of the Strength section of the FitKid Program.
Strength Building Club
Welcome to the Club

The Strength Building club will be held once a week for 8 weeks in a row. If you participate six out of eight times, you will earn a certificate and will fulfill the Strength requirement for the Sports4Kids FitKid Patch.

The Strength Club will be held
on____________________________________.

To sign up, meet at ________________________ during lunch recess and be ready to stretch!

The first day of the Strength Club this year will be
____________________
Strength Building Club
Participant Sheet
Grades: ______

| Date of Club | Student Name | Rm | curl up | push up | Pull up or hang | curl up | push up | Pull up or hang | curl up | push up | Pull up or hang | curl up | push up | Pull up or hang | curl up | push up | Pull up or hang | curl up | push up | Pull up or hang |
|--------------|--------------|----|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|---------|---------|----------------|
|              |              |    |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 1.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 2.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 3.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 4.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 5.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 6.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 7.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 8.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 9.      |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 10.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 11.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 12.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 13.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 14.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 15.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 16.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 17.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 18.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |
|              |              |    | 19.     |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |         |         |                |

207
Inside Games and Minute Movers

Inclement weather can impose challenges for Site Coordinators. Make sure to check in with the principal and your Area Director to see if there is a rainy day plan in place. Many schools do not have a schedule for indoor activities, so you’ll have to find creative ways to keep students active and engaged. Each school operates differently and the availability of indoor space can be an issue. Try your best to utilize all of your resources—especially your Junior Coaches and your yard-duty staff persons. Here are a few models of how you can effectively coordinate recess and Class Game Time indoors:

Cafeteria

Recess/Inside Games in the cafeteria can look several different ways, depending on the size and setup of the room. Games can be organized for the whole group, or by table or clusters of tables. Be creative and use the space available to you. Students can stand next to their seats to participate in games like Simon Says, Heads Up Seven Up, Keep It Up, Chair Aerobics, Dance Freeze, etc. Or utilize the space between the tables and around the outer walls of the cafeteria for games that require substantial movement, such as the Cha Cha Slide, Hokey Pokey, Hula Hoop Challenge, etc. Depending on the number of students, you may want to create a schedule to work with one or two groups at a time. Use your Junior Coaches to facilitate group activities at tables or in open spaces.

Classrooms

All games in this section can be played in the classroom. With teacher permission, desks can be moved to the side to create more space, or utilize desks and chairs in the games you play. Also, consider the resources in the classroom, such as blackboards, flash cards, maps and so on to add an academic element to your games. If recess is taking place in classrooms, there will likely be games going on in several classrooms at once. Utilize your Jr. Coaches as noted in the Rainy Day Monitor training in the staff binder to help monitor and facilitate games.

Auditorium

Many auditoriums have seating that cannot be moved, so plan to make the most of open spaces in aisles and at the front and back of the room. Also, stages can be used for larger games, but be cautious to keep students away from the edge. Line games are great for this kind of space. Ideas include What are you Doing?, Over Under, Ro Sham Bo Relay and so on.

Gym

If you’re lucky enough to have a gym use the space wisely and map it out as you would your playground to play multiple games at once. Or use the space to play one or two large games with all of the students. Any game in this section, as well as many of the outside games, can be played in a gym.
Minute Movers

Minute Movers are useful, short activities that can be schedule during the ‘open court’ reading blocks in the morning. Typically these morning blocks cannot be interrupted by Class Game Time which can make scheduling difficult. This usually means that students are sedentary in their classroom for a couple of hours at a time. Minute Moves allow you to lead 2-5 minute classroom activities where students perform stretches and participate in low-intensity physical movements. The goal of Minute Moves is to provide students with a quick break to increase blood-flow and classroom readiness. It is also a great opportunity for you to develop a rapport with students and teachers that you are not able to schedule on a consistent basis. It is imperative that Minute Moves sessions are highly structured so that students are able to quickly return to classroom work afterwards. If possible, include academic pieces as part of your session, such as using spelling words or math while stretching. Appropriate games for Minute Moves have been highlighted with an asterisk (*) on the Inside Games/Indoor Recess/Minute Moves list.

1. **Opening** (1 minute): Choose one of the following activities:
   - Stretches
   - Chair Aerobics
   - Hokey Pokey Aerobics
   - Hula-Hoop Circle
   - Move Your Body

2. **Activity** (3 minutes): Choose one of the following activities:
   - Bumpity Bump
   - Circle Animals
   - Concentration
   - Detective
   - Ducks Fly
   - Face to Face
   - Heads-Up
   - 7-Up
   - Hokey Pokey Aerobics
   - Hula-Hoop Circle
   - All Tied Up
   - Hot Potato
   - Instant ID
   - Look Up

3. **Cool Down** (1 minute): Examples- Meditation, Deep Breathing and so on.
**Inside Games/ Indoor Recess/ Minute Movers**

When the rain comes, Site Coordinators have the challenge of keeping the games going in the tight space of a classroom. The following are some suggestions for games that are a lot of fun and can work in a classroom setting. Try them all and see which ones work the best.

1. **Animals Two by Two:** Before beginning the activity, make two identical sets of animal cards. Begin the game by giving each student one animal card. Explain that s/he must move around the room while imitating the movements of that animal whose name appears on the card (For younger students a picture may be necessary). As each student moves around the room, s/he must look for another who is imitating the same animal. When a student finds her/his animal mate, the partners stand together until everyone has found a mate.
   **Functional Space:** Gym, cafeteria, classroom.

2. **Bumpity Bump Bump:** The group forms a circle with Player 1 in the center. Player 1 walks up to a player in the circle and says one of four things: “Left,” “Right,” “Straight,” or “Center,” followed immediately by the phrase, “Bumpity-Bump, Bump, Bump.” Player 2 must make the correct response before Player 1 finishes saying “Bumpity-Bump, Bump, Bump.” The correct response for the command “left” is the name of the person on Player Two’s left; for “right,” it’s the name of the person on his or her right, for “straight,” it’s his or her own name; and for “center,” it’s the name of Player 1 (in the center). If Player 2 responds correctly and in time, Player 1 repeats the process with another player. If Player 2 responds incorrectly or too late, s/he takes the center position.
   **Functional Space:** Cafeteria, auditorium, classroom.

3. **Cha Cha Slide:** Equipment needed: CD player and the Cha Cha Slide CD. In this activity, students listen and dance to the instructions of the song and Site Coordinator. This goal of this game is to increase aerobic fitness through ongoing dance. Variations: 1. For younger students they can face same direction. 2. Site coordinator or students can add their own dance move.
   **Functional Space:** Cafeteria, gym, classroom.

4. **Chair Aerobics:** If possible, have students move their chairs several feet away from their desks. Begin with a warm up with slow music, if available. After four or five minutes of stretching, switch to faster music and lead students through several chair exercises. While sitting on their chair have them: Hold the bottom of the chair with both hands and raise alternate knees up and down. Reach down to the floor with the left hand then the right hand. Hold the bottom of the chair with both hands and alternate lifting each leg straight up to seat level and down again. Stand in front of the chair and place the hands on either side of the chair, raise the right leg backwards straight up and down 10 times, and then repeat with the left leg.
   **Functional Space:** Cafeteria, classroom

5. **Circle Animals:** All students begin in a circle, with one student chosen to be in the center of the circle. The object of this game is for students to think quickly and work together. The student in the center will point to another student and call out an animal. The student who is pointed to, along with the student to his/her right and left, has to create the animal named. For example: If the student in the center points to Joe and says, “rabbit”, Joe holds 2 fingers
over his head making rabbit ears. The 2 students next to Joe each tap one foot on the ground to mimic hopping. Students who do not do the correct movement are out. These students now move to the center of the circle and chose animals for people to create. Game continues until only three students are left. Other animals include: Elephant – middle: makes trunk with arm, left and right: make ears by placing arms in ½ circle shape next to head of middle. Cat – middle: makes claws with hands, left and right: use fingers of one hand to create whiskers next to face of middle.

**Functional Space:** Gym, cafeteria, classroom.

*minute moves

6. **Concentration:** Have the students sit in a circle. Instruct them to count off around the circle starting with the number one, and tell them that they must remember their numbers. The game begins with one student, chosen by the teacher, calling out a random number. The person whose number is called must immediately call out another number. If a student significantly hesitates, s/he will perform five abdominal crunches. The student then calls out a new number and the game continues.

**Functional Space:** Classroom

*minute moves

7. **Detective:** Circle students. One student leaves the room and becomes the detective. Choose one child to hide in a place in the room where they will not be visible. The rest of the circle changes places. Call the detective back into the room. The detective then tries to guess who is hidden. If s/he guesses correctly, s/he is the detective again. If s/he is wrong, the hiding child is the new detective.

**Functional Space:** Classroom

*minute moves

8. **Duck, Duck, Goose:** Circle the students sitting on the floor. Chose one students to be the "duck" That person goes around tapping the other students on the shoulders saying "duck, duck..." When s/he touches a person on the shoulder and yells "goose!" that person gets up from the circle and chases the duck around the circle until the duck sits down in the person who is chasing’s original seat. If the duck is tagged before s/he sits, s/he sits in the center of the circle ("mush pot"), if the duck is successful, the goose becomes the next duck.

**Functional Space:** Gym, classroom.

*minute moves

9. **Ducks Fly:** Have students stand next to their desks. Randomly choose a leader. The leader will stand in front of the class and call out “Ducks Fly.” The students must now begin to flap their wings. The leader will continue to call out animals by saying, for example, “Birds Fly” or “Crows Fly.” As long as the leader calls out an animal that flies, the students will continue to flap their wings. If the leader says an animal that does not fly the class should stop flapping their wings. Students caught continuing to flap must sit down. Choose a new leader after every four or five animals are called. The round continues until four or five students are left standing.

**Functional Space:** Classroom

*minute moves

10. **Partner to Partner:** Circle students. One player is chosen to stand in the center; everybody else partners up and stands in the circle with their partners next to them so they and their partners are next to each other. Player in the middle calls out commands such as "elbow to elbow," "back to back," "knee to knee". Players take these positions accordingly. When the person in the middle calls "partner to partner", all the players have to find a new partner while
the person in the middle tries to get a partner. If they are successful the person left without a partner becomes the new person in the middle and starts to give commands.

**Functional Space:** Gym, classroom, cafeteria

*minute moves

11. **Heads-Up, 7-Up:** Seven students are tags. They stand in front of the room and say, "Heads down, thumbs up!" and the rest of the class puts their heads down with their thumbs up. Every tagger goes around and taps one thumb. When they are done the seven tags say, "Heads-up, 7-up!" Then the tagged people stand up and try to guess who tagged them. If they guess correctly, they switch places.

**Functional Space:** Cafeteria, classroom

*minute moves

12. **Hokey Pokey Aerobics:** A new spin on a classic. Use a recording of the Hokey Pokey, or have the students sing it themselves.

- Put your right foot in (lunge forward on the right leg)
- Put your right foot out (return to standing position)
- Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up in down in lunge position)
- Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)
- Repeat above but do the opposite for the left leg
- Put your right arm in (extend arm at the elbow)
- Put your right arm out (flex arm at the elbow)
- Put your right arm in and shake it all about (do bicep curls)
- Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
- Do the opposite for the left arm
- Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)
- Put your right elbow out (elbow flexed, forearm parallel to the ground, extend shoulder back towards body)
- Put your right elbow in and shake it all about (arm in same position, flex and extend shoulder)
- Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)
- Do the opposite for the left elbow
- Put your head in (slowly touch chin to chest)
- Put your head out (slowly move it back to starting position)
- Put your head in and shake it all about (slowly move head side to side)
- Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)
- Put your right hip in (side jump in)
- Put your right hip out (side jump out)
- Put your right hip in and shake it all about (jump side to side)
- Do the Hokey Pokey and turn yourself around (march in place while turning in a circle)
- Do the opposite for the left hip
- Put your whole self in (forward jump in)
- Put your whole self out (backward jump out)
- Put your whole self in and shake it all about (jump in and out)
- Do the Hokey Pokey and turn yourself around (do leg squats)
- Put your backside in (backward jump in) backwards
- Put your backside out (backward jump out)
- Put your backside in and shake it all about (jump in and out)
- Do the Hokey Pokey and turn yourself around (do pushups)
Do the Hokey Pokey, do the Hokey Pokey, ending – can do regular ending or have students pick their favorite exercise. End with a partner high five!

**Functional Space:** Cafeteria, gym, classroom.

**minute moves**

13. **Hot Potato:** Equipment needed: at least one ball (or something to pass) Circle the students sitting down. Pass the ball around the circle as fast as possible - if someone drops it, they sit in the center ("hot potato soup" pot).

**Functional Space:** Classroom, cafeteria, gym.

**minute moves**

14. **Instant ID:** Divide into two teams. Have two people hold a large, thick blanket up like curtain. Have a person from each team stand facing each other with the blanket between, then quickly drop the blanket. First one to correctly say the other person's name earns a point for his team. This game often produces hilarious results.

**Functional Space:** Classroom.

**minute moves**

15. **Look Up:** Begin with two circles of players. One person is chosen in each circle to be the caller who starts by saying, “Look down!” Everyone looks down at their feet. When the caller says “Look up!” everyone looks up directly at someone else in that circle (no fair looking around). If two people are looking at each other, they both go to the other circle. If caller leaves the circle, a new caller is chosen.

**Functional Space:** Classroom.

**minute moves**

16. **Mouse Trap:** Choose 8 students make a "trap" by making a circle holding hands. One child is a "cat" with his or her back to the circle, but part of the circle. All other students are mice going in and out of the "trap." When the cat yells "snap!", the arms of the trap goes down to catch mice. The caught mice then become part of the "trap". When only one student is left, the game ends and s/he become the cat for the next round.

**Functional Space:** Gym, classroom.

17. **Musical Chairs:** Equipment needed: a radio, tape, or CD player; one chair less than the number of students participating. Form the chairs in a circle, facing outwards. Play the music and have the students walk around the perimeter of the chair circle. When the music stops, the students have to immediately sit in a chair. The one person left standing it out. Remove another chair and continue until only one student is left. An alternative for this game is to remove one chair after each round but keep every student in the game. The challenge then is to get every student seated on a diminishing number of chairs. In other words, they have to share chairs.

**Functional Space:** Cafeteria, classroom.

18. **Pass the Ball:** This game is played just like Hot Potato, but is a good alternative if you do not have access to a radio or CD player to provide music. Students sit in a circle and pass a ball in one direction. Students should pass the ball as quickly as possible with out throwing or dropping it. The whole group says the verse as the ball is passed. The student holding the ball when the verse ends must do 5 jumping jacks before returning to the game. Verse: “Pass the ball round and round. Pass is quickly or you’ll be found. If you’re the one to hold it last, you will owe 5 jumping jacks. You are it!”

**Functional Space:** Gym, classroom.
19. **Phrase Game:** This game should be played with small groups (approximately 10 students). Each student selects a different phrase. (Have them make up their own, or have students pull phrases out of a hat.) All students say their phrase out loud one at a time. Leader chooses one student to begin the game. First student says their own phrase, then the phrase of another student. The student whose phrase was said, then says their own phrase and the phrase of another student. Play continues as such. If a player hesitates or fails to recognize their phrase, they are out. For example: Will’s phrase is “S4K rocks!” Tamika’s phrase is “There is no I in TEAM.” James’ phrase is “I like candy.” Will begins the game saying, “S4K rocks! There is no I in TEAM.” It is then Tamika’s turn to respond because her phrase was called out. Tamika says, “There is no I in TEAM. I like Candy.” It would then be James’ turn, and so on.

**Functional Space:** Classroom.

20. **Rhythm Detective:** This game is similar to Detective. Students are in a circle. A person is chosen to leave the room. A student in the circle is chosen to start a rhythm with their hands, feet or body. Everyone in the circle copies the rhythm. The leader of the rhythm can change it every few seconds and the rest of the group changes as well. The person who has been out of the room returns and tries to notice who is leading the rhythm. They have three guesses. If they guess, the leader of the rhythm becomes the detective and the previous detective chooses the next rhythm leader. If they can’t guess in three guesses, they choose the next detective and someone else gets chosen for the rhythm leader.

**Functional Space:** Classroom.

21. **Sandman:** All students are sitting in a circle with legs crossed. Students should close/cover their eyes while leader picks one person to be the ‘sandman’ (by lightly tapping him/her on the head one time) and one person to be the ‘alarm clock’ (by lightly tapping him/her on the head two times). Once the roles are chosen, students open their eyes. The ‘sandman’ can put people to sleep by winking at them. If a student is winked at, he/she should silently count to ten, and then place their hands together next to their cheek to indicate that they are sleeping. The alarm clock can wake up ‘sleeping’ students by looking at a sleeping student and touching his/her own nose. If the ‘alarm clock’ is put to sleep, he/she can no longer wake others up. Alternate version: This game can also be played without an ‘alarm clock’. Students that the ‘sandman’ winks at fall asleep for the rest of the game. Players can try to guess who the ‘sandman’ is, but only while they are still in the game. If a student guesses incorrectly, they become tired and fall asleep until the round is over.

**Functional Space:** Gym, classroom.

22. **Silent Ball:** Students should spread out in playing area. Leader counts down, “3, 2, 1, Silent.” If students talk or make noise after countdown, they are out. Students pass a ball to another person in the play area. If a student drops the ball, he/she is out. If a student makes a bad pass, he/she is out. Play continues until only one student remains. Last student to remain in gets to be first to throw the ball in the next round. All students who were out can return to play at the start of a new round. If game is progressing slowly, add to challenge by limiting time to throw, having all students take steps back, keep one hand behind back at all times, and so on.

**Functional Space:** Cafeteria, gym, classroom, auditorium.

*minute moves
23. **Smile if You Love Me:** Have the students form a circle, and place one student in the center of the circle. The object of the game is for the student in the middle to make another student smile while those around him try to keep from smiling. The student in the middle will choose any other student, stand directly in front of him or her, and say, “Smile if You Love Me.” The center student may also make funny faces, but may not touch his/her classmate. In response, the circle member must try to keep a straight face. If this child does not smile, he or she remains part of the bigger circle. If the child does smile, s/he must join the center student in trying to make someone else smile. The game continues until everyone is smiling.

**Functional Space:** Classroom.

24. **Steal the Bacon, inside version:** Equipment needed: something to act as "bacon". Divide the group into 2 teams; each child is assigned a number, and each child has a duplicate number on the opposite team. Place the “bacon” between the two teams. The caller yells out a number and that number from each team walks quickly to the center and tries to steal the “bacon” and make it back to their own side without getting tagged. If they are successful, their team earns a point. If they are not successful, no one gets a point. This game is listed in the basketball and the soccer lead up games in the staff binder as well.

**Functional Space:** Gym.

25. **Sun Monarch:** The group stands at one end of the room in a line. One person stands in the middle of the room and says, “I am the sun.” The first person from the line steps forward, faces the group and tells something that relates to the sun, such as “I am the light” or “I am the heat.” It can also be the opposite, like “I am the dark” or “I am the cold.” Finally, it can be other meanings of the word or the sound of the word. Sun may be interpreted as son so that the person could say, “father” or “sister.” The two people trade places and the new person repeats what she just said. The next person steps up and gives a new word that relates to that word. You can begin with any subject matter.

**Functional Space:** Classroom.

26. **Surfing Warm Up:** A fun activity if you have a CD player - You’ll need the song Wipe Out. Have students spread out with plenty of personal space. Start the music. When the drums are playing have the students do a specific movement (pretend to drum to the beat, jog in place, dance, etc.). When the music changes, have the students pretend to be surfing. Have them stretch and lean in different ‘surfing’ positions, working on maintaining their balance. The activity will repeat itself as the music style in the song changes.

**Functional Space:** Cafeteria, gym, classroom.

27. **Ball Toss Race:** Equipment needed: at least 1 ball. Circle the students. The idea is to have each student throw the ball to another student while saying that student’s name out loud. The first student says their own name and then the name of the person they are throwing it to. Then the person who caught the ball says their own name and chooses someone to throw the ball to. Each person needs to remember who they threw the ball to. The game continues until everyone has caught and thrown the ball to a different person. Then the game begins again, this time trying to get the ball smoothly around to every person with each person saying their own name and the name of the person they are throwing to. Once the students have got the pattern, try to get the ball around faster and faster. You can make it more challenging by adding another ball or even two. You can also challenge the group to figure out the quickest way to get one ball around the circle. See page 82 in staff binder.
28. **The Bone**: Equipment needed: something to act as a "bone" and a blindfold. Circle students. Pick one child to be the dog. The dog sits in the center of the circle on a chair, blindfolded, guarding his or her "bone" (placed under the chair). The rest of the students need to be silent. The leader chooses one student by silently pointing to them to try to steal the bone without getting caught. The dog has to bark and point in the direction from which s/he thinks the stealer is approaching. The dog only gets three chances to bark. If the stealer makes it back to his or her spot before the dog catches him or her, the stealer gets to be the dog. If the dog catches the stealer, the game continues with the same dog and the leader chooses a different stealer.

**Functional Space**: Classroom.

29. **Bullfrog Game**: Circle the students. The students should stand with their hands outstretched sideways with their palms facing up. The right hand should be on top of their neighbor's left hand (continuous around the circle). The leader begins the chant and a slap is passed around the circle along with the chant, "Down by the banks of the hanky panky, where the bullfrog jumps from bank to banky with an E, I, O, U, and an ip-sop-idilly and a kerr-plop!" (Some students seem to know another version, but this one is shorter and easier to remember...). When you get to the kerr-plop on the last beat the person tries to move his or her hands before they are slapped. If they move their hand before it is hit, the one who hit his or her own hand is out, if they don't move it in time, the person who's hand was hit is out. The players who are out move to the outside of the circle and help sing the song. This continues until there is only one player left.

**Functional Space**: Classroom.

30. **This is a...**: This game can be difficult to get the hang of, but is very funny once you do. Students begin in a circle. The leader should have a variety of classroom objects for students to pass (For example: pencil, eraser, notebook, chalk, etc). All objects will be passed to the right. There is a series of exchanges that need to occur before the object can be passed from one person to another. The person with the object turns to the person on their right and says, "This is a [pencil]." The other person says, "A what?" Person with the object, "A [pencil]." Other person, "A what?" Person with the object, "A [pencil]." Other person, "Oh, a [pencil]." The object can then be passed. This exchange must be completed for each item to be passed. Start different objects in different parts of the circle to add to the challenge.

**Functional Space**: Classroom.

31. **This is My Nose**: The group forms a circle, standing shoulder to shoulder. The Game Leader starts in the center, walks up to a player in the circle, points to his or her own elbow and says, "This is my nose." The player must point to his or her nose and say, "This is my elbow." The Game Leader goes up to another player, points to another body part and misnames it. In order to move out of the middle, the center person must make a player in the circle mess up and say or point to the wrong body part. When this happens, they trade places.

**Functional Space**: Cafeteria, gym, classroom.

32. **What Are You Doing**: Students get in line and the first two students face each other. Student A does a motion like in charades, and then student B asks "What are you Doing?" Student A must name a motion that doesn't match the motion that they are doing. Student B must do the motion that student A named. Student A then asks, "What are you doing?" Game
continues until one of the students messes up. When a student messes up they go to the end of the line and the next student steps up.

**Functional Space:** Cafeteria, gym, auditorium.

### 33. What Changed?

Pick four people to be up front. They stand in front of the group in a frozen posture and the rest of the group memorizes how they are positioned. Then, the group turns around and the four up front choose one thing each to change about their stance or appearance. When ready, the group turns back around. If they notice something different about any of the four, they raise their hand to guess what is different about someone up front. If that person guesses right, they trade places with the person up front. After the group has guessed all four people up front’s changes, a new round begins. See page 126 in the staff binder.

**Functional Space:** Classroom.

*minute moves

### 34. Up, Down, Stop, Go

This game requires students to listen carefully and to think quickly. The leader will call out the commands “up”, “down”, “stop”, or “go” one at a time. On “Up”, students should squat down. On “Down”, students should jump, or stretch up as high as they can. On “Stop”, students should move around the play area in a specific movement (walking, jogging, running, skipping, hopping, etc.). On “Go”, students should freeze. Students not doing the correct movement can complete a task (jumping jacks, etc.) before returning to the game. Make sure you do a practice round first so that all students understand the commands and movements that go with them.

**Functional Space:** Cafeteria, gym, classroom.

*minute moves

### 35. You Can, Two Can Workout

The object of this activity is to use canned goods as exercise equipment, and then donate them to charity. Talk with your school staff when planning this activity. Make sure you allow plenty of time for students to bring in canned goods (2 each), and have lots of extra on hand for those who forget or cannot afford to bring their own. Have students spread out with enough space to do some basic exercises. Have students hold one can in each hand while performing exercises such as: arm circles, arm curls, shadow boxing, bench press, butterflies, trunk twists, lat pulls, lunges, squats, etc. At the end of the period, collect all food items for donation. You can use this activity as an opportunity to talk to the students about helping those in need; ask them how it made them feel to donate the items.

**Functional Space:** Cafeteria, gym, classroom.

*minute moves

### 36. Zip, Zap, Pop

The group stands in a circle. First pass a ‘zip’ around the circle, accompanied by placing a hand on top of the head with the fingers pointing at the person on either side. Pass word and movement around circle in the same direction. Pass ‘zap’ around, accompanied by putting the hand under the chin the opposite direction from which ‘zip’ was just passed around. A ‘pop’ is done by pointing to anyone in the circle, who then passes it to someone else around circle. Once everyone is familiar with the words and movements begin the game. The leader starts with a ‘zip’ and it is up to the person who receives it whether to pass it, zap it or pop it. “Zip” and “Zap” can be sent in either direction. If person hesitates they are out and can go around the outside of the circle heckling the group, trying to distract them.

**Functional Space:** Cafeteria, gym, classroom.
These games can also be played as indoor games:

- Fox and Rabbit
- Hula-Hoop Challenge
- All Tangled Up
- Bubbles
- Magic Carpet
- Dance Freeze
- Red Light, Green Light
- Ro Sham Bo Relay
- Simon Says
Kindergarten Section

Kindergarteners have a lot of energy and can benefit from enthusiastic instruction. While Kindergarten Class Game Time has the same structure as with the older students, the elements may be used differently. Kindergarten CGT can be shorter, about 20-25 minutes, and more focused on basic motor and listening skills.

With Kindergarteners, using simple language, keeping consistent routines and repeating activities will help keep the kids engaged and focused. When planning for a Kindergarten Class Game Time, it is very important to think through directions and demonstrations so that they are as clear, simple and direct as possible.

Here is a sample plan for the first two weeks of a Kindergarten Kickball Unit:

**Week 1:**
5 Min – Regular Warm up and Stretch Routine (Simon Says Stretches and Animal Walks)
5 Min – Follow the leader around the bases and shout out the name of the base as you step on it
5 Min – Practice running around the bases, in order, shout out the name of the base as you step on it
5 Min – Students line up shoulder to shoulder. Coach rolls the ball very slowly to each student, down the line, students practice kicking the ball back.
5 Min – Regular Cool Down and Closing (Circle Up, Take three deep breaths, Get a drink of water)

**Week 2:**
5 Min – Regular Warm up and Stretch Routine (Simon Says Stretches and Animal Walks)
5 Min – Follow the leader around the bases and shout out the name of the base as you step on it
5 Min – Practice running around the bases, in order, shout out the name of the base as you step on it
5 Min – Students line up behind home plate, kick the ball to coach and then run around the bases, shouting out the name of the base.
5 Min – Regular Cool Down and Closing (Circle Up, Take three deep breaths, Get a drink of water)

Each week you might repeat one or two of the exercises and add one or two new ones, always building on the skills you just practiced. While it may seem tedious at times, you will find that repeating an activity with Kindergartners will make a big difference in their success. However, this does not mean you should do the exact same thing, every single week. Use repetition consciously and change the activities when the students are ready to move on and be challenged.

In the following section you will find various games and skills building activities that are useful for Kindergarten classes. Remember that Kindergarteners often look up to Site Coordinators and are very excited to have time with you. They enjoy seeing Site Coordinators exaggerate movements during demonstrations, so have fun and feel free to be silly, they will love it even more!

**Kindergarten Tag Games Unit**

Tag games are the bread and butter of playground activities. No equipment makes for easy accessibility and vivid imaginations make for endless set-ups and themes. Many schools don’t allow tag games due to lack of safety; this is where Site Coordinators can help make a positive change in school culture at an early age. The keys to tag games are safe tagging, boundaries and spatial awareness. Always make sure shoelaces are tied and that there’s plenty of space to play.
Week One Focus: Listening Skills and Signals
- After basic warm-ups and stretching, explain the importance of listening and following signals; safety, knowledge of rules and information, and respect.
- Play ‘Simon says’ to teach the difference between listening to directions and mimicking actions. Stress the importance of listening and following directions.
- Move on to other readiness games like ‘clap and move’, ‘red-light/green-light’, and ‘whistle-mixer’ to get them used to responding to signals.
- Make sure to give clear and concise directions for each activity.
- Cool down and revisit the names of games played and the concepts of listening and following signals.

Week Two Focus: Safe Tag and Boundaries
- After basic warm-up and stretching explain the importance of safe tagging (how and where on the body) and boundaries.
- Make sure to teach the connection of safe tagging and boundaries outside of playing games: safe-touching, personal boundaries, rules as boundaries, and so on.
- Model and teach safe tagging / butterfly tagging (palms out flat, flutter fingers gently, tag softly on neighbors shoulder, arms, or upper back only).
- Explain concept of boundaries. Have them walk around a square boundary and show them the difference between “inside” and “outside” the boundary.
- Line students up and teach Cookie Monster, Band-Aid Tag, and Everyone’s It; always emphasize safety and positive play (clap and say “nice try” instead of “you’re out”).
- Have kids walk instead of run during these tag games (start with walking, hopping/skipping, before you build up to running).
- Cool down and revisit concepts of safe tagging, boundaries, and following signals.

Week Three Focus: Evasion and Spatial Awareness
- After basic warm-ups and stretching explain the concept of evasion and the importance of spatial awareness (look before you move).
- Teach students how to look before they move, have them practice slowly, then play Sequence Touch, remind them not to touch other students.
- Remind students about safe tagging and boundaries, then play ‘eagle and mouse’ to work on reaction and evasion.
- Introduce ‘statue tag’ and ‘sharks and minnows’ for more evasion and spatial awareness. Make sure students WALK the first few rounds before you have them run and have plenty of space for students to move around.
- Cool down and revisit concepts of safe tagging, spatial/body awareness and safe tagging.

Week Four Focus: Teamwork and Co-operative Tag
- After basic warm-ups and stretching explain the concept and importance of teamwork and co-operation (communication, trust, respect and support).
- Explain and play Hula Hoop Challenge’ and Silent Line-Up to teach co-operation and teamwork.
- Remind students about safe tagging and boundaries. Then play a modified game of Blob Tag (groups of 2-3, instead of massive group), always walking.
- Cool down and revisit teamwork concepts and tagging concepts of the previous weeks.
Kindergarten Jump Rope Unit

Jumping rope is a fun and effective way to stay healthy and help teach kids basic motor skills. The jump rope unit can last for several weeks, as some learners may need more time and other students can always push the limits and will enjoy jumping rope. Make sure to emphasize rope safety and be prepared to focus on single rope (two rope-turners with one jumper) for a while. As the class improves, teach how to jump a small single rope by yourself and double-dutch.

**Week One Focus: Rope Safety and Jumping over the Rope**
- After basic warm-ups and stretching explain basics of rope safety (shoelaces tied, no hitting with the rope, jumping order, hands out of pockets - in case they fall).
- Explain the concept of a jumping order and jumping one at a time for safety.
- Place a rope straight on the ground and have students line up.
- Show students how to jump over the rope one at a time and go to the back of the line.
- Start with stepping over the rope, progress to two-foot jump, one-foot jump, zig-zag down the rope, and so on.
- Continue in the same jumping order and play Snake, with one rope.
- If students want to, let them practice shaking the rope.
- After Snake, play Waterfall (with lead-up variations, run-through, one jump then run out, two jumps then run out…), and Helicopter, before moving on to regular single rope jumping.
- Cool down and revisit rope safety and different ways to jump over the rope.

**Week Two Focus: Turning the Rope**
- After basic warm-ups and stretching revisit rope safety and how to jump over the rope; do a quick run through of jumping over the rope flat on the ground and progressing to Waterfall and single rope jumping.
- Explain the mechanics of turning a single rope: elbows in, torso straight and still, keeping rhythm with the other turner, eyes watching the feel of the jumper.
- Have students line up and get a chance to jump, then turn with you or the teacher and then go to the end of the line. Make sure that each student gets a chance to turn with you and/or another adult so that you can help encourage and teach the correct way to turn.
- Once everyone has had a chance to jump and turn at least twice, break them up into groups (at least 3-4 per rope/group) and let the students practice. Float around and help correct where it is needed and remind them of sharing and jumping order.
- Cool down and revisit rope safety, jumping order, and correct rope turning for others.

**Week Three Focus: Solo Rope-Jumping**
- After basic warm-ups and stretching revisit concepts from previous weeks: rope safety, jumping order and rope-turning.
- Play some Waterfall and single rope to get them used to jumping and rope-turning.
- Have students line up and demonstrate how to jump with one rope by yourself. Make sure to emphasize each lead-up skill of jumping: start by holding the rope and stepping over it one foot at a time, bring the rope over your head and slowly jump over it with two feet, then combine rope-turning and jumping in one continuous motion.
- Have a few volunteers come out one at a time and go slowly through the different stages before you give each student a rope and have students jump on their own.
- Float around and help correct students and demonstrate how it’s done.
- Cool down and revisit rope-safety, sharing, and rope-turning.
Having students able to turn a single rope as partners while sharing and being safe is a great goal to achieve. This will also ensure that students learn to cooperate and play together. It’s also a great achievement to have students jump with their own rope. Refer to the Jump Rope/Double Dutch section for more games, variations and challenging ways to jump for more advanced students.

Kindergarten Cooperative Games Unit

Cooperative games are a great way to get students engaged in organized physical activities while focusing on larger themes of teamwork and problem solving. Ice breakers and cooperative games should be played early and often in the school year to build rapport and strengthen fair play values. Habits and temperament are formed early in childhood development, therefore it’s important for kindergarteners to have a positive and inclusive first-time experience with organized play. A standard format for leading cooperative games is to explain the game, start the action, stop and ask questions, re-start the action then finish the game with a bit of analysis.

Week One Focus: Communication
- After basic warm-ups and stretching explain the concept of communication (focus on verbal and physical communication; why is it important; communication is a two-way street…)
- Ball Toss Race is always a good warm-up game because it acts as an icebreaker as well as a co-op game.
- Explain the concept of relays (teams that cheer the most win) and the need for communication, then play Over-Under Relay. Running/jogging/walking relays are also a fun way to get students active and work as a team.
- Explain and play Tally-Ho, making sure to keep it simple and remind students to communicate.
- Cool down and revisit concept of communication and its function in cooperation.

Week Two Focus: Trust
- After basic warm-ups and stretching explain the concept of trust. What it is; why it is important; who do you trust and why? How is it related to cooperation?
- Explain and play some blindfold/eyes-closed games where students pair up and take turns leading the blind through a course or perform different tasks (weave through cones, pick up an object and place it in a bucket, then weave back through the cones, switch roles). Have students physically guide the blind through the course or task (with time students may be able to give verbal directions).
- Trust Falls is a great game to teach trust but is generally too advanced for kindergarteners, nonetheless mention it and demonstrate with the teacher or a few students.
- Cool down and revisit concept of trust and review communication.

Week Three Focus: Coordination/Leadership
- After basic warm-ups and stretching explain the concept of leadership and coordinating people (groups need leaders, anyone can be a leader, what makes a good leader, why do we need a leaders?)
- Circle up the group and play Hula-Hoop Challenge. Be sure to focus on and emphasize the leadership and coordination skills it takes for the group to be successful.
- Play a quick round of Ball Toss Race with a beach ball to get the students used to the ball, then explain and play Bubbles. Remember to emphasize the leadership and coordination skills.
- Cool down and revisit the focus concepts of the lesson along with the concepts from the previous lessons.
Week Four Focus: Non-Verbal Communication

- After basic warm-ups and stretching explain the concept of non-verbal communication (examples, when it’s used, strengths and limitations, physical, written, emotions…). If students learn at a young age to read non-verbal signs they could avoid many conflicts later in life.
- Circle up the group and play a few rounds of ‘The Wave’ to demonstrate physical non-verbal communication. You can also play ‘Birds of Prey’ to teach physical non-verbal.
- Explain and play ‘Line of Silence’. Play a few lead-up rounds and variations; start with giving each student a card with a different number written on it and have them silently line up in number order. Once students get the idea take away the cards and have them remember their numbers, progress to more challenging variations.
- Next, explain and play ‘The Maze Game’, this is great non-verbal game that requires a lot of teamwork. Be sure to make the path easy enough for the group to succeed but challenging enough to give them a good understanding.
- Cool down and revisit the different types of non-verbal communication, also revisit all the concepts of the unit.

Kindergarten Kickball Unit

It’s important to incorporate lots of repetition and safety in the units and remember that what may seem tedious to you as a Site Coordinator may be new and exciting for Kindergarten students. Feel free to play favorite games at the end of each day, but be aware that students may forget what you taught them that day if you play other games the same day.

Week One Focus: Base Running and Boundaries.

- After basic warm-ups and stretching explain concept of boundaries.
- Follow the leader around the bases, have students shout the name of each base as you step on in.
- Start slowly and gradually work up to a jog/run.
- Go around the bases at least 3 times.
- If possible, write the names of each base next to them with chalk.
- After group base-running, have students line up and run bases one at a time, have the runner and students in line shout the name of each base as the runner steps on it.
- Cool down and revisit base-names and concept of boundaries.

Week Two Focus: Kicking and Kicking Order.

- After basic warm-ups and stretching revisit concepts from last week and go through shorter version of base-running basics: follow the leader twice around the bases.
- Have students line up and explain concept of kicking order and fundamentals of kicking: watch the ball, kick with inside, toe, or top of foot, and stepping into the kick.
- Remind them when and where they kick.
- Roll the ball for each student one at a time and let them kick.
- After the student kicks have them run the bases, or stop at each base and wait for next kicker before running to the next base. Remind students to call out the name of each base.
- Cool down and revisit base-names, boundaries, kicking-order, and kicking.

Week Three Focus: Catching and Passing.

- After basic warm-ups and stretching revisit concepts from the previous weeks and do a quick follow the leader around the bases.
- Circle-up students and explain concepts of catching and passing: sharing, teamwork, keep eyes on the ball, and calling out the name of the person to whom you are throwing.
• Play Ball Toss Race and start with bounce pass, then chest pass, then side-arm or over-head pass.
• Explain the concept of getting the ball back to the pitcher and set a box or bucket on the pitcher’s mound.
• Have students numbered and spread out in the outfield. Call out a number and roll/bounce/throw the ball in the outfield. Have that numbered student say “I got it,” and retrieve the ball and return it to the box, or pass it to the pitcher/coach.
• Cool down and revisit base-names, when and where to kick, and sharing/passing.

**Week Four Focus: Infield/Kicking team & Outfield positions and Teamwork.**

- After basic warm-ups and stretching revisit concepts from previous weeks and do a quick follow the leader around the bases.
- Explain the concepts and difference between the outfield and the kicking team. If possible write the outfield position names in chalk or at least mark spots with an X or a cone. If chalking is not possible be prepared to show a drawn visual of the positions.
- Go through each outfield position with volunteers standing at those spots; 1st, 2nd and 3rd bases, shortstop, left-field, right-field, center-field, catcher, and pitcher.
- When students are ready play Crazy Kickball. Reinforce concepts of positive play, teamwork, and sharing: players in outfield must pass or share the ball with someone after they retrieve it and that person will put the ball in the box.
- Crazy kickball is a great end-point for the unit and can become a staple game to play with Kindergarteners. Make sure to move slowly through each concept/skill as needed to ensure safety, understanding, and fun.
- Cool down and revisit bases, kicking team, outfield, sharing/passing, and safety.

For more information and for advanced groups refer to the Kickball section for more games, variations, and skills building. Crazy Kickball is a great plateau for Kindergarteners but feel free to introduce the remaining kickball concepts and games if the class is truly ready.

**Kindergarten Dodgeball Unit**

Dodgeball is a great game that can teach a variety of important skills if it’s properly and safely presented. Dodgeball can be played with as few as three students or as many as 40, which makes it a great recess and Class Game Time activity. The basic fundamentals of dodgeball are easy to learn and can be applied to numerous variations to accommodate wide-ranging skill levels. This unit has four main focuses, but be prepared to spend more than one session on each focus concept.

**Week One Focus: Safe Throwing/Rolling and Boundaries**

- After basic warm-ups and stretching explain concepts of safe throwing (how and why, aim below the waist, under-hand throwing and rolling).
- Have the group circle-up and play Ball Toss Race. Have students practice rolling and underhand throwing the ball around the circle.
- Explain the concepts of boundaries and the difference between throwing/rolling across the line and behind the line.
- Take the group over to a wall or fence large enough for the group to line up against, and with clear boundaries for Rollerball. Use chalk for lines if there are not any there.
- Explain and play Rollerball making sure that each student has an opportunity on the wall and as a roller. Be sure to explain the concept of sharing; use chalk to mark X’s on the ground so rollers know where to stand and wait for the ball to come to them.
• Cool down and revisit safe-throwing and boundaries.

Week Two Focus: Evasion and Awareness
• After basic warm-ups and stretching explain the concept of evasion and spatial awareness. Be sure to stress the idea of **look before you move**. Have students practice looking first then moving; turn head, then shoulders, then hips, then feet, and then take a step.
• Next play a Clap and Move variation to practice evasion: 1 clap= jump up, 2 claps= duck down, 3 claps= hop left or right.
• When students understand the concept of avoiding the ball circle-up the group and explain Circle Dodgeball. Make sure the circle is clearly marked on the ground and also has X’s for rollers to stand and wait for the ball to come to them.
• Play Circle Dodgeball with variations; Group variation: divide into 2 groups, A-dodgers B-rollers, eliminated dodgers become part of the circle, once all dodgers are eliminated the groups switch, this way everyone gets an opportunity. Individual variation: start with a few students in the circle, if a roller hits a dodger they switch places, be sure to keep an eye to make sure they play fair, Ro Sham Bo for disagreements.
• Cool down and revisit evasion, awareness, and last week’s concepts.

Week Three Focus: Throwing/Passing and Catching
• After basic warm-ups and stretching explain the concept of catching (watch ball with eyes, position body under or behind ball, cradle ball with two arms at stomach or grab ball between two hands above head). Also revisit throwing the ball.
• Play Ball Toss Race to help get the group warmed up with the concepts.
• Have students go through various passing/catching drills: two parallel lines facing each other and passing the ball back and forth down the line; have students make four lines from the four corners of a square and pass around the square. Once a student passes, they go to the end of their line. Make sure students try the chest-pass, bounce-pass, overhead-pass and underhand throwing.
• If time and equipment permits, have the students get into groups of 3-5, circle up, and practice throwing and catching with each other.
• Cool down and revisit the days’ and the previous weeks’ concepts.

Week Four Focus: Teamwork and Co-Operation
• After basic warm-ups and stretching explain the concepts of teamwork and co-operation. (How is it different from individual work? Emphasize **sharing** and one common goal.
• Play some fun and quick cooperative games to get students in the groove: Over-Under Relay, Hula Hoop Challenge or The Maze Game.
• Introduce and explain Snowball Alley. Make sure students understand the boundaries, safe-throwing/rolling, and the team aspect of the game. Also make sure to modify the game for safety: clear boundaries; start with the throwers further away from the runners then let them move closer if possible; rolling/underhand throwing below the waist; look before you move; use hula hoops for safety zones.
• Cool down and review teamwork/cooperation and be sure to revisit all the concepts of dodgeball with emphasis on **safety** and **fair play**.
Games Index – By Component

Ice Breakers
Ball Toss Race - 41
Evolution - 47
Find Somebody Who - 44
Going on a Picnic - 49
Hi my name is - 42
I Love My Neighbor… - 45
If You Really Knew Me - 43
Line of Silence - 46
Movement Name Game - 40
Partner Introduction - 48
Ro Sham Bo Championship - 50
Superstar - 51

Readiness Games
Alligator Swamp Tail - 60
Animal Farm - 59
Clap and Move - 67
Cookie Monster - 64
Cut the Cake - 71
Dance Freeze - 73
Four Corners - 72
Hop 'n Freeze - 75
Leap Frog - 56
Mr. Fox - 76
Poop Deck - 70
Red Light, Green Light - 58
Ro Sham Bo Relay - 68
Running through the Forest - 54
Scramble - 63
Sequence Touch - 75
Sharks and Minnows - 65
Shipwreck - 69
Simon Says - 57
Switch - 62
Tip It Over, Pick It Up - 61
Where Are You - 74
Whistle Mixer - 66

Tag
Band-Aid Tag - 85
Blob Tag - 82
Capture the Flag - 78
Charades Tag - 84
Eagle and the Mouse - 79
Elbow Tag - 80
Everyone’s It - 87
Fake Out - 81
Magic Tag - 88
Statue Tag - 83
Triangle Tag - 86
Watch Your Back - 89

Cooperative Games
Ball Toss Race - 91
Bubbles - 98
C'mon In and Sit Down - 96
Crooked Circle - 92
Fox and the Rabbit - 93
Giants, Wizards and Elves - 94
Hula Hoop Challenge - 95
Invent a Game - 97
Maze Game - 102
Shadow Shadow - 99
Squash Balls - 100
Tally Ho - 101

Playground Games
4-Square - 114
Catch and Drop - 118
Circle Dodge Ball - 124
Dodgeball - 120
Drop and Hit 2-Square - 117
Gaga Ball - 125
Helicopter - 135
Jump Rope - 131
Kickball - 137
Medic Dodge Ball - 127
Nation Ball - 129
Rollerball - 123
Snake - 134
Snowball Alley - 126
Sprout-Ball - 130
SPUD - 128
Wall Ball - 119
Zero, 1 2 3 - 136

Core Sports
3 Limes Basketball - 157
Around the World - 153
Basketball - 147
Booty Ball - 172
Catch and Pass Volleyball - 174
Clean Your Room - 173
Crazy Softball - 179
Defensive Drills (Basketball) - 159
Keep Away Soccer - 164
Knock Down Soccer - 167
Knock Out - 156
Pass and Move - 158
Pickle - 181
Power - 152
Soccer - 160
Softball & Baseball - 175
Steal the Bacon – B-ball Style - 154
Steal the Bacon – Soccer Style - 166

Tag
Band-Aid Tag - 180
Tennis Baseball - 182
Twenty-One - 155
Volleyball - 168
Wide Goal Soccer - 165

FitKid
Chast and Arm Strengthening
Stations - 194
Leg lifts for the Abs - 193
Minute Masters - 187
Pace Yourself - 189
Partner Crunches - 192
Whistle Walk Run - 188

Inside games
Animals Two by Two - 210
Ball Toss Race - 215
Bone (The) - 216
Bull Frog Game - 216
Bumpity Bump Bump - 210
Cha Cha Slide - 210
Chair Aerobics - 210
Circle Animals - 210
Concentration - 211
Detective - 211
Duck Duck Goose - 211
Ducks Fly - 211
Heads Up 7-Up - 212
Hokey Pokey Aerobics - 212
Hot Potato - 213
Instant ID - 213
Look Up - 213
Mouse Trap - 213
Partner to Partner - 211
Pass the Ball - 213
Phrase Game - 214
Rhythm - 214
Sandman - 214
Silent Ball - 214
Smile If You Love Me - 215
Steal the Bacon – Inside - 215
Sun Monarch - 215
Surfing Warm-up - 215
This is a… - 216
This is My Nose - 216
Up Down Stop Go - 217
Useable Chairs - 213
What Are You Doing - 216
What Changed - 217
You Can, Two Can Work Out - 217
Zip Zap Pop – 217
Games Index – Alphabetically

3 Lines Basketball - 157
4 Square - 114
Alligator Swamp Tail - 60
Animal Farm - 59
Animals Two by Two - 210
Around the World - 153
Ball Toss Race - 215
Ball Toss Race - 41
Ball Toss Race - 91
Band-Aid Tag - 85
Basketball - 147
Blob Tag - 82
Bone (The) - 216
Booty Ball - 172
Bubbles - 98
Ball Frog Game - 216
Bumpity Bump Bump - 210
C'mon In and Sit Down - 96
Capture the Flag - 78
Catch and Drop - 118
Catch and Pass Volleyball - 174
Cha Cha Slide - 210
Chair Aerobics - 210
Charades Tag - 84
Circle Animals - 210
Circle Dodge Ball - 124
Clap and Move - 67
Clean Your Room - 173
Concentration - 211
Cookie Monster - 64
Crazy Softball - 179
Crooked Circle - 92
Cut the Cake - 71
Dance Freeze - 73
Defensive Drills (BBall) - 159
Detective - 211
Dodgeball - 120
Drop and Hit 2-Square - 117
Duck Duck Goose - 211
Ducks Fly - 211
Eagle and the Mouse - 79
Elbow Tag - 80
Everyone's it - 87
Evolution - 47
Fake Out - 81
Find Somebody Who - 44
Four Corners - 72
Fox and the Rabbit - 93
Gaga Ball - 125
Giants, Wizards and Elves - 94
Going on a Picnic - 49
Heads Up 7-Up - 212
Helicopter - 135
Hi my name is - 42
Hokey Pokey Aerobics - 212
Hop 'n Freeze - 55
Hot Potato - 213
Hula Hoop Challenge - 95
I Love My Neighbor, Especially My Neighbor Who … - 45
If You Really Knew Me - 43
Instant ID - 213
Invent a Game - 97
Jump Rope - 131
Keep Away Soccer - 164
Kickball - 157
Knock Down Soccer - 167
Knock Out - 156
Leap Frog - 56
Leg lifts for the Abs - 193
Line of Silence - 46
Look Up - 213
Magic Tag - 88
Maze Game - 102
Medic Dodge Ball - 127
Minute Masters - 187
Mouse Trap - 213
Movement Name Game - 40
Mr. Fox - 76
Nation Ball - 129
Pace Yourself - 189
Pass the Ball - 213
Phrase Game - 214
Popper Deck - 70
Power - 152
Red Light, Green Light - 58
Rhythm - 214
Ro Sham Bo Championship - 50
Ro Sham Bo Relay - 68
Rollerball - 123
Running through the Forest - 54
Sandman - 214
Scramble - 63
Sequence Touch - 75
Shadow Shadow - 99
Sharks and Minnows - 65
Shipwreck - 69
Silent Ball - 214
Simon Says - 57
Smile If You Love Me - 215
Snake - 134
Snowball Alley - 126
Soccer - 160
Softball & Baseball - 175
SPUD - 128
Squash Balls - 100
Statue Tag - 83
Steal the Bacon – Bball Style - 154
Steal the Bacon – Inside - 215
Steal the Bacon – Soccer Style - 166
Sun Monarch - 215
Superstar - 51
Surfing Warm-up - 215
Switch - 62
Tally Ho - 101
Tee Ball - 180
Tennis Baseball - 182
This is a … - 216
This is My Nose - 216
Tip It Over, Pick It Up - 61
Triangle Tag - 86
Twenty-One - 155
Up Down Stop Go - 217
Useable Chairs - 213
Volleyball - 168
Wall Ball - 119
Watch Your Back - 89
What Are You Doing - 216
What Changed - 217
Where Are You - 74
Whistle Mixer - 66
Whistle Walk Run - 188
Wide Goal Soccer - 165
You Can, Two Can Work Out - 217
Zero, 1 2 3 - 136
Zip Zap Pop - 217