

# 45K

## Teaching Kindergarten for 45 Minutes

**Share the Wealth Conference**

**January 23-25, 2020**

**Jekyll Island GA**

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## 45K: Teaching Kindergarten for 45 Minutes

### General Movement Concepts

- Locomotor skills
  - Walk
  - Run/Jog
  - Skip
  - Gallop
  - Slide
- Body control
  - Stop/start
  - Ready position
- Levels
  - High
  - Medium
  - Low
- Pathways
  - Straight
  - Curved
  - Zig-Zag

### Manipulative Skills

- Tossing & catching
- Striking
  - Hands
  - Objects
- Hand/eye coordination
- Foot/eye coordination

### Balance

- Static
- Moving
- Single body parts
- Multiple body parts

### Strength

- Body weight
- Weight transfer
- Weight bearing

### Aerobic Endurance

- Increased heart rate
- Exertion

## Movement Activities

### Around the Block

**Objective:** Aerobic endurance; locomotor skills; muscular strength.

**Equipment:** Music; Cones with cone folders and exercise cards.

**How to play:** Place the cones in a square approximately 30 feet on each side. Place a cone folder on each cone with a locomotor movement (e.g., jog, bear walk, skip, hop) listed on a card on each side of the cone folders. Spread the children around the outside of the square. When the music begins the children travel counter-clockwise around the outside of the square performing the locomotor movements depicted on each of the cone folder signs. For example, from cone 1 to cone 2 the children jog. When they get to cone 2 and turn around the cone they switch to bear walk. When they get to cone 3 they skip, and when they get to cone 4 they hop. Let them travel for about 30 seconds then briefly stop the music and have them change directions so they are traveling clockwise. List 4 different locomotor movements on the other side of the cone folders.

### Circle Drills

**Objective:** Aerobic endurance; locomotor movements; muscular strength.

**Equipment:** Music.

**How to play:** Place the children in one large circle or in two smaller circles. When the music begins the children jog counter-clockwise around the circle. After about 15-30 seconds stop the music. The children stop jogging and perform an exercise that is specified by the teacher (e.g., push-ups or squats). Let the students perform the exercise for about 10-15 seconds then start the music again. When the music begins again the children jog clockwise around the circle. Repeat this pattern for the allotted time; changing the exercise each time they stop. You can also change the type of locomotor movement they use to travel around the circle.

### Crazy Cones

**Objective:** Spatial awareness; self-awareness; cooperation; teamwork; color recognition; aerobic endurance; flexibility.

**Equipment:** Different colored cones (preferably 3 or 4 different colors); music.

**How to play:** The cones are scattered around the area. Each player stands at a cone. The color of the cone determines which team the player is on. When the music begins, all players move around the area attempting to flip over the cones of the opposing teams while making sure their own cones remain upright. A cone cannot be touched by a player two times in succession. Play for 30-45 seconds and see which team has the most cones upright. Reset and start again.

### Cross-Over

**Objective:** Self-control; self-awareness; cooperation.

**Equipment:** None

**How to play:** The players form one large circle. On the signal to begin, everyone attempts to cross to the other side of the circle without touching anyone else. When the group is successful, make the circle smaller and try again. Discuss the ways that are used to cross the circle to avoid touching others.

### Do This

**Objective:** Visual discrimination; cross-lateral movement; following a pattern; memorization.

**Equipment:** None

**How to play:** This game is a "follow-the-leader" game. The students stand in a circle. The teacher (also standing in the circle) begins a movement (e.g., clapping hands). The students all follow the movement. On the signal from the teacher, the student to the right of the teacher changes the movement (e.g., marching in place) and everyone follows. Continue around the circle until everyone has had a chance to be the leader. Now make it more challenging. On the next turn around, each leader must go through the movements done by everyone prior to themselves, before moving on to their own movement. For example, the teacher starts with hand clapping. The next student then takes over with hand clapping for a short period of time, and then switches to marching in place. The next student starts with hand clapping, and then marching in place, then switches to patting his/her shoulders.

This continues around the circle. It gets more difficult for those near the end of the circle; however, the movements keep getting repeated, thus greater learning occurs.

### **Do That**

Objective: Visual discrimination; cross-lateral movement; following a pattern; memorization.

Equipment: None

How to play: This game is a “follow-the-leader” game, similar to the one above. The students stand in a circle. The teacher (also standing in the circle) begins a movement (e.g., clapping hands). The students stand still and watch. After a brief time (3-5 seconds), the teacher switches his/her movement (e.g., circling both arms). The students begin doing the teacher’s first movement (clapping hands). When the teacher switches to a new movement, the students also switch, but always do the previous movement the teacher has demonstrated. The teacher continues “doing this” while the students “do that.” To add more challenge, move around the circle letting each player take a turn being the leader. Now when the new leader starts his/her movement, the rest of the group is performing the movement of the previous leader.

### **Flip-Flop**

Objective: Aerobic endurance; locomotor movements; muscular strength.

Equipment: Music.

How to play: Scatter the children around the area. When the music begins the children randomly travel around the area using a specified locomotor movement (e.g., skip). Stop the music briefly (1 or 2 seconds) or blow a whistle. When the music stops the children safely touch their stomachs to the floor, flip over, touch their bottoms to the floor, then get up and begin traveling around the area again.

### **Follow Your Partner**

Objective: Aerobic endurance; cooperation; locomotor movements.

Equipment: Music

How to play: The players form pairs. One partner is designated the “leader” and the other partner is the “follower.” When the music begins, the leader moves around the area using different locomotor movements as the other partner follows, imitating the movements of the leader. The leader changes locomotor movements and/or directions whenever he/she chooses. The follower must do the same. After a short period, the partners switch roles and continue.

### **Guard the Cookie Jar**

Objective: Quickness; hand/eye coordination; agility.

Equipment: 4 poly spots (cookie jars) and 4 beanbags (cookies)

How to play: The four poly spots are placed on the floor or ground around the area. Four players are selected to guard each of the cookie jars by standing over top one of the poly spots. A beanbag (cookie) is placed on each poly spot. On the signal to begin, all other players attempt to grab a cookie from one of the jars. If a player can successfully grab a cookie without being tagged by the guard, then that player becomes the new guard. Players who are tagged while attempting to remove a cookie must go play at one of the other cookie jars. When they are tagged at another cookie jar they may return to a jar in which they had previously attempted to remove a cookie. Guards who lose their cookie must also leave and go play at another cookie jar before they can attempt to remove the cookie which they had previously guarded.

### **Hoop Guard**

Equipment: Two hoops and one Koosh ball for every two players.

How to Play: The players form pairs. The hoops are placed on the ground approximately 5 to 6 feet apart. The players stand opposite hoops, facing each other, with one of the players holding the Koosh ball. Players take turns tossing the ball back and forth toward each other’s hoop. The object of the game is to toss the Koosh ball into your opponent’s hoop so that it lands and stays inside of the hoop. One point is scored when the ball successfully lands and stays inside of the hoop. Your opponent will try to defend her hoop and block the ball from landing inside of it. Players may squat down to defend their hoops, but they cannot sit, kneel or lay down on the ground. They must remain on their feet at all times.

### **Hoop Warm-up**

Objective: Aerobic endurance; flexibility; agility.

Equipment: 20-30 hoops; music.

How to play: Spread the hoops out randomly around the area. The players are scattered around the area as well.

When the music begins, all players move around the area and perform the following tasks:

- Move around the area without touching any hoops.
- Step inside as many hoops as possible with one foot; two feet at the same time; one foot than the other.
- Touch inside as many hoops as possible with: one hand; two hands; one hand & one foot; two hands & two feet; one hand & two feet; one elbow; two elbows; one knee; two knees; one elbow & one knee; your buttocks; two elbows; two knees; two knees & two hands; etc.
- Jump inside a hoop, lift it up and over your head, and then place it back on the floor.
- Put your hand inside a hoop and run one time around the outside of the hoop.
- Jump in and out of each hoop two times then move on to another hoop.
- Do everything above with a partner.
- Do everything above while dribbling a ball.
- Make up your own movements as you move around the hoops.
- Be creative...the list is endless!

### **Imaginary Rope Jumping**

Objective: Creativity; aerobic endurance; muscular strength & endurance; coordination; agility.

Equipment: Music

How to play: Everyone stands in one large circle with an “imaginary” jump rope in their hands. Start the music and begin jumping. Use your imagination and create crazy ways to jump or the teacher can lead a routine. Try any trick you want...you can't mess up!

### **In-Out-Around**

Objective: Aerobic endurance; locomotor movements; muscular strength.

Equipment: Music; hoops; whistle.

How to play: Scatter the hoops around the area on the floor. The children are scattered among the hoops. When the music begins the children travel (jog, skip, etc.) around the area without touching the hoops. When you blow one short whistle the children find a hoop and jump in and out of the hoop. On the next whistle they begin traveling around the area again. When you blow 2 short whistles the children find a hoop and run around the outside of the hoop. On the next whistle they begin traveling around the area again.

### **Musical Hoops**

Objective: Spatial awareness; self-control; communication; problem-solving; empathy.

Equipment: Hoops and music.

How to play: Scatter the hoops around the area on the floor. The children scatter around the hoops. When the music begins the children jog around the area. When the music stops, all the children stand inside a hoop. Remove a couple of hoops and begin the music again. This time some children will have to share a hoop. Continue taking away hoops, forcing the children to figure out how to get more children into the remaining hoops.

### **Off & On**

Objective: Cooperation; teamwork; locomotor skills; dynamic flexibility; aerobic endurance.

Equipment: Poly spots & yarn balls or beanbags.

How to play: The Poly spots and yarn balls are scattered around the area on the floor (yarn balls are not on top of the spots). The students are scattered around the area. On the signal to begin, the students attempt to put all of the yarn balls on top of the spots (one ball per spot). Time the students to see how long it takes. Remove the balls from the spots and begin again, this time trying to beat the previous time. If you have colored yarn balls and colored Poly spots, you can require that a ball can only be on a spot of the same color or of a different color. Try it with your hands then try it with your feet.

### **Spot Jumping**

Objective: Aerobic endurance; agility; muscular strength & endurance.

Equipment: 20-30 poly spots; music.

How to play: Scatter the poly spots randomly around the area. Everyone starts by standing on a poly spot. When the music begins, the players move randomly around the area using a designated locomotor movement. When the music stops, everyone stops on a spot (any spot, not necessarily the one you started on). The teacher then announces a jumping task for the players to perform. After 10-30 seconds the music begins again and the players move around the area again. When the music stops a new jumping task is given.

Sample jumping tasks: Jump on and off with both feet; one foot; or alternating feet. Jump over the spot side to side or forwards and backwards. Straddle the spot and jump on by bringing your feet together and off by spreading your feet apart.

### **Touchdown**

Objective: Teamwork; strategy.

Equipment: One small, soft object (koosh ball or beanbag); 4 cones.

How to play: The children are divided into two equal teams. Mark off a large rectangle with the cones. If playing indoors, you can use the lines of the basketball court. Each team lines up at opposite ends of the rectangle. The offensive team has the ball and they secretly give it to one of the players. All offensive players hide their hands behind their backs, pretending to have the ball. On the signal to go, the offensive players run to the far end of the area, trying to get past the defensive team's end of the field without the player with the ball being tagged. The defensive team tries to tag as many of the offensive players as possible, trying to tag the offensive player who is carry the ball before he or she makes it across the far end line.

### **About Curt Hinson**

Curt Hinson Ph.D., has taught for 37 years. He is the CEO of PlayFit Education. In addition, he teaches in the on-line graduate program at Canisius College in Buffalo, NY. He holds a Ph.D. in Kinesiology; a Masters of Education degree; and a BS degree in Health & Physical Education. Curt is the author of three books, *Fitness for Children*; *Games Kids Should Play at Recess*; and *6-Steps to a Trouble-free Playground*. He also is the creator of the *Dr. Recess Playground Program*. He has made presentations in all 50 states, as well as in Washington, DC, Puerto Rico, the Virgin Islands, and Mexico. He was the 1992 SHAPE America Eastern District Teacher of the Year and the 1991 Delaware PE Teacher of the Year. He has been featured in the *Wall Street Journal*; *Disney's Family Fun* magazine; and on the *Fox News Network*.