

# **PLAYING IT S.A.F.E.**

**(Successful Activities For Everyone)**

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## **Part I - Getting Started (Warm Ups, Mixers and Cooperative Activities)**

### **I SEE**

The leader says "I See" and the group responds with "What do you see?". Then the leader tells what he or she sees, which can be any movement, exercise or skill challenge such as "I see everyone jogging clockwise". The group begins jogging and continues until the leader says "I See", which starts the process over.

This is an excellent and positive attention getter. If you choose to add various types of equipment such as balls, jump ropes, or juggling scarves there is no end to the activities the group may be guided through.

Whether you use equipment or just bodies and minds this activity provides immediate success and sets a method of class management into motion with simply saying "I See".

### **SUCCESSFUL GROUP MOVEMENT**

The leader will use verbal commands to take the group through a series of movements such as sitting, standing, tuck, pike, long sitting, hook sitting, touch your head, touch your toes, etc..

As the group goes through the movements the leader should point out successes with positive phrases such as "I like the way you are working", "That's excellent", "Fantastic", "Thank you for helping", and other phrases that may serve as encouragement.

A variation would be to add counting after the commands and continue the counting until the task is completed by the entire group. You will find the group speeding up their efforts and this becomes an excellent time to thank them for wanting to work hard to do their best.

### **ATTENTION**

This a great attention getter that I learned from Rudy Benton and it has proven to be a crowd pleaser. The leader gives the command "Attention" and the group comes to attention as they would if they were in the military.

The leader now makes a statement such as "Buckle Up" and the group says "Buckle Up" and follows it with a salute and a loud "Yes Sir". Some other commands may be "Brush Your Teeth", "Eat Your Vegetables", "Exercise Daily", or "Do Your Homework".

Use commands to relate to health information, body parts, math problems, and other subjects that your group may identify with. I sometimes throw in "We love you (your name)". This is a really fun exercise and once again you have control.

### **COOPERATIVE SHAPES**

Have the groups form the shapes on the flash cards or show the shapes on a screen with an overhead projector. Geometric shapes, letters of the alphabet, or abstract images will provide a challenge for group members to work together. Teamwork and fair play are very important and this activity enhances those qualities. (This is an excellent activity to be set to music)

### **EXERCISE CARDS**

Make several task cards and place them in the center of the activity area. The players will be scattered in their personal space. On a signal the players travel to the center, select a card, return to their personal space and complete the task.

When the task is completed they return the cards, get a new card and repeat the process. Play until everyone has done 8 or 10 tasks and move on to another activity.

You will need an area with jump ropes and balls if you make task cards involving skills with that equipment. The task cards need only simple tasks such as "10 pushups", "Jog 1 Lap", or "Jump Rope 25 Times Backwards".

### **FITNESS TAG**

This is a variation of Exercise Cards. Have 3 or 4 "its" for every 12 members of your group. The "its" carry a task card and when they tag someone that person takes the card, completes the task and continues as a new "it".

### **2:40 TORTURE TEST**

As the music is playing the group will jog, hop, skip, or whatever the leader says clockwise, counter clockwise, or scrambled eggs (any direction). On the command of "Champions" the group will hold their hands high overhead with fists clenched as they are continuing to move. On the command "Training" the group will pretend they are jumping rope. On the command "Shadow Boxing" the group will pretend they are boxing and on "Dead Bug" everyone goes to their backs, waves their arms and legs in the air while yelling and then they quickly return to their feet.

The theme song from "Rocky" titled "Gonna Fly Now" by Bill Conti is the original version of this activity created by Rudy Benton. Most any upbeat song may be used successfully for this activity.

### **JUMP THE CREEK**

Place the jump ropes on the floor or ground with two ends fairly close together and the opposite ends far enough apart to cause the students to get a running start to try and jump the widest part of the creek. The ropes forming the creek will look like the letter V lying on the floor or ground.

This formation of the ropes will allow each student to select the level of challenge for each jump. Let the students work in their own groups and enjoy the natural challenges of their skill levels.

"Jump the creek" provides excellent practice for jumping and landing and you should emphasize landing under control.

### **SWITCH AND ROTATE**

This is an activity to enhance listening skills and teamwork. In groups of 3 or more, have the participants in single file lines facing the same direction. The leader is the first person in line and the group will follow whatever movement he/she does.

In the beginning, the instructor should call out how the group is to move such as jog, walk, skip, etc. The instructor will also do the commands of "Switch and Rotate".

On "Switch" the entire line does an about face and this makes the last person in line the new leader. On "Rotate" the first person moves to the end of the line making the second person the new leader. Make sure you thank group members for cooperating with one another, and as you get into the activity it is nice to add music and perhaps a ball for the leader to dribble.

### **MAGIC CIRCLE**

Have the group all around the outside of a parachute, hold onto ropes that have been tied together, or grasp a piece of elastic that has been tied to make about a 25' or 30' circle.

As the group is moving to verbal commands have them walk, jog, skip, leap, jump, crawl, or whatever locomotor skill you wish to use and as they do these motions have them move the parachute, rope, or elastic through different levels.

You may have half of the group stay stationary while the others go over, around, under, inside, and outside the object that is being held.

This activity has endless possibilities for movement exploration and cooperation.

### **ARTIST AND CLAY**

One person will be the artist and the others in the group will be the clay. As soft music is playing the artist will work quietly to form a statue out of the clay.

The statue must be able to stay balanced while all of the other artists move about the museum viewing the masterpieces.

Once the first showing is over have the artist and clay trade roles. This is another activity that enhances appreciation for others as well as the arts.

Sometimes students from second grade and up are able to use the ropes, balls, and juggling scarves to make statues that have moving parts. This turns out to be great stuff!

### **PEOPLE TO PEOPLE**

Begin the activity by having group members face another person. The leader will say something like "Hand to Hand" and the two will join hands. When the leader gives a second command like "Foot to Foot", the two drop hands and touch feet.

When the leader says "People to People" everyone gets a new partner. The leader continues this process changing partners every few seconds.

Some of the commands may be "knee to knee, elbow to elbow, back to back, cheek to cheek, and with the older children you can get into designating right and left, inside and outside, and front and back.

This is an excellent mixer and will help with the learning of body parts. If there is an odd number in the group you may have groups of 3 or have the odd person do the commands. You will also need to have a certain area as "lost and found". This will be where group members who cannot find a partner go to join someone else.

Movement exploration is a lifelong process with many challenges which provide endless opportunities to learn just what our bodies can do. As we go through these activities we will be dealing with locomotor, nonmanipulative, and manipulative skills. Perfection is a concept in movement which may never be reached but the learning process that takes us through different stages of development is exciting. We stress certain techniques for efficient movement but remember each individual has the ability to adapt their movement patterns to achieve their personal level of success, for example the "The Fosbury Flop".

### **HOME BASE**

Home Base emphasizes personal space and challenges the participants to explore general space using a variety of locomotor skills and movement patterns.

The leader will use cues emphasizing walking, crawling, running, sliding, hopping, and skipping away from the hoop into general space, and on the signal "Home Base" the participants return to their home base.

These movements will require some demonstration and while moving in general space encourage the use of different patterns such as a straight line, a curved pattern and zig zag pattern as well as moving on different levels of low, medium, and high.

This activity offers immediate success and will prove to be a valuable tool for structuring more complicated lessons.

### **MIRRORING**

Players face a partner. One is leader and one is the follower. The follower pretends they are the image of the leader in a mirror and copies all the exact movements the leader does. On the command "Change" the leader and follower simply switch roles. On the command "People to People" they each get a new partner. The song "Getting to Know You" by James Taylor is great for this, but any moderate tempo song would be fine. Emphasize cooperation - the leader is not trying to trick the follower.

### **MOVATHON**

This activity can easily turn into a fitness related activity with or without equipment. The leader takes the group through a series of locomotor movements such as walking, running, crawling, galloping, sliding, and skipping as individuals and on command in groups of 2, 3, 4, etc.

When the leader says "stop" group members should stand quietly with their hands on their hips. As the group is asked to move in groups they may choose to hold hands or simply be close as they move.

These challenges will add social awareness and cooperation to the movement experience and establish another positive means for controlling students' actions.

### **JUMP THE CREEK**

Place the jump ropes on the floor or ground with two ends fairly close together and the opposite ends far enough apart to cause the students to get a running start to try and jump the widest part of the creek. The ropes forming the creek will look like the letter V lying on the floor or ground.

This formation of the ropes will allow each student to select the level of challenge for each jump. Let the students work in their own groups and enjoy the natural challenges of their skill levels.

"Jump the creek" provides excellent practice for jumping and landing and you should emphasize landing under control.

## **MOVING TO THE BEAT (Rhythms and Dance)**

Rhythm is all around us. Every sound seems to have its unique quality of rhythm and it is very exciting to give children the opportunity to explore rhythm with body movements. We can use ribbons, scarves, balls, wands, lummi sticks, and other items to define and refine rhythmical movements, but the most fascinating piece of equipment is the human body.

You are encouraged to use all types of music to bring out the creativity in all of the children, and present the dance activities as physical challenges to be done to music. Remember, these are "no fault activities". Perfection may never be achieved but a true appreciation for individual effort is just around the corner!

### **BASIC RHYTHMS**

1. "Sounding the beat with hands and feet " - Using 4-4 rhythm have the group clap their hands on the first beat of every 4 counts and change the clapping to just the second beat, then the third, and the fourth. Continue with clapping on the first and third and then the second and fourth and finally all four.

When you clap on all four counts, wait for four counts before clapping again. This same activity can be done by stamping the feet. Marching and accenting certain beats with the feet and hands together is very challenging.

Pre K through second grade will require simple challenges but please do involve them in the rhythmical journey.

2. "Making tricks with lummi sticks" - Create a routine with music or a rhyming song such as "This Old Man" and work on an in class performance. Actions of drumming of the floor, tapping the sticks together, rolling them around each other, shaking them and pointing them gives you a variety of movements to put together a sequence of rhythmic actions.

3. "Ribbons and scarves in the air, over here and over there" - Use juggling scarves and ribbons to follow the beat of the music. Vary the tempos, and watch the creativity take over.

You can start some basic juggling skills with this activity by having the children lifting and catching the scarves to the rhythm of the music and encouraging them to use both hands for lifting and catching. It is a lot of fun to change levels as the scarves travel through the air which helps to reinforce the total movement concept.

The ribbons can serve as aids to teach the alphabet as the children draw the letters in the air and try to spell their names. You can also have the children trace different geometric designs and create patterns such as figure eights and zig zag lines as the music plays or just on a verbal cue.

4. "Balls, hoops, and beanbags too. Over, under, around, and through" - This type of equipment brings other types of skills into the rhythm area and will create added interests for all age groups. The activities need to be age appropriate so the children do not get frustrated and want to stop.

### **FOLLOW THE LEADER (PAPER SHAKE)**

Either as one large group or several small groups have one person be the leader and the rest of the group simply mirrors the leader's movements.

On a designated signal the leader chooses someone to become the new leader or set an order in which you will change leaders. Sometimes it is best to ask for volunteers to be leaders if some group members are reluctant to be in front.

This activity encourages group members to use leadership skills and gives the instructor a chance to enjoy the natural creativity of the children.

### **AEROBICS**

Aerobics may be used in varying degrees for different age groups. Following the leader is the best way to start groups with this type of activity. As skills progress, the use of videos and student designed routines becomes popular.

Listed below will be some basic steps to be taught in a large group or set up as an aerobic circuit.

- \* Bounce and twist - bounce up and down with feet together and twist each time you land.

- \* Elbow to knee - As you lift a knee in front touch it with the opposite elbow as you hop on the foot still on the floor.

- \* Pendulum swing - swing your legs from side to side landing on one foot at a time.

- \* Stride jump - start with one foot in front of the other about 18 to 24 inches. Jump up and switch the front and back foot positions. Repeat as single or double counts.

- \* Knee slap - Lift one knee and slap it with both hands and lift the other knee and slap it with both hands. Just keep doing this in time with the music.

- \* Leg kicks - As you bounce up and down alternate kicking one leg forward and then the other.

- \* Superball - Bounce straight up and down as you try to keep your feet together.

These are just a few steps and as you progress to "step aerobics" the challenges are greater but the fun increases as well. Be creative and energetic!

### **CREATIVE DANCE**

This may start as a follow the leader activity to practice total body movement with music. As the students become familiar with some basic steps, they should be encouraged to create their own movements to the music. It is best to start with a slow or moderate beat.

Creating their own movements and expressions will lead into the opportunity to begin formal teaching of established dances.

Changing levels, showing different degrees of force, and using locomotor and non-manipulative skills open an endless number of choices for the students to be creative and enjoy moving to the music.

## **WIPE OUT**

Fast punches reaching high for 4 counts, left 4 counts, right 4 counts. Repeat this pattern for first part of the drum segment of the song.

For the first musical portion pretend to jog.

For the next set of drums do muscle poses for 4 counts each.

Pretend to jump rope for the next musical portion.

Drums - muscle poses.

Music - close with slow punches reaching high right 2 counts, high left 2 counts, right cross 2 counts, left cross 2 counts. Continue until the end of the music.

## **I LIKE IT LIKE THAT**

Arms extended in front...Pull Rt. Arm to chest, Pull Lft. Arm to chest and then push arms forward and back Lft, Rt, Lft and repeat while song says "come on, come on let me show you where it's at"...then point Rt. Arm forward and lunge on Rt. Leg, point Lft. Arm forward and lunge on Lft. Leg, lean backwards, shake your shoulders and "yell" "I like it like that"....make up arm movements for the other verses, but repeat the above each time you hear "Come on Come on let me show you where it's at"

## **AEROBIC TINIKLING**

By substituting the elastic cords for traditional bamboo poles you make this activity safer and more exciting. The elastic cords make possible to create any geometric design and will allow you to cross several cords to form multiple dancing spaces.

The workers in this activity put the cords around their ankles and create the dancing spaces by jumping in 4/4 time (2 jumps with the feet together and 2 jumps with feet apart).

The dancers will move in and out of the cords with single in and out, double in and out, straddle, and crossover steps. It is best to place the cords on the floor about 24" apart and practice all of the footwork without the workers jumping. Be patient and you will come to appreciate the fundamentals of rhythmic movement.

Once the basic steps are learned you can add traveling steps and start working around and through some different geometric patterns.

You are encouraged at this writing to research the traditional Filipino tinikling dancing, which will add to the variety of steps possible for this activity. There is a workbook available with the "Aerobic Tinikling Cords" through U.S. Games



## LINE DANCING

Line dancing is a non-threatening, success oriented activity that is fun and easy to do. This section will contain some basic steps and a few dances to get you started.

### Basic Steps

1. Step touch - step to the side with one foot and close with the opposite foot which will take 2 counts. These can be done to the right or the left.

2. Hustle - this is 2 step touches in the same direction - 4 counts.

3. Grapevine - step to the side with one foot, step behind this foot with and opposite foot, uncross your feet by bringing the first foot you out to the side while moving in the same direction, and close the second foot to the first - 4 counts.

4. Toe touch - simply touch your toe in front, back, or to the side depending on the routine. These are done as singles, doubles, triples and sometimes for 4 counts.

5. Heel touch - same routine as the toe touches.

6. Walking - walk forward and back for the desired number of beats.

7. Rock - with knees slightly bent, you shift your weight from side to side and let your hips sway with the motion.

8. Pivot - the pivot foot stays on the floor. Step forward with the opposite foot, do a quarter turn toward the pivot foot and close(put feet together). If you do 4 pivot steps without closing on the first three you should make a complete circle.

9. Butterfly - raise up on your toes and click your heels for the number of desired counts.

10. Step Ball Change - shift your weight to one foot, then to the opposite foot and then back to the original foot. (Rt. to Lft. to Rt. or Lft. to Rt. to Lft.) This can be used with varying tempos and is the same as what is called the Cha Cha step.

Pick some slow to moderate music and practice these basic steps. Try to do each step for 4 or 8 counts. The line dances in this section will be written for 4-4 time.

### **"The Hully Gully" (modified) (3rd grade through Adult)**

Grapevine right (4 counts)

Grapevine left (4 counts)

Moving forward - step on right foot and hop, step on the left foot and hop and then walk right, left, right. As your right foot comes down in the walking steps do a 1/4 turn right and swing the left foot out in front keeping it in the air. The step hops, walking, and turn will take 8 counts.(step, hop- step, hop- walk, walk, walk, turn)

Walk backwards starting with the left foot that is still in the air.

Walk left, right, left, right (4 counts)

Repeat the dance!

**"The N.J. Wave" (Pre K through Adult)**

Both hands wave high right (4 counts)  
Both hands wave low left (4 counts)  
Both hands wave high left (4 counts)  
Both hands wave low right (4 counts)  
Repeat each wave above for 2 counts each  
Place right hand on left shoulder (1 count)  
Place left hand on right shoulder (1 count)  
Place right hand on right hip (1 count)  
Place left hand on left hip (1 count)  
Jump forward (2 feet to 2 feet) (2 counts)  
Do a 1/4 turn right jumping 2 feet to 2 feet. (2 counts) For Pre K through 1st grade just jump backwards instead of doing the turn.  
Repeat the dance!

When first teaching the N.J. Wave, start with the 4 count waves but as the dance is learned you can skip the 4 count waves and start the dance with the 2 count waves. The jumps may also be done by just jumping forward and the back. It is easier to learn dances without turns and add the turns later.

**"Whoomp It Up" (2nd grade through Adult)**

Hustle right (4 counts)  
Hustle left (4 counts)  
Step forward right and pump as if you are pushing a bicycle pump (2 counts)                      Step forward left and pump (2 counts)  
Step forward right and pump (2 counts)  
Step forward left and pump (2 counts)  
1/4 jump turn to the right (2 counts)  
180 degree jump turn to the left (2 counts)  
Do three jumps to complete a 3/4 turn and end up facing opposite of original front. You will land on both feet and clap. This turn and clap will take 4 counts.  
Repeat the dance moving opposite of original front.

**"The Alley Cat" (K through Adult)**

Point the right toe forward and close 2x (2 counts)  
Point the left toe forward and close 2x (2 counts)  
Point the right toe back and close 2x (2 counts)  
Point the left toe back and close 2x (2 counts)  
Lift the right knee across left thigh and back down 2x (2 counts)  
Lift left knee across right thigh and back down 2x (2 counts)  
Lift the right knee across left thigh and back down 1x (1 count)  
Lift the left knee across the right thigh and back down 1x (1 count)  
Clap (1 count)  
1/4 jump turn to the right  
Repeat the dance!

**"Super Freak" (2nd grade through Adult)**

Part 1 ( The Egyptian)

Point the right arm, palm down 2x to the right side

Point the left arm, palm down 2x to the left side

Point the right arm, palm up 2x to the right side

Point the left arm, palm up 2x to the left side

Part 2 (Hitchhike)

Point the right thumb over the right shoulder 2x like your are hitchhiking

Point the left thumb over the left shoulder 2x

Part 3 (Roll)

As you lean forward and bend at the waist, roll your hands around one another and return to an upright position. (4 counts)

Part 4 (Disco Point)

Point the right hand across the left thigh (2 counts)

Point the left hand across the right thigh (2 counts)

Part 5 (The Slap)

Slap right hand on the left thigh and leave it (1count)

Slap left hand on right thigh and leave it - Hands are crossed (1count)

Slap right hand on right hip (1 count)

Slap left hand on left hip (1 count)

Part 6 (Jump)

Jump forward 2 feet to 2 feet three times and on the third jump cross your right foot behind the left foot. As you uncross your legs you will do a 1/4 turn right. This sequence takes 4 counts. (Jump, Jump, Cross, Turn)

Part 7 (Reach)

Reach high with the right hand (1 count)

Reach high with the left hand (1 count)

Reach low with the right hand (1 count)

Reach low with the left hand (1 count)

REPEAT THE ENTIRE

DANCE!

**"The 3 Kick Continental" (3rd grade through Adult)**

Grapevine right (4 counts)

Grapevine left (4 counts)

Moving forward - Step ball change leading with the right foot, Step ball change leading with the left foot (4 counts)

Jump and kick right foot forward (1 count)

Jump and kick left foot forward (1 count)

Jump and kick right foot forward and lift the right knee in front (2 counts). When the right foot comes down it will be the first step in the grapevine right to start the dance over.

**"Rise" (3rd grade through Adult)**

Hustle right (4 counts)  
Hustle left (4 counts)  
Hustle forward diagonally right (4 counts)  
Hustle forward diagonally left (4 counts)  
Step touch right (2 counts)  
Step touch left (2 counts)  
Step touch right (2 counts)  
Step touch left (2 counts)  
Hustle backwards diagonally right (4 counts)  
Hustle backwards diagonally left (4 counts)  
8 rock steps (side to side in place 8 counts)  
4 pivot steps turning to the left (4 counts)  
Repeat the dance!

**"Jekyll Island Stomp" (3rd grade through Adult)**

Touch the right heel forward 2x (2 counts)  
Touch the left heel forward 2x (2 counts)  
Touch right foot in front, behind, to the right side, and lift in front (4 counts)  
When the right foot comes down it will be the first step in the grapevine right (4 counts)  
Grapevine left (4 counts)  
Walk forward and do a 1/4 turn right - (Right, close left, step right and turn keeping the left foot in the air) (4 counts) (Right, together, Right, Turn)  
Walk backwards starting with the left foot - (Left, right, left and stomp the right foot) (4 counts)  
Keep the right heel on the floor and fan your right foot out, in, out, and in (4 counts)  
Repeat the dance!

**"The Medford Shuffle" (3rd grade through Adult)**

Hustle right (4 counts)  
Hustle left (4 counts)  
8 step pattern (8 counts)  
1 Place right foot in front  
2 Right foot behind  
3 Right foot in front and turn the toe to point to the right wall  
4 Step out with the left foot (you are now facing the right wall)  
5 Cross left foot in front of right  
6 Step to the right with the right foot (feet are now shoulder width apart)  
7 Bring the right foot to the closed position with the left foot  
8 Jump in place and clap Repeat the dance!

## **5,6,7,8**

8 cts. - Grapevine Right and Grapevine Left

8 cts. - Moving forward: Angle step right and clap, angle step left and clap, angle step right and clap and angle step left and clap.

8 cts. - Slap right hand on right thigh, slap left hand on left thigh, slap right hand on right hip, slap left hand on left hip, clap 2 times and point at head and then toes.

8 cts. - Walk backwards 4 steps (Rt, Lft, Rt, Lft) and jump in place 4 times (the songs says 5,6,7, 8)

Repeat

\*Start the dance after the initial count in the song: "It's time to begin .... 5,6,7,8".

## **"MEN IN BLACK"**

Walk forward R,L,R,L

Walk backwards L,R,L,R

Repeat Walking Steps

Bounce in place 8 counts

Slide step right (Step r and touch l to r)

Slide step left (Step l and touch r to l)

Repeat Slide Steps

Touch Right Heel forward and back 2x

Touch Left Heel forward and back 1x

Touch Left Heel forward and do a quarter turn right

Do Alien Head Bobs for 4 counts

Freeze or wave your arms for 4 counts

START OVER.

## **CUPID SHUFFLE - Song used - Cupid Shuffle by Cupid**

During the first part of the song just loosen up and get the beat.

Start when you hear - "Down, Down, Do Your Dance"

8 cts Right - rt, close lft, rt, close lft, rt, close lft, rt, close lft.

8 cts. Left - lft, close rt, lft, close rt, lft, close rt, lft, close rt.

8 cts. Kicks - kick rt front and back, kick lft front and back, kick rt front and back, kick lft front and back.

8 cts. Quarter turn Right - Do a funky bob and jive as you do a quarter turn to the right using 8 cts.

Start over!

## **Charleston Line Dance**

Charleston step with rt foot moving forward, Charleston step moving backwards with lft foot moving backwards.

Repeat the Charleston steps.

Touch rt foot to the side 2X and grapevine left

Touch lft foot to the side 2X and grapevine right and do a quarter turn to the rt ending with weight on lft foot

(start the dance over)

## **LOUISIANA SATURDAY NIGHT**

### (TOUCH AND HOP STEPS)

Touch rt. 2X, Hop on Rt., Hop on Lft, Land on both feet and clap  
Touch lft. 2X, Hop on Lft, Hop on Rt, Land on both feet and clap  
Repeat touch and hop steps

### (GRAPEVINE STEPS)

Grapevine Rt, at the end of the grapevine, hop on rt., hop on lft, hop on rt  
Grapevine Lft at the end of the grapevine, hop on Lft, hop on Rt, hop on Lft  
Repeat grapevine steps

### (SLIDE STEPS)

Step wide with the Rt and close with the Lft bringing arms and hands together and clap  
Repeat going to the Rt.  
Step wide with the Lft and close with the Rt bringing arms and hands together and clap  
Repeat going to the Lft

### (WALKING STEPS)

Walk forward Rt, Lft, Rt and lift and kick Lft slightly forward and clap.  
Bring Lft down and start walking steps backwards Lft, Rt, Lft and lift Rt slightly upward and clap.  
Repeat all of the walking steps.

Repeat the entire dance!

## **Modified Slappin Leather**

Grapevine Rt (4cts)

Grapevine Lft (4cts)

Walk backwards (4cts) rt, lft, rt, lft

Step forward with the Rt and close with the Lft. and do 2 heel clicks (Just like Dorothy in the Wizard of Oz...be careful and don't do too many...you may end up in Kansas!)

(Balancing on the Lft foot....touch Rt foot 2X in front, 2X in back, 1X front, 1X back, 1X to the side and lift the Rt foot....at this point a quarter turn counterclockwise is optional....it easier to teach it without the turn and add it later)

When teaching the turn, have the students do the turn as they are lifting the Rt foot after the single side touch and pivoting on the Lft foot.

When the Rt foot comes down it is the first Grapevine to the Rt to start the dance over. (With or without the turn)

**Youtube has a lot of different line dances that are suitable for physical education classes. Modifications may have to be made because of time and skill level but it's worth the time to search. Please screen your music and make sure lyrics are acceptable.**

## **SKILL BUILDING ACTIVITIES**

(Games can be modified to meet the basic development needs of children and philosophical structure of programs.)

### **TOUCH AND GO**

Choose 3 "its" for 15 to 20 players. If your group is smaller than 15, just have 2 "its". The "its" will start the game with a foam ball which is to be used to tag the other players. "Its" cannot tag one another.

When "it" tags someone, that person sits down and "it" must drop the ball on the floor. A player who has not been tagged may pick up the ball and become an "it". The "it" who dropped that ball must get a different ball to become an "it" again. Tagged players must remain seated until the round is over. This happens when you only have "its" standing. Choose new "its" and start over.

Continuous Touch and Go - Eliminate players having to sit after being tagged, and require the tagged player to pick up the ball and become the new "it". Put a time limit on the game and see if anyone can play the entire time without being tagged.

### **HOOK UP**

Before play starts, class members pair up, stand side by side hooking elbows and putting the outside hand on their hip. Players in the hook up position do not move.

Keep 2 or 3 players without partners and we will call them "loose players", who will be chased by an "it". As "it" chases the "loose players" they may hook up with a pair anywhere in the playing area.

If a "loose player" hooks up with your partner you must unhook and become a loose player. If "it" tags a "loose player", that player becomes "it" and the original "it" is a "loose player" who can now hook up with the other pairs.

Playing in groups of 10 to 20 keeps the game moving and gets everyone involved in the action. There are no winners and losers in this game. You just play for the fun and exercise. Try not to refer to kids as losers in any game situation. Sometimes teams win, but it is nice to talk about the other teams as trying to win and not the losers.

### **TUNNEL TAG**

Players move around the area trying not to get tagged. If a player gets tagged they stand with their legs spread wide and their hands on their hips.

Tagged players may get back into the game if someone who has not been tagged crawls through their legs. Make sure you have one way traffic through the legs. Going in the front works best, so everyone can see what is happening.

Play rounds of 2 minutes and change "its" for each round. This game is most effective if played for about 6 to 8 minutes, which will give the group a pretty good aerobic challenge.



### **PARTNER TAG**

Players pair up, stand side by side and join inside hands. As the game is played the pairs try to tag someone who is with another person or by themselves. You must have a partner to be able to tag someone.

If you get tagged you drop your partner's hand and kneel down. Your partner must get a new partner and it must be someone who is kneeling. Players who have lost their partners can be tagged by a pair while they are moving to get a new partner.

Players who have been tagged and are kneeling should be ready to get up in a hurry as someone comes by to make them their new partner. If a pair is moving and their hands come apart both players have to kneel down as if they were tagged.

If you have an odd number of players the person without a partner at the start of the game will try not to get tagged and as soon as some players are kneeling he can go for a partner. Play until you have 2 or 3 pairs left and start again. This is a good game for about 10 to 15 minutes. If you play much longer the players get too tired to enjoy the activity.

### **BUFFALO BILL AND BUFFALO BETTY**

"Buffalo Bill and Buffalo Betty were great buffalo hunters and they have been assigned the job of rounding up the buffalo to be tagged for a special study to help save them from extinction."

In this game you should have two "its", who are called Buffalo Bill and Buffalo Betty. If your group has more than 15 add an additional "it" for every 6 to 8 players.

Buffalo Bill and Buffalo Betty will chase the buffalo herd, which is the remaining group members, around the prairie and tag or hit them with the foam balls. (below the waist). When a buffalo is tagged or hit, he or she puts their hands behind their head and walks to a place that has been designated as the corral. This is where captured buffalo stay until this round of the game is completed.

Buffalo Bill and Buffalo Betty are the only players who may touch the foam balls. If buffalo in the herd touch the foam balls with any part of their body they become a captured buffalo and must report to the corral.

Give each set of "its" a chance to capture all of the buffalo or set a time limit and see how many buffalo each set can capture. This game is good for 15 to 20 minutes of total group participation.

### **AEROBIC BOWLING**

Set the pin 15' to 30' from the bowlers depending the age group and skill level of the group. One group member will stand 2' behind the pin. On a signal all of the groups will begin the game at the same time.

The 1st bowler rolls the ball at the pin. If the pin is knocked over or off of the line it is the bowler's responsibility to set the pin back in its proper position, and replace the player behind the pin, who retrieves the ball and runs it back to the next person in line and goes to the back of the line. Continue this rotation for a set period of time and see how many times each group can hit the pin.

### **DRIBBLE TAG**

Ideally each player would have a ball. Players pair up and play a simple game of tag while dribbling the ball.

If players have to share a ball in groups of 2,3, or 4 the player who is it will dribble the ball and the players being chased will have to move by sliding sideways. When a sliding player is tagged, he or she is given the ball and they must dribble 5 times before they can try to catch the other players.

This same concept can be adapted to use soccer dribbling for the player who is "it" and sliding for the players being chased. Each version requires limiting the playing area for each group.

### **TAP AWAY**

All players dribble within the game area and try to use their free hand to tap the balls away from the other players. When a player loses their ball they walk to retrieve it and return to the game.

Players may not tap another ball away unless they are dribbling. This is a great game for learning how to control the ball without looking at it and if you want to add some fitness work to the activity you may have and exercise to do before you can return to the game.

Don't clutter the game with too many things so the focus will be on ball control and footwork.

### **FIVE PASSES**

Scatter numerous balls around the playing area. As player move around the area they pick up a ball get a partner's attention and complete five passes. Lay the ball on the floor or ground, move to another ball and get a new partner's attention and complete the same task. The instructor can designate the type of pass to be made, the speed at which to travel, how to travel, and stop the activity for demonstration and remediation at any time.

### **KNOCKOUT**

This is a basketball shooting game, but can be adapted to other sports. Players stand in a single file line. The first two players have a ball. The first shot by each player in the game is taken from a predetermined spot such as the free throw line. The second player must wait for the player in front of them to shoot before they can shoot.

If you miss your shot, you must rebound the ball and try to make a shot before the person behind you gets the ball into the goal. Any shot after the first miss can be taken from anywhere. If the player behind you gets the ball into the goal before you, you are knocked out and must wait for another game to begin.

As players make their shots, they retrieve the ball and cordially pass it to the next shooter in line and go to the back of the line. Players cannot play defense, knock balls away from other players, or intentionally shoot and hit the other ball during its flight to the goal. These actions should result in an automatic knock out.

This game may also be played by throwing a football through a hoop attached to a standard and by kicking a soccer ball at a target. See how creative you can be.

## **BASKETBALL DECATHLON**

Ten drills, each timed for one minute ( one point for each shot made)

1. Dominate hand lay-ups.
2. Non-dominate hand lay-ups. ( dominate hand behind your back)
3. Mikán lay-ups - shoot lay-ups alternating sides. Shoot left handed on the left side and right handed on the right side.
4. Cross lane shots - Dribble across the lane and shoot outside the lane. Alternate sides for each shot make or miss.
5. Side shots, bank shots - Shoot from the third rebounding spot and alternate sides for each shot. Shots must be banked in to count.
6. Dribble in lay-ups - Start at the free throw line, dribble in and shoot a lay-up. Rebound the ball, dribble back out , putting the ball and one foot past the free throw line, and dribble back in and shoot on the opposite side.(alternate dribbling hands and sides for shots)
7. Hustle lay-ups - Start under the basket and shoot a lay-up. Make or miss, run and touch the free throw line, retrieve the ball and shoot another lay-up. Continue to touch the free throw line after each shot. Lay-ups do not have to be from different sides or with different hands.
8. Dribbling 15 footers - Shoot from the free throw line, rebound, and dribble out of the lane and enter at the top of the circle for the next shot. Try to alternate the dribbling hand and side of the lane as you dribble the semicircle to reenter for the next shot.
9. Rapid fire at 15 - This drill uses three helpers and two balls. The shooter stands at the free throw line and just keeps shooting while two helpers rebound and get the balls back to the hander who gives them to the shooter.
10. Rapid fire 21 - This is the same drill as Rapid fire 15 except the shooter is at the top of the circle. Any mix of these are great skill builders and will challenge all participants to improve their concentration as well as physical skills.

## **BASKETBALL SCRAMBLE**

A fast paced basketball lead up game to be played with 3 to 6 teams. Divide the group into as many goals as you have to use. Each team will have different colored pinnies and flags or colored pieces of paper to match their team color. Each team will need a flag or paper to give each team as they score at their goal. You will also need different colored balls or some way to mark the balls so each team will know which ball to score with, since they may only score with their ball.

Each team will be assigned a goal to defend and will have an offensive and defensive captain. The defensive captain must stay at the goal and play defense. All players may enter the lane to get the ball, but only the offensive captain may shoot inside the lane.

The defensive captain must stay at the goal the entire round to play defense and give the flags to the other players who score at his/her goal. Other players should stay at the goal to help the defensive captain, but they do not have to. The offensive captain collects the flags as the team scores at the other goals. When the captain has a flag from each of the opposing teams he/she brings the flags to the instructor. Play each round until you have a first and second place.

Play will begin when each team has its offensive captain on the free-throw line or a designated spot with the ball, and the defensive captain has all the flags and is under the basket with all remaining team members. This will give the teams a chance to see who the offensive captain is before play begins. If you have enough flags, have the offensive captains wear a flag as they travel around the playing area.

The interesting and sometimes hectic part of this game revolves around the fact that any team may at any time during the round get control of any other team's ball. Players may steal from any player. Players may roll the balls to open areas on the floor or pass the ball to any other player, even if they are on another team. If you choose to move with the ball, you must dribble. Double dribbling and walking result in giving the ball to the nearest player on an opposing team. Play each round until you have a first and second, give the flags back to each team, get new captains and start again. SAFETY - MAKE SURE PLAYERS ROLL THE BALL UNLESS THEY ARE PASSING TO ANOHTER PLAYER!

### **SIDELINE BASKETBALL**

This basketball activity emphasizes passing, moving to open areas to receive a pass, catching and shooting a basketball.

Teams can have as many as 30 to 40 members with 5 to 8 playing for their team at a time.

Players who are not inside the boundary lines of the court are lined up on the sidelines and can be used to move the ball down the court for a shot.

Each team has one sideline designated for their sideline players, who must stay in their position while on the sideline. Sideline players do not move up and down the court and they cannot shoot at the goal.

Each team has members playing for shots and moving the ball from end to end to get to their goal.

Players on the court may not dribble. The ball must be passed to advance it toward the goal.

The sideline players can be used to make passes to teammates who are on the court but no passes can go across the center line to a sideline player on the opposite end of the court.

Limiting games to 3 minutes and changing the on court players that often will keep everyone involved.

The team that is on the court comes off of the court and goes to the end of the sideline players closest to the goal where they are trying to score. The next 5 to 8 players on the opposite end of the sideline players becomes the next on court team.

Dribbling the ball is a turnover and is simply handed to the closest opponent. Playing cross court games works for large groups.

### **FIVE PASSES**

Scatter numerous balls around the playing area. As player move around the area they pick up a ball get a partner's attention and complete five passes. Lay the ball on the floor or ground, move to another ball and get a new partner's attention and complete the same task. The instructor can designate the type of pass to be made, the speed at which to travel, how to travel, and stop the activity for demonstration and remediation at any time.

### **AEROBIC SCRABBLE**

Look on the front of a SCRABBLE board and it will list how many of each letter is used in the game. Make a set of letter cards just like the number cards described in AEROBIC NUMBERS. The group sizes should be about the same and the movement to get the letters will be as it is in AEROBIC NUMBERS. Place a mark under M, W, N, and Z so the players can tell them apart. Use flash cards with words to spell or tell the group they are to spell a word with a certain number of letters. When spelling words allow the group to have no more than 2 letters more than what you are looking for. Players may take one letter back at a time to change it for a new letter. Players must bring back the first letter they pick up. Traded and all other letters in the holding area should be face down.

### **AEROBIC NUMBERS**

Make a set of cards approximately four inches square with number on them. Have four cards for each number such as four number ones. Divide the group into small groups of 3 or 4 and assign them a number that matches the cards you are using for the game. Place the number cards face down about 60 to 80 feet away from the small groups. On the signal one person from the group may come to the numbers, turn ONE up and look at it. If it matches the number of his/her group they take it back to their line. If it does not match they turn it face down and return to their line, and the next person takes a turn. This continues until the groups find all four of the number cards that match their number.

Having a point where the returning player crosses that allows the next person to start helps to speed up the activity and cuts down on just sitting and waiting. Keep you groups to 3 or 4. You can be creative and come up with some excellent math relays with these same cards. Make flash cards with problems on them and lines keep looking for the right digits to for the answers. Go for it!

### **PARTNER KICKBALL / ALL ON 1 KICKBALL**

This game may be played with partners or in small groups of 3 to 8 players. There are no boundaries such as baselines but you will need a designated playing space.

If you are playing with partners, one player rolls the ball to the kicker who kicks the ball forward. The roller retrieves the ball and chases the kicker and tags or hits the kicker with the ball. The kicker may run anywhere within the designated playing area. When the roller gets the kicker they simply change jobs.

If you are playing with 3 or more in a group your jobs are still the same except the players who are chasing the kicker may not move with the ball. That makes the chasers work together to get the kicker instead of one player dominating the game.

When you play in groups of 3 or more it works well to have a time limit for each player to be the kicker. Give each player a minute to be the kicker. They may never get caught during their time or they may get caught 5 times. This gives slow and fast runners equal time to be the kicker.

### **LOWBALL**

This game may be played with teams or as individual players against all others. If playing in teams, divide the group into two teams and use pinnies to designate the teams. The object of the game is to strike the foam balls with an open hand and make them hit players from the other team below the knees.

All players start inside the playing area and as they get hit they move to the sidelines that have been designated for their team. The sidelined players may hit balls that come to them on the sideline but they do not reenter the game.

Continue play until one team has eliminated the players from the other team. If you are playing as individuals, continue play until only one player is left.

## **BOMBS AWAY**

Divide the class into two or four teams and have a line for each team to stay behind to make their throws. Players try to make the object ball cross the opponents line by hitting it with the throwing balls. (usually foam, gatorskin or soft rubber)

Players may cross their line to retrieve a ball but they must get back behind their line to make a throw at the object ball.

Four teams make this game more of a challenge and provides many more opportunities for players to make throws. Just set up a square with one team behind each sideline, place the object ball in the center and play!

The size of your square will be determined by the skill level of your players, but even with highly skilled middle school or high school players a 30' or 40' square is big enough to create a lot of fun.

When playing with two teams place the object ball on a center line about 15ft. or 20ft. from the throwing line of each team. If the ball is knocked off of the center line and is on team A's side, then team B may come as close as the center line to throw. If the ball crosses back over the center line to team B's side then they must retreat to their throwing line and team A may come as close as the center line to throw.

When the object ball crosses one of the throwing lines, sound the whistle to stop the throws. You may keep a score or just simply have the team who had the ball cross their line do a certain exercise. Place the ball back in the center and sound the whistle to begin a new game. If you do exercises such as jumping jacks or push ups, keep the number at 5 or less because you will play several games in a 20 or 25 minute time.

## **AVOID THE NOID**

Divide the group into two teams and have a center line in the playing area that no one is to cross during the game.

Scatter 6 or 8 hoops on each side of the center line. The hoops are the pizzas for this game, and the beanbags and yarn balls become the toppings for the pizzas.

The object is to get your toppings on or into the pizzas on the other team's side. When a topping comes to rest on or in a pizza a player from each team, who has been designated as the "Noid" will come and take that pizza away.

When the "Noid" removes the pizza, the toppings are left to be used over and over, but players must wait for the "Noid" to remove the pizza before they can get those toppings.

Players cannot stand in front of the pizzas as guards. They may stand to the side and try to intercept toppings but not directly in front. Play continues until one team has all of their pizzas taken away by the "Noid". Make those to go!

### **SPIDER BALL**

This is a running, dodging, throwing game that fits any size group. Play begins by having the foam balls stacked in the center of the playing area. One player will kick the balls so they scatter .

Any player may pick up a loose ball, and try to hit the other players. Having a ball does not make you a safe player. You may be hit even if you have a ball.

When players get hit, they sit down right where they got hit. Seated players are not out of the game. They may pick up balls that roll close to them and throw from the seated position at the players who have not been hit. Play will continue until two players are left standing.

A couple of modifications will prolong the game and keep the action moving. One would be to let the players who are seated stand up and return to the game as running players when a ball rolls close enough for them to retrieve. Another would be to allow players with the balls to hand it to a seated player as a random act of kindness to get them back into the game as running players.

We have also called the seated players the web and let them tag players as they pass by causing them to be trapped in the web and have to be seated as though they had been hit.

All of these variations make this a popular game with all age groups and I thank my good friend Tim Elrod for bringing this to camp!

### **RACE BASE**

Divide the group into two teams. Each team will have a field base and a home plate.

The batting team can put the ball into play by kicking, throwing, hitting of a tee or a pitch, and punting. This should be determined before the game is started so the fielding team will know what to expect.

As soon as the ball is put into play, the batting team follows the batter who leads them around their base in the field and back across their home plate. The fielding team follows the person with the ball across their field base and then to home plate. The team that crosses home plate first gets a point. Everyone must touch both bases. Play everyone bats and switch the teams.

### **OVER THE RAINBOW**

Divide the group into two teams (one on each side of the net). It doesn't matter if teams don't have the same number of players.

Each player will start with a foam ball.

Players throw the ball over the net, trying to make it hit the ground before and opposing player catches it in the air.

If a player catches a ball in the air, he/she may place it in their team's barrel.

Play until there are 4 balls left in the game. Count the balls in the barrels to see which team caught the most.

Give each player a ball and begin again.

(Stopping with 4 balls left in play will eliminate a lot of contact by players trying to catch those last balls.)



### **PARTNER MATH**

Place the digits 0 through 9 on the floor in a straight line with 3 to 5 feet between each digit.

The row of digits will serve as a dividing line between players or groups of players. One player is on one side of 0 facing 9 and one player is on the other side of 0 facing 9.

The leader will call out a digit and the players will move to be beside that digit as quickly as they can. For example if the leader says "6" both players try to get beside 6 as quickly as they can while staying on their side of the digits.

This is great for number recognition for younger players and math problems can be added to challenge older players. For instance  $2 \times 8$  would require players to go to 1 and then to the 6.

This can be done by putting the digits in a circle and having players inside and outside and you may also put the digits on the wall and have the entire group move up and down the floor as you call out digits and problems. Sometimes I let them dribble a ball as we do this activity. Just another way to make learning physically fun!

### **HAND HOCKEY**

Hand hockey is played just like street hockey except you use your hands for the sticks. Players try to score by striking the balls with an open hand. The cones can be used to set goals that are 10 feet wide.

A score will count if the ball goes through the cones and is no higher than the goalie's head.

Try to keep the team size to 8 or less. If you have a large group, set up 2 different games, but continue to use two balls in each game. This will give everyone many chances to be involved in scoring attempts.

Sometimes I assign each player a number and when I call that number it is their turn to be goalie. This helps to keep the game flowing and eliminates the prolonged discussion of who the goalie will be.

### **CONE TIP**

Set several cones, bottles, and/or cans around the playing area. Divide the group into two teams and have one team tip the items over and have the other team set them back upright.

You may not tip or set the same item over two times in a row. Vary the way you tip the items by requiring the tippers to use their elbows, shoulders, knees, feet or backsides, and have the setters use their different body parts as well.

This is a good activity for about 5 to 7 minutes so plan to use it more as a warm-up or to fill in as a center activity.

## **ULTIMATE GAMES**

Ultimate Frisbee from the New Games book is the inspiration for this concept of game activity. Feel free to modify any of these suggestions to meet your needs. That is really how it all got started.

The playing area for these games is set up with side boundaries and an end line. To score, a player must catch the ball behind the end line. You cannot run the ball in for a score.

Play begins with a throw-off and this is the only time a player may drop the ball and retain possession for his team. Teams advance the ball or Frisbee toward their end line by successfully completing throws to one another. As long as someone on the thrower's team catches the ball or Frisbee it is theirs, but the opposing team may intercept or knock the ball to the ground, which will give them possession and they immediately start their throws toward their end line. Play is continuous until a score occurs. There is a throw-off after each score. Players cannot run with the ball!

The player with the ball or Frisbee may not be guarded and they must throw within 10 seconds or give the ball to the other team. The no guarding rule helps to eliminate unnecessary contact of players trying to knock the ball out of the thrower's hand.

When using a soccer ball, passing and trapping take the place of throwing and catching. You may have limits to how many steps or dribbles a player may have before he or she has to get rid of the ball.

The ultimate games emphasize looking for open players and teamwork, which are essential for all team sports.

## **ULTIMATE HANDBALL**

This game will have side boundaries and end line for each team. Each team will have 6 or 8 balls in their end zone to start the game.

Players may score if they catch a ball in the opposing team's end zone. The ball is advanced toward the end zones by throwing and catching. The player with the ball cannot move with the ball. They must throw it to a teammate.

When a player scores, they leave that ball in the end zone, get the player that threw them the ball, go out of bounds on the side, come to the scorer at midfield and record the score. To get back into the game these two players continue down the sideline out of bounds until they get to their end zone. They reenter through their end zone. If there is a ball in the end zone they may pick it up and start another scoring drive. If there are no balls in the end zone they may come onto the field and try to intercept a ball from the other team.

If players intercept a throw from the other team they may start their scoring drive from that point. They do not have to take the interception back to the end zone to start the drive.

Any ball that is dropped or knocked to the ground becomes the property of the first player to pick it up.

Do not allow players to guard the players who have the ball. This will save a lot of headaches.

This is a fast paced game with a lot of teamwork, throwing and catching practice, and will become an aerobic activity in a short period of time.

## **ULTIMATE AROUND THE WORLD PING PONG**

This game may be played on any type of table so you do not have to feel as though you need a regulation table tennis table. There is no net used for this game.

Play begins with a serve, which is the only shot in the game that must travel a certain direction and hit the table top a certain number of times. The serve must travel end to end and touch the top of the table at least twice. It may bounce more than two times but it has to have at least two bounces to be a legal serve.

The receiver must let the ball bounce one time on the floor and then try to hit the ball back to the top of the table. This shot may touch the table top anywhere and may bounce any number of times.

The server must let the return bounce on the floor one time before hitting the ball and this is how each point is played. Play continues until one player fails to get the ball back to the top of the table.

The players will have to move around the table during play but there is no set direction for this movement. You just have to be where the ball comes off of the table when it is your shot. Remember, the only shot that has to travel end to end is the serve. All other shots may go any direction on the table as long as they touch the top of the table, and the ball must be allowed to bounce on the floor one time. If it bounces twice the player who is attempting that shot is credited with a miss.

The player who wins the point will serve the next point or if you want to alternate serves it really does not matter. Keeping score is optional.

If you have a waiting line for players to enter the game the first player in the waiting line would take the place of the player who missed the shot.

Playing with three players is a lot of fun. The hardest part is remembering that you always follow the same person. Staying opposite of the player you follow will help to keep you in a better position to play the shots.

If you are playing with 3 and have a waiting line, the first player in the waiting line will take the player's place who missed the shot. To save time, have the player coming into the game be the third player in the rotation. The player who retrieved the ball on the missed shot will serve, the other player who was still in the play will be second, and the player coming in from the waiting line will be third. This will eliminate the discussion of who you will follow. Start with 2 players and work up to 3.

## **TABLE TOP 2 SQUARE**

Use ping pong tables with the net off or two folding tables side by side. Student desks can be group together to create a playing area.

In this activity you are taking the games of 2 square and 4 square and raising them from floor level to table tops.

Each game has a server and a receiver to start the game. There will be a waiting line for players to enter the game.

The server rolls the ball across the table slowly to put it into play. The ball must go end to end on the serve.

The receiver must let the ball bounce on the floor one time and then make an attempt to hit the ball back onto the top of the table. Hitting the side of the table results in that player leaving the game. The receiver's return does not have to go end to end. After the serve hits the floor the ball may be hit onto the table top at any angle. When it is a player's turn to hit they must move to where the ball is coming off of the table. This becomes an aerobic game.

Players continue to play until one fails to get the ball back onto the top of the table. The winner stays to serve the next point and a new player enters from the waiting line.

Adding a third player during the point adds to the movement and increases participation. The player who fails to get the ball onto the top of table leaves. The player coming into the game automatically is third in the hitting rotation. The player who ended up with the ball in his/her hand when someone missed is the server, the other player left in is second and the player entering from the waiting line is third.

As skills improve players may bounce the ball one time on the floor and serve using two hands underhand. A ball served in this manner must touch the top of the table at least twice and still travel end to end.

## **CO-OPERATIVE HIGH FIVES**

Have the group members face a partner with about 10' between them. The activity will begin by having the partners come to the center of their space, give each other a high five with the right hand and quickly return to their starting positions.

This is an add on activity and the leader will call what to add next but the previous commands will not be repeated. So when the leader says "High Left", the partners will come to the center, give each other a high right and a high left and then return to the start.

Here is a suggested sequence: High five right, high five left, double high(both hands), low five right, low five left, low ten, back to back over the top ten, back to back between the legs ten, sitting facing touch right feet, touch left feet, touch both feet, and finish with what we call "Dead Bug" (lying on your back, waving your arms and legs wildly and yelling)

If you want to make this a fitness activity, add an exercise to be done each time players return to their starting spots. Thank you, Debbie Vigil.

### **SOCK IT TO ME SOCCER**

This activity can be played one on one or any size group, and will enhance soccer skills and help develop teamwork. There will be a kicking team and a fielding team.

Each player on the kicking team will have a turn to be the runner and then the teams will trade places. The runner puts the ball into play by kicking it from a stationary position or by punting.

After putting the ball into play, the runner begins the shuttle run, which is set up by placing 3 beanbags 30' feet from the start. Each beanbag the runner brings back to the start will count one point. The runner may only get one beanbag at a time and he/she may only score a total of 3 points during a turn.

The fielding team is retrieving the ball and trying to knock over a cone which has been placed in a holding area. The holding area should be a square or circle with 8' to 12' sides or diameter.

The ball must be outside of the holding area to be kicked at the cone. If the ball comes to rest inside the holding area, it must be cleared outside the lines before being kicked at the cone.

The fielding team must pass the ball to advance it toward the cone. No dribbling is allowed. This will get more team members involved in the play. The fielding team may score a point if they knock the cone over before the runner gets the first point. After the runner scores the first point, the fielding team is just trying to keep the runner from scoring all 3 points. The runner's turn is over when the cone is knocked over or as soon as he/she scores the third point. When all kicking team members have had a turn to be the runner, change places, and keep playing.

### **KNOCK EM DOWN**

The playing area will have a center line that is not to be crossed by the players. There will be several cones, cans, and bottles set up on each side. 2 liter drink bottles are great for this game.

The object is to knock all of the opposing teams items over before they get yours. Players may not stand in front of items to guard them. They may stand to the side and use their hands and other ball to protect their items. Do not let the players kick the balls. This is a throwing and rolling activity.

Once an item is down it stays down until the leader says to set them upright. A variation of the game would be to put fewer items on each side and let the players set one of their items upright if they knock one of the opponents items over. This is a quick moving activity and is a lot of fun to play with 4 teams.

### **J. J. C. O. A. - JUMPING JACK CLUB OF AMERICA**

Thanks to Rudy Benton for this motivating activity, which involves having the group do 100 Jumping Jacks, non-stop! You may choose to have everyone do them at the same time or divide the group and have half cheer while their friends complete the task.

The activity can be changed to fit any exercise or skill such as dribbling a ball, jumping a rope, or juggling. The most important thing is to encourage group members to support one another in their efforts to get the job done.

## **GERMAN BAT BALL**

This game has the possibilities to fit a variety of sports skills and can be played in small or large groups.

The playing area will need some sideline boundaries like first baseline and third baseline in baseball. There need to be a safety line about 20' in front of home plate.

There will be a batting team and a fielding team. The fielding team will be scattered in the field behind the safety line, and the batting team will be in single file either behind home plate or off to the first base side.

The batter will put the ball into play and run around his/her teammates who are in the single file line. While the runner is going around the line, the fielding team is retrieving the ball and lining up behind the person with the ball.

The runner will get one point for each complete trip around his team that occurs before the fielding team lines up behind the ball.

The method to put the ball into play will depend on the ball being used and what skill you want to emphasize. You may throw, punt, kick off of the ground, hit off of a tee, hit a pitched ball or use a volleyball serve. Varying the equipment and actions of the runners and fielders will make the game more challenging.

You may have the runners go around the bases as they would in a regular baseball game and give a point for each base touched, or have the runner go to a designated spot and back to the start, such as first base and back to home plate.

Having the fielders make a certain number of passes or move the ball to the back of their line by passing it over and under will add some fun to this activity.

The main goal is total participation and this game will give you that, as well as working on teamwork.

(To make this a continuous game, have the fielding team move the ball over and under to the back of the line while the runner is going around his/her team. The last person in the fielding team's line runs to the front of the line and yells "STOP" and throws the ball somewhere into the playing area. This makes this person the new runner and the other team immediately becomes the fielding team and must retrieve the ball and move it over and under to repeat the process. This gets wild and works great with groups of 6 or 8 playing each other. Sometimes we have 3 or 4 games going on at the same time.)

## **WINNERS' COURT**

This game has volleyball skills but quickly becomes an aerobic game as opposed to a volleyball game.

There are 3 teams playing in this game. One side of the net is designated as the Winners' court and all serves will come from this court. A spot should be placed on the floor for the server to stand on to serve. The spot will be about 20' from the net and in the center of the court.

Team 1 will start in the Winners' court and serve to team 2. Team 3 is on the sideline beside team 2. The sideline team should always be beside the receiving team's court because that is where the sideline team will always enter the game.

If the receiving team wins the point they will go under the net and take the team's place that was in the Winners' court. If the Winners' court team wins the point they stay and the sideline team takes the receiving team's place.

The team that is serving should retrieve the ball because the serving team does not have to wait for the receiving team to get set before they serve.

This is hectic and wild, but lots of fun. Be patient and walk through the rotation of teams a few times so everyone can get a feel for which way to go.

Choose a side for the team in the Winners' court to come off of each time a point is lost. This will help to keep the team together. As soon as you come off of the court from the Winners' court, move down the sideline beside the receivers' court because this is where you will reenter the game. The players in the receivers' court go off on the side where there is no team when they lose a point. Your serve!

## **QUARTERBACK RESCUE**

The playing area is divided by a center line and will have end lines to mark the end zones for each team. The distance of the end zones from the center line will be determined by the skill level of the participants.

Divide the group into two teams and have each team put the same number of players in the opposing team's end zone. Usually half of the team members in the end zone works well.

The object of the game is for each team to rescue their teammates from the other team's end zone by throwing them a ball. The players in the end zone must catch the ball in the air and then throw it back to a teammate across the center line. If a player in the field catches the throw from the end zone, that player is rescued and will join the players on his/her field to try and rescue the remaining players in the end zone.

Balls not caught in the end zone are thrown back to players in the field for another try. When one team has rescued all of their players, put different players in the end zones and start again.

To make the game more challenging, have the players in the end zone punt the balls back across the center line to their teammates.

### **BODY KEEP AWAY**

Each small group will join hands making a ring. One player will be outside of the ring and one player in the ring will put the flag in the back of their belt.

The player outside of the ring will be trying to pull the flag or tag that person on the back as the ring moves clockwise and counterclockwise to block the tagger's moves.

This is a very active game and is best taught with groups of 4 and 5. The action is very much like basketball players boxing out for rebounds. The tagger must go around the outside of the ring. They cannot go over or under. You will need to change taggers about every 30 seconds. This is a 5 minute game tops.

### **GOALIES AND SCORERS**

The goalie will try to keep the scorers from kicking the ball and hitting their cone and the scorers will try to see how many different cones they can hit during a timed period.

The goalies may use their hands and feet to block the shots and they may step away from their cones to kick the ball away from the scorers. The goalies cannot stand on top of the cones. They may straddle the cone but they may not touch it. If a cone gets knocked over the goalie simply sets it up and continues to play. Scorers cannot score at the same goal two times in a row. A variation would be to make the goalie leave their cone down and play until the scorers have knocked over all of the cones.

### **EVERYONE IS IT!**

When the game begins everyone is "it" and may tag any other player. To get back into the game you must complete a task such as jog and touch a certain spot on the wall, run around a cone placed off to the side of the playing area, or do a certain exercise or locomotor movement.

### **LINE TAG**

Arrange the group into lines of 3 to 5 players. Each line will have its own game of tag going on inside the playing area. All players will line up behind the starting line in their groups.

The first player in line will start in the playing area and on a signal the second player will walk into the playing area trying to tag player number one. This game of tag goes on for 20 seconds. If player one gets tagged during that 20 seconds he/she walks away while player 2 touches head, shoulders, knees and toes one time and continues being it. At the end of 20 seconds, player one goes to the end of the line, player 2, who was it, remains and the next player in line becomes it.

This rotation continues until the time allotted for the game is over. This activity is good for periods of 5 to 7 minutes. This takes a little while to teach, but it is a lot of fun and will provide active and cooperative participation.



## **INSTANT REPLAY**

This is an organizational technique that gives you control and total participation. Put together a series of songs on a cassette and choose one song to be the "Stop and jump rope or exercise signal".

When this song is heard, students get their ropes or pretend they have rope and jump during the length of the song, which is usually 30 seconds. Jump rope tricks and exercises may be changed each time either verbally or with task cards. The music between jump rope/exercise segments will provide time for whatever skill work that has been chosen for the activity.

I have used the song "Instant Replay" by Dan Hartman that starts by counting backwards from 10, and when the group hears this they know it is time to jump rope or exercise. Any song can be used as long as the same portion of the song is used for the exercise signal.

Below is an example of how a ball handling segment may run.

1. "Instant Replay" - 30 seconds - Jump Rope
2. "Sweet Georgia Brown" - 90 seconds - Ball handling tricks and fancy passes.
3. "Instant Replay" - 30 seconds - Jump Rope
4. "Hit Man" - 90 seconds - Keep Away (each small group has its game)
5. "Instant Replay" - 30 seconds - Jump Rope
6. "Judy In Disguise" - 90 seconds - Dribbling while moving around the room. Group members follow the person dribbling the ball. On a signal the dribbler gives the ball to the person directly behind them and goes to the back of the line. This is a good way to keep everyone involved in the activity if you do not have enough balls for everyone to have their own.
7. "Instant Replay" - 30 seconds - Jump Rope

Adapt this to fit any skill or activity and adjust the times to meet the needs you have for your group. A good running time for this activity is 15 to 20 minutes. It will take some time to put your tape together, but you will have it to use for other activities.

## **PARTNER TAG**

Players join hands to become taggers.

If a player gets tagged he/she must let go of their partner's hand and kneel down. Their partner then goes to a player who is kneeling to get a new partner. Singles players searching for a partner can be tagged but cannot tag and they can only get a new partner by joining hands with a kneeling player.

Play until you have two or three pairs left and start again.

## **DANISH ROUNDS**

A softball lead up game that is set up for play just as you would a regular softball field. There is a six foot square outside of the first baseline. (About 10 feet off of the field) The fielding team will have a catcher who must stay in the square.

The batter hits the ball either from a tee or from a pitch. The fielding team does not make plays on the base runners at the bases. The job of the fielding team is to get the ball to the catcher as quickly as possible. Runners may stop at any base and may be passed by the runner behind them. There is no limit to the number of runners who may be on a base. The only way to score is to get all the way around the bases and cross the scoring line.

The only way you make an out is to get caught between bases when the catcher gets control of the ball. The instructor should sound a whistle when the catcher has control of the ball. If the runner is not on a base he/she is out and goes to back of the batting line.

The catcher and a backup player are the only player out of bounds until the ball is hit. The backup player will get the ball if the catcher doesn't catch it and must throw it to the catcher. Give each team a time limit of 4 or 5 minutes to bat. As players score or get caught between bases they simply get back in line to take another turn at bat. The team doesn't really make outs, they just run out of time.

The catcher is responsible for rolling the ball to the batting tee for the next batter or to the pitcher. If the instructor feels there is an intentional attempt to stall to take away the batting team's time, he/she may without notice add time to for the batting team. Make all the players aware of this rule.

As soon as a batter lays the bat down and starts to run the bases, the next batter gets the bat and is waiting at home plate for the catcher to roll the ball to them.

## **GROUP JUGGLING**

Each small group stands in a circle with everyone facing the center. One person will serve as the leader for the group.

The leader starts by passing to another person, who must pass to another group member other than the leader. This continues until the group creates a pattern for moving the ball around their space and having the leader to be the last person to catch the ball in the pattern.

Once the group is comfortable with their pattern the leader will add the second and third ball. Remind the players that they will always get the ball from the same person and they will always pass to the same person.

You may vary the activity using just one ball, and have the group slide sideways as they move their circle clockwise and counterclockwise, while they continue to pass and catch.

Another variation is called "Follow Your Throw". You simply go to the space where you throw the ball. Go slow at first and then encourage the group to complete as many passes as they can in a certain time.

## **CONE TIP SOFTBALL**

Divide the class into two groups. A batting team and a fielding team. The fielding team will position themselves around the playing area by standing over one of the small black lines. One player of the fielding team will be the Catcher who must stay in the Catcher's box, marked by black tape just outside of the first base line. One player will be just outside of the Catcher's box to serve as a backup if the Catcher does not catch the ball thrown from the fielders.

There will be a cone on each base and on the scoring line, which is between third base and home plate. (outside of the base line and almost even with home plate).

The batting team will stand outside of the playing area even with home plate, and at least 15 feet from home plate. Each member of the batting team will bat one time. Players will hit the ball from a batting tee. When they hit the ball, they run and try to tip the cones over on the bases while the fielding team throws the ball to the catcher.

When the catcher gets the ball, the teacher will sound the whistle. That is the signal for the runner to stop, the fielding team to sit the cones back onto the bases and for the catcher to roll the ball to home plate.

Each fielder must resume a position over a black line before the next batter hits the ball. There is no limit to the number of swings a batter takes. They usually make contact within 3 to 5. If a ball just dribbles off of the tee, the batter puts it back onto the tee and hits it again. The batter can have a point for each cone they tip over before the catcher gets the ball. I let the students keep their scores in their heads. I don't write anything down or announce a winner. When each batting team member has batted one time, change places with the fielding team and batting team. Tell them to walk as they change positions. Everyone gets a turn to bat so there isn't any need to be concerned about being in the front of the line.

Continue taking turns as the batting team and fielding team until class time is over.

### **PIRATE BALL (4 Team Capture The Flag)**

Equipment - Colored vest or something for team members to wear so players can tell which group is in their safe area. Four distinct objects which belong to each group. Group one may have four soccer balls, Group two may have four beanbags, Group three may have four footballs, and Group four may have four empty 2 liter drink bottles. Practically anything will work for objects to be captured. You will need four hoops, carpet squares, or some object to place in the center of each area for a holding space. Hoops work the best.

Divide the playing area into four equal spaces. Have one team assigned to each space. This will be only space in which they may not be tagged by the other teams.

Each team will keep one of their objects. The other three are placed in the other three teams areas. When you start the game, there will be one object from each team in each of the four playing areas. These should be put in the corner opposite the center.

When play begins, the players may go into any space and get one object. The object taken does not have to be theirs. If a player can get an object and get back to his/her space without being tagged, they place that object in their corner and go for another one. The object is to try and be the first team to get all four of your objects.

If you are in another space and get tagged, you must go the hoop in that area. You stay in the hoop until one of your teammates can get to you without being tagged. When a teammate gets to you, the two of you join hands, and this will give you safe passage back to your area. You must go back to your area after being rescued from the hoop, and then you may continue playing by going after more objects.

### **SMART DICE**

2 to 4 seated in a circle with one set of dice, 1 pen or pencil and sheet of paper for each player. (Lay the pen or pencil on the floor in the center of the playing area)

One player starts the game by rolling the dice and this continues with players taking their turn until someone rolls a double (both dice showing the same number).

The player who rolls the double gets to take the pen and start writing numbers starting at 1 and continuing in numerical order until another player rolls a double. The players who do not have the pen continue rolling until one of them gets a double. That person says "Double" and the person who has the pen gives it to them. Do not let players grab the pen from one another.

You may pick a certain number to write to such as 100 to end a game or just see who can get the most numbers during the entire time you play.

Having students write names of states, days of the week, months of the year and their spelling lists are other things to do when they get a double.

When a player loses the pen and then regains it with another double he/she simply continues from the last number they recorded. They do not start over at 1 each time.

### **CUP PONG**

Set up a group of cups, buckets or boxes and have players try to toss ping pong balls or some suitable object into the containers. There can be endless variations to the activity. You may play like horseshoes and give points for getting the objects into the containers. You may eliminate a container when an object lands in it and see which team loses all of their containers first.

The distance for tossing is determined by age, skill level and space. Toss em in and have some fun.

### **CAPTURE 3**

This is a simple activity with many possibilities for aerobic work and skill building. You will need five hoops, 8 beanbags, and 4 polyspots for each game.

Set your playing area up by having one hoop in the center of the space and place all 8 beanbags in this hoop to begin the game. Place one hoop in each of the 4 corners of the playing area or at least an equal distance from the center and from one another.

Place a polyspot beside each hoop in the corners. Divide the group into 4 teams and have a team line up behind each polyspot with one player on the spot.

On the signal to begin, the player on the spot runs to the center and may get one beanbag and return it to his/her hoop. The beanbag must be placed inside the hoop and that runner must go to the end of the line before the next runner may leave. The first two runners will try to get the beanbags from the center hoop. All other runners may go to any of the other three hoops to get a beanbag. No one can guard the beanbags or hinder a player from taking one. The object is to keep sending runners until one group has three beanbags in the hoop.

(Object --- "Capture 3" )

A good distance to make the game challenging and manageable is the area the size of a volleyball court or half of a basketball court. You may vary the way students move to get the beanbags by having them dribble a basketball, dribble a soccer ball, jump a rope, or move on a scooter board.

TOP TEN - Give each player a hoop and a beanbag. They scatter around the playing area with the beanbag inside the hoop. On the signal they travel to other hoops to get one beanbag at a time and put it into their hoop.

When a player has 3 beanbags in his or her hoop they go to a designated spot and start a line. You are trying to see who the first ten players are to get 3 beanbags into their hoops. When they have 3, they leave the beanbags in the hoop and get in line as quickly as possible.

As soon as ten are in line, have each player get ready to begin again with one beanbag in the hoop. After a couple of games, let the players move their hoops to different positions inside the playing area.

## **FINE MOTOR TUNING**

Equipment: Pencils, lummi sticks, poker chips, nuts and bolts, playing cards, beanbags and small balls, clothespins, cups, coins, marbles, and any other item that will require using fine motor skills.

Fine motor development is often ignored, but is definitely an important part of physical education and the academic success of our students. Tired muscles in the fingers and wrist make it difficult for students to complete those writing assignments late in the school day and at night during homework sessions.

The following activity suggestions are just a few ways to help students be aware of the need for fine motor development.

### **PENCIL AND LUMMI STICK RACES**

- A. Lay the item on a flat surface and spin it clockwise and counter clockwise using fingers only. Try it with each hand.
- B. Hold the item vertical and on the end. Move it through your hand quickly until your thumb is on the top.
- C. Roll the item through your fingers like a baton.

(The above activities may be timed but always emphasize self-improvement and not beating someone else.)

### **POKER CHIPS AND COINS**

- A. Use flash cards with numbers and math problems to get students to stack the correct number of items or put them into a designated space or container.
- B. Make task cards with different shapes and designs such as circles, squares, curved lines, zig zag line etc., and have the students place items on the outlines or have already marked spots for the items.
- C. Flip the items as in the matching game of heads and tails.

### **NUTS AND BOLTS**

- A. Assemble as many matching pairs as you can in a given time.
- B. The math task cards used for poker chips and coins may be used for these also.
- C. Have a partner activity where one puts them together and the other takes them apart.

### **PLAYING CARDS**

- A. The math task cards and verbal cues may serve to get students to deal certain numbers of card, different suits, colors, etc.
- B. Build castles and flip cards at targets.

### **CUPS (usually 6 to 10 cups per set)**

- A. Stack cups into pyramids and take them down as quickly as possible.
- B. Stack cups according to a predetermined design
- C. If your cups are evenly divided by colors, make up task cards that show a sequence and design relating to those colors and stack them as teams.
- D. Create rhythm and passing games with the cups involving partners and large groups.

### **BEANBAGS AND SMALL BALLS**

- A. While standing, you may place items from high to low surfaces, low to high, side to side, front to back, around, over, through, etc. (these movements may be done with a partner and will involve some bending and stretching)
- B. While sitting, you may do all of the above. If you move items side to side using the same hand you will get into some very good flexibility activities.
- C. Do sit ups and place the items behind your head on the mat, and when you sit up, place the item on the floor under your bent knees, or onto a bench or chair in front of you.

### **CLOTHESPINS**

- A. Drop clothes pins into empty tennis ball cans or large-mouth bottles.
- B. Play clothes pin tag by attaching 3 or 4 clothes pins to the back of your shirt and on go move around the area trying to get the clothes pins on the other players' backs. As you collect new clothes pins, add them to your back. Play for rounds of 30 seconds to 1 minute.
- C. Use math cards and in a relay fashion, have the student attach the number of clothes pins to a string, volleyball net, or a piece of elastic a distance away from the start that corresponds to the correct answer/

### **DICE**

- A. Roll the dice to determine the number of finger pushups (place hands together with fingertips touching to give the appearance of your hand on a mirror. Press hands together and apart to complete the finger pushups.)
- B. Make math task sheets whose answers will be determined by rolling the dice and using the number on the dice to complete the chosen function. (4 plus the 6 that was rolled on the dice = 10 and the next line would be 10 plus what is rolled and so on.)

### **MARBLES**

- A. Shoot at target such as dominoes or cups.
- B. Play regular circle and tracking marble games.

### **CREATE A STORY**

Divide the group into small groups of 3 to 5 players. The first player moves to the writing area and uses the pen to create a title for the story. This player returns to the start and each player will follow having about 20 seconds to add to the story. The titles may be pre-determined to support subject matter being discussed in other lessons.

Choose different ways to move to the writing area. This activity can be done in a classroom as well as an open floor area.

## **BOWL, SHOOT, OR PASS**

This will be explained as a basketball skills activity but may be modified to meet many skill challenges.

If you are fortunate to have a gym with goals use them, but you can do the same activity with 5 gallon buckets or 30 gallon trash cans.

Divide the group into two teams, but have each team divided so you have one group in each of the 4 corners of the ends of the basketball court. All members of the same team will be on the same end of the basketball court. There will simply be half in one corner and half in the other corner.

Place a 2 liter bottle in the center of the jump circle at midcourt.

Each of the four groups will have a basketball. On a signal one player from each of the four groups will bowl the basketball and try to hit the bottle in the center of the court.

If no one hits the bottle, each group retrieves a ball and waits for the signal to bowl again with the next player in line taking the turn to bowl. Everyone must wait for the signal to bowl.

If the bottle is knocked over, the team that hit the bottle retrieves two balls, (one for each group) and each group will shoot the designated shot at their assigned basket, while the opposing team retrieves one ball and lines up facing each other the width of the foul lane apart and complete 25 passes without throwing the ball to the person who threw it to you. A dropped pass does not count as a completion. The group does not start over on a dropped pass, it just doesn't count as one of the 25.

When the 25 passes are completed they yell "Stop". The shooting team gets one point for each shot made at each basket during that time.

Set the bottle up in the center and begin another round.

## **CIRCLE STRIDE BALL**

Players stand facing the center of their playing area in a straddle position with their feet touching the feet of the players beside them. Using a foam ball or a gatorskin ball the players use open hands to strike the ball trying to make it go out of the circle between the other player's legs. If the ball goes out between a player's legs they lose a point. Start everyone with 3 points and when one player gets to 0 that game is over and simply start a new game. If the ball goes out between beside two players and not specifically between the legs of one player just retrieve the ball, resume playing positions and continue. Have everyone stand up every few moments so they can stretch and caution players to keep their striking motion below their knees.



## **CONE SMASH**

A Throwing activity to emphasize overhand throwing, and/or rolling a ball for control.

The playing area is set up with a center line separating two playing teams (You may also set up as a 4 or 6 team activity to give more room for throwing.)

Set tables up with 4 small cones, plastic bottles or bowling pins each. If you are doing two teams have 2 or 3 tables on each side. Mark a line about six feet in front of the tables. No players can go behind that line except to retrieve a ball to bring to the throwing zone. The throwing zone is between the line in front of the tables and the center line.

A net attached to standards make a very good center line and it can be set at different heights to alter the type of throws needed to knock the objects over.

Players throw at opposing team's objects and retrieve balls for continuing throwing. Do this until one team has knocked all of the opposing team's objects either over or off of the table.

Encourage players to concentrate on throwing and not guarding or blocking throws from the opposing team.

If you divide the class into 4 or 6 teams and use one table for each team. If no tables are available, the objects can just be placed on spots on the floor and you may make rolling the ball an option.

## **Group Run**

Group students so you only have 4 to 6 in a line. The first runner goes to a designated spot and returns to the line and joins hands with the next runner. The two of them complete the run, returning to get the third member of the group. This continues until all group members have completed the run as a single group. This can be varied by adding a ball to pass among team members, or a basketball or playground ball to dribble, a soccer ball to dribble, or each member can have a jump rope to jump as they move through the run.

## **CAPTURE THE PIN SOCCER**

Area - Any open inside or outside space

Group - Unlimited

Age - K through adult

Equipment - 4 soccer balls (use nerf or gatorskin for younger groups), 4 to 6 pins (2 liter bottles, tennis ball containers, small cones etc.) per team.

Set the playing space up with a goal line and an end line. Place 5 bowling pins or similar objects on each end line. The distance between goal lines which will make up the playing space should be 60' to 90' in length and about 50' to 70' wide.

Divide the group into two teams. Half of each team will be goalies and half will be scorers.

Scorers will be able to roam freely between the goal lines and try to kick the balls and knock over the opposing teams pins.

Scorers cannot cross the opposing team's goal line. Goalies must stay behind the goal line at all times as they protect their bowling pins. Goalies may use any part of their body to stop the balls but can only roll the balls back into play. Goalies cannot score by rolling the balls at the other teams' pins. They must put them into play by trying to roll them to their teammates.

When a Scorer knocks down a pin, he/she retrieves it and take is to his/her end zone and places it on their end line or gives it to a goalie who can place it on the line.

Play each round giving the Scorers 3 minutes to try and score. Have goalies and scorers change places every 3 minutes. The team with the most pins on their end line at the end of the game is the winner. If one team captures all of the bowling pins, stop the game and place the pins back in the starting positions and begin again.

Using the same set up you can add hockey sticks and play Capture the Pin Hockey and you can strike the balls with your hands and make it Hand Hockey.

You may also roll the balls to knock the pins over. In this setting we don't let students run or walk with the ball. They may throw it to a teammate or roll it to a teammate. They try to get the ball in position for a good roll at the pins. (similar to ultimate handball rules for not moving with the ball).

## **SCOOT AND SHOOT**

Divide the players into two groups. Within each group players will have a partner or partners. If you have a large group and just a few scooter boards, you can have the players in groups of 3 or 4. There will still plenty of action for everyone.

(You will need a scooter board, shooting ball or beanbag for each set of partners)

Each team will have shooters and throwers. The shooters will be trying to get from one end of the playing area to the safe space at the other end without getting hit by a soft foam ball, which is being thrown at them from the throwers on the other team.

### **SETTING UP THE PLAYING AREA:**

Imagine you have a space like a basketball court or any open floor space. Divide the space with a line of cones in the center stretching end to end. Mark a starting line at one end and at the other have a safe line for the scooters to try to reach without getting hit.

If you have a basketball goal at the end of the area use it for the scooters to take a shot at if they make it over the safe line without getting hit. No basketball goal - you can set buckets on chairs and have a line the scooters must stand on to toss beanbags or balls into the bucket to earn a reward. You can also tape a hula hoop to volleyball standards to form a target for the scooters.

There will be a reward bucket for each team that contains tennis balls or some object they can return to their collection bucket at the start line. If they are successful shooting into the goal or tossing into the bucket they may take one reward item to their collection bucket.

Teams are trying to empty their reward bucket first. When the reward buckets are empty simply refill and start again.

### **CHANGING WITH A PARTNER:**

If a scooter gets hit with a foam ball he/she picks up the scooter board and the shooting ball or beanbag and takes it to the sideline to their partner who goes to the starting line and begins their turn. A hit counts if it touches the person, scooter board or shooting ball. Scooters must sit on the boards. They may go forwards or backwards but no knees or lying down. This keeps players from kicking one another in the face while moving on the scooter boards.

If you use gatorskin balls have the throwers roll instead of throw. This is safer and still just as much fun. Throw only if you have soft uncoated foam balls.

## **COOPERATIVE RELAYS**

**Tube Relay** - You can make some tubes by taking PVC pipe (one and a quarter inch to one and a half inch size) , cut it into lengths of two and a half feet and then slice it to create a half tube to hold golf balls, ping pong balls or marbles as you transport them around the playing area. This is a great partner and large group activity.

As students use the tubes they hold them with their hands under the tube so their fingers won't interfere with the objects rolling through. One partner starts the ball rolling through the tube and transfers it to their partner's tube without touching it with their hands. The object is to keep the ball rolling forward and trying not to let it stop. As soon as the ball is transferred, the person who has the empty tube runs to the front of their partner's tube to make the same transfer they just completed. This is done while moving from a starting line to a finish line. The distance can be varied according to age and skill level. It can be made more challenging by having a bucket, box, or basket to drop the ball into, and have them return to start and complete the task multiple times.

If this is done in small groups, only two players will ever be between the start line and finish line. When a player transfers the ball to the next tube, instead of running and getting in front of their partner, they run back to the line, give the tube to the next player who runs to the front of the player who has the ball in their tube. This requires a lot of control and cooperation. The ball needs to go slow but the players will run fast between the start line and the finish line.

The tubes must be handed to one another and not thrown. This can be a great cooperative and aerobic workout. Changing the course from a straight line to include curves, zig zags, and obstacles to go around and over makes it more of a challenge.

**Team Sheet Scoop Relay** - Any large piece of material cut into squares, rectangles, triangles, or circles with about a 4" or 6" hole in the center can be used for this activity. The material needs to have surface space or 12 to 24 square feet. This will allow several students the opportunity to work together with one sheet. Regular towels with a hole in the center are nice if you want this to be just a partner activity.

Have a sheet and a bucket or box for each group. Scatter balls (tennis balls work great) all over the floor. Each group will have the task of retrieving as many or a designated number of tennis balls and getting them into their bucket or box in a certain amount of time or this can be an un-timed activity.

The team must all keep both hands on the sheet with palms down at all times. No part of any players' body may touch a ball at any time. The team has to position the sheet over top of the ball and get it onto the sheet up through the hole, transport it to their bucket or box, successfully drop it through the hole into the bucket or box. If the ball is dropped or misses the bucket the process starts over.

## **ANGLE BALL**

Area - Any open inside or outside space

Group - Teams of 8 to 15

Age - 1st. grade through adult

Equipment - Portable standards, 2 long plastic funnels (drill a hole in the base of each funnel), two balls tethered on about 8' of cord, and at least 2 balls per every 15 players in the game (these will be used to throw at the tethered balls, which will be setting in the funnels on top of the standards).

Assemble the tethered balls in the funnels by placing the funnel in the open end of the top of the standard pole. Thread the rope through the hole in the bottom of the funnel and tie it to the pole where you would normally attach the bottom of a volleyball net. This will enable you to place the ball back onto the top of the funnel without tilting the pole. Just simple pull the cord and ball pops right back onto the top of the funnel.

Divide the group into two teams or if you want you can play 3 or 4 teams. Place the poles near the ends of the playing areas inside a 30' circle or if you have a gym using the three point line as a boundary works well.

Players try to throw a football or small round rubber ball and knock the tethered ball off of the pole. The thrown ball must contact the funnel or the ball to count as a score. Hitting the pole below the funnel and knocking the ball out of the funnel does not count as a score. Just pull the ball back up and play on.

You may let players run with the ball until they are tagged, at which point they must throw at the tethered ball or throw to a teammate. If you do not allow players to move with the ball, do not let other players guard them.

A ball that is loose on the ground may be picked up by any player. Sliding on the ground to get the ball forfeits your right to the ball and the player closest to you gets it instead. This is just for safety.

If you only have one pole, play with 3 or 4 teams and at least 3 balls. Players may go into the circles to get the balls but the ball must be outside the circle to be thrown at the ball on the pole.

If you have two poles, assign certain teams to throw at a designated pole and always encourage teams to play defense trying to intercept throws and to control the ball.

Increasing the number of balls to throw increases the involvement of all players.

## **BUCKET BALL**

This is an excellent throwing and catching game similar to Ultimate Handball.

Teams can have up to 50 players or more.

Try to have at least 2 catchers for every 20 players on a team.

The playing area is divided so each team has an end zone about 20 to 30 feet deep with the catchers in hoops at the back of the end zone. Give each catcher a 5 gallon bucket to catch the balls in.

No player can guard the catchers and the catchers cannot get out of the hoop to make a catch. Both feet must remain inside the hoop.

If team A is moving balls left to right in the playing area, their catchers are in the right end zone. Team B will be going right to left and their catchers will be in the left end zone.

For each catcher there will be an opposing team's player in the end zone to get balls that are caught and balls that aren't caught and put them back into play by throwing them to their teammates.

No one but the catchers and retrievers can be in the end zone.

Catchers may only catch one ball at a time and he/she simply tilts the bucket and lets the ball drop to the floor or ground if playing outside.

Players may throw the balls to teammates to advance them toward their catchers. Players may run with the ball but if tagged they must give the ball to the player who tagged them.

If a player picks up a dropped pass or receives a pass and does not move they cannot be tagged. Players must make an effort to run with the ball before they can be tagged. Starting and stopping does not make the running player safe. Once they take off running or walking with the ball they may be tagged.

Players may throw the ball to their catcher from any location inside the playing area.

Every 3 or 4 minutes change your catchers and retrievers.

Score can be kept by counting the catches, but most of the time it becomes totally irrelevant.

This game can also be played across court on basketball courts allowing you to have two games going on at the same time and two fields can be set up outside using cones or spots.

## **ROUND UP**

A throwing, running, chasing and fleeing activity.

Set the playing area up with a barrel or two in each end zone. The container to get the balls into can be varied in size and number. The depth of the containers into the end zone will be determined by the throwing ability and age of the players.

Players try to get control of the balls, run to the end zone line (which is a safe place for throwers) while trying to avoid getting tagged by opposing players and attempt to throw the ball into the container. If a player misses the throw, they must go back into the playing area to get another ball or they may go to their end zone and get a ball that the other team threw at the container and missed. If a player is tagged by a member of the opposing team, they must give that ball to that player. Players may pivot and not be tagged, but once they run or walk with the ball they may be tagged and cannot stop and be safe.

Players may run with the ball or throw to teammates to advance the balls to the end zone line for a throw. Players may throw at the containers from anywhere in the playing area but the only place they are safe from being tagged by the opposing team is on the end zone line.

Continue the game until all of the balls have been put into the containers or play for a set amount of time and count to see which team has gotten the most balls into the containers. The timed periods work a little better and give a needed rest break.

## MUSIC SUGGESTIONS FOR LINE DANCES AND ACTIVITIES

These are just suggestions. Please screen your music before using it in the program and be sure it will be acceptable for your goals.

- \*Super Freak** - God Blessed Texas, Watermelon Crawl, Pink Cadillac
- \*Slappin Leather** - Last Night, Boot Scootin Boogie, Move This, Good Times
- \*Cotton Eyed Joe** - Cotton Eyed Joe, Hampster Dance, Down at the Twist and Shout
- \*Men In Black** - Men In Black, Pump Up The Jam
- \*Medford Shuffle** - Bop, Get Down On It, Pump Up The Jam
- \*3 Kick Continental** - Soothe Me, Ms. Grace, Why Don't We Just Dance
- \*Jekyll Island Stomp** - I'm Gonna Get You, Boot Scootin Boogie
- \*N.J. Wave** - Hey Baby (D.J. Otzi), I'm Gonna Get You, Hit Man, We Like to Party
- \*Electric Slide** - Electric Slide, You Make Me Feel Like Dancin, Move This
- \*Rise** - Rise, Cry to Me, Soothe Me, When the Sun Goes Down
- \*Alley Cat** - Everybody Have Fun Tonight, Hit Man, Move This
- \*Hully Gully** - Baby Likes to Rock It, No Parking on the Dance Floor, Space Jam
- \*Whoomp It Up** - Everybody, Larger than Life, Another One Bites the Dust, Space Jam
- \*I Like It Like That** - I Like It Like That
- \*Itsy Bitsy Spider** - Itsy Bitsy Spider - by Little Richard - Disney , "For Our Children - vol 1)
- \*Wipe Out** - Wipe Out
- \*5,6,7,8,** - 5,6,7,8,
- \*Cupid Shuffle** - Cupid Shuffle
- \*Hokey Pokey** - Hokey Pokey - by Little Richard
- \*Bunny Hop** - All Shook Up - Elvis Presley
- \*Paper Plate Routine** - If You Knew Sousa and Friends

## "Keeping Children First"

by Ambrose Brazelton

"I'm not concerned what's best for me, or what's in fashion or style.  
I pledge to do with conscience free, what's best for every child.

Even though problems, programs and people distract with eyes on the money purse,

I commit myself and my every act to KEEPING CHILDREN FIRST!"



**C.L.U.E. for success:**

**COMPASSION  
LOVE  
UNDERSTANDING  
ENTHUSIASM**

Thank you for the opportunity to share.  
If you need any further assistance, please feel free to  
email, write or call.  
Don is available for individual district workshops.

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