

# Developmentally Appropriate Games That Work!

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## **1. This Little Light Of Mine**

**National Standard(s):** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

**Standard 4-***The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

**Music:** *“This Little Light of Mine” by Raffi*

**Equipment:** *Small Flashlights*

**Formation:** *Small Groups 4-6 people scattered about the gym.*

**How to Play:** *One person is designated the leader in a small group of people. (4-6) The leader carries the flashlight and the leader chooses exercises, locomotor movements or dance moves. Change leaders frequently.*

## **2. Extinction (Jim Ross)**

**National Standard(s):** *Standard 1- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns*

*Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

**Music:** *Help by The Beatles*

**Equipment needed:** *No-Tie Pinnies or scrimmage vests*

**Formation:** *Divide your class into 5-6 teams. Team sizes of 4-6 students’ works best. Scatter in the Gymnasium or outside space. The size of the playing area depends on the space available and size of group.*

**Goal:** *Developing offensive/defensive game strategies in a dynamic environment.*

**How to Play:** *Everyone is a tagger. If a player is tagged by someone on another team, the player kneels on one knee and raises a hand in the air. To become unfrozen the kneeling player must receive a high five from a teammate. If all the players from one team are frozen, the team becomes extinct! When only 1 team remains, the game is over.*

*If a team is “extinct”, the players may get back in the game by performing a team oriented activity. Suggested activities include: running around the playing area, each player performing 10 push-ups or each player jumping rope 25 times. Whatever “team oriented” activity is selected, the team must perform the activity together and complete it before there is only one team remaining in the game.*

**Assessment:** *This is a good activity for a teacher to check the selected skills, offensive movement/strategies and defensive strategies.*

### **3. Calculator Toss and Catch**

*Use the calculator to add up the scores for exercises, Tossing and catching or any activity that needs to record a number as a motivational tool.*

**National Standard:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.*

**Music:** *"Catch Us If You Can" by the Dave Clark Five*

**Formation:** *Partners*

**Equipment:** *Fleece Balls, Rubber Chickens, Bass, Animal Beanbags, Playground Balls, Dinoskin Balls*

**How to Play:** *While most of us use partners at times to practice tossing and catching skills, there seems to be no "incentive" for the throwers to make an accurate throw and the catchers to make a valid attempt to catch the object. Partners face each other and try to make accurate throws to their partner so they might catch the thrown object. To encourage this type of behavior I asked the students to count the number of correct attempts and report it to me at the end of one minute. One partner from each group would line up in front of me and tell me their score and I would place it on the calculator. After all of the students reported their scores I would press the calculator for the grand total and ask one of the students to read the score aloud. After this I would suggest to the class that they could better that score and create a new "World Record" for their grade if they could add a few more to their total the second time around. It is amazing how their scores improved when they actually had a greater incentive to catch the object. The "Grand Total" plan works...Try it... You'll like it*

**Variation(s):** *Use various size and shape objects. Underhand throws, Overhand throws, Bounce Passes, Chest Passes*

### **4. Shaq Attack or King James- Nothing But Net**

**National Standard:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns*

**Music:** *Space Jam-Quad City DJs*

**Equipment:** *One hula hoop for each group of three people and one soft Ball, pinnies may be used as well, if necessary.*

**Formation:** *Partners or small groups of 3-4*

**How to Play:** *Working with a partner, have one person hold a hula hoop and another person attempts to dunk their ball. Try shooting different types of shots. Use groups of three and perform alley-oop shots. Try to invent creative dunks such as the ones that you see on TV or in sport arenas.*

**Variation:** *Play two vs. two, three vs. two, etc.*

## **5. One on Three Kickball (Chip Candy)**

**National Standard:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

**Music:** "Born To Run" by Bruce Springsteen

**Equipment:** Two Sets of Penguin spots 1-6 or two bases for each group of 4-5 students. (Preferably different colors) and one dinoskin ball, or a softer ball for younger classes. (Preferably the same color as the bases)

**Formation:** Groups of 4 children with enough space to set up 5 or 6 games at one time.

**How to Play:** The batter may choose to kick a stationary ball or have the pitcher pitch it to them. The batter kicks the ball into play and begins running from base to base (Home to the Pitcher's Mound and continues to run until every fielder has caught the ball. Then the last player will relay the ball to the catcher who tags home plate and shouts "**OUT!**" The batter scores a run for every base touched. The players then rotate to assume a new position and the next batter is up.

**Rotation:** 1. Catcher becomes the batter. 2. Batter becomes the pitcher.

**Organization:**

Occasionally one may need to play this game as a one on four game should space preclude the additional game. Two bases are set up to include home plate and a pitcher's mound about 10-15 yards apart or less if needed. The players will take one of the four positions: Outfield, Pitcher, Batter and Catcher. Note: Use two outfielders if needed for a group of five.

**Rules:** 1. The fielders may not run with the ball. They must throw it in. 2. The fielders must all catch the ball before throwing home. (This forces them to work on the double-play pivot or the outfielder-infielder relay.) 3. Three strikes and you are out! (Foul balls are all strikes, even on the third strike. 4. A ball caught in the air (**Pop-Fly**) is still in play **it is not an out!**

**Variations:** This game can be played as wiffleball, soccer, football, Frisbee, lacrosse, etc.

## **6. American Gladiators**

**National Standard:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Music:** Indiana Jones & The Temple Of Doom

**Equipment:** Hampers Purchased from the Dollar Store, or Clean Garbage Cans to be used as Basketball Baskets.

**Formation:** Two vs. Two, Two vs. Three or Three vs. Three

**How to Play:** Play "Rock Paper Scissors" to determine which team begins in possession of the ball. Teammates must pass the ball to attempt to score a goal by tossing the ball into the hamper without having the ball intercepted by the opposing team. Players may not touch or grab the other team. Players must pass the ball to their team and move toward the goal without fouling the other team players. If the opponents intercept the ball they must take it back as in Half-Court Basketball and start the game anew.

**Variation:** Play the game using two hampers as in Full court Basketball

## **7. West African Jumping Game**

**National Standard:**

**Music:** Big African Noise

**Equipment:** None

**How To Play:** \*\*\*Choose a new partner or have the teacher designate the partners.

Each partner needs to choose either **“The Same”** or **“Different”**

Begin by having both partners **Jump and Chant** with both feet together while counting the numbers of each jump: **One, two, three four, five, SIX.**

When they say the number **SIX** they must place one foot sticking out in front of them (without kicking their partner)

If your foot and your partner’s foot are near each other (Pointing toward your Partner’s foot) that signifies that the person who chose **“The Same”** is the successful one.

If their feet are not pointing toward each other than the person who chose **“Different”** is the successful one and receives a point

## **8. Pick Up the Pieces (The Recycling Game)**

**National Standard:**

**Music:** Pick Up the Pieces/ Average White Band

**Equipment:** Buckets 4-6, Counting Circle Shapes or Poker Chips, Basketballs or Playground Balls for each student

**Formation:** Scatter

**How To Play:** Scatter colored pieces around the gym floor. These can be poker chips or various colored plastic pieces that are sold at Staples or other school or office supply stores. Dribble a basketball with one hand and pick up the pieces one at a time and place them in the correct color buckets placed around the gym.

**Variation:** Change hands and dribble with the non-dominant hand and pick up the pieces with the dominant hand. Use defensive players who are also dribbling a ball. If they tag an offensive player’s ball and that person has a chip in his/her hand the person must drop it back onto the floor.

## **National PE Standards**

**Standard 1-**The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2-** The physically literate individual applies knowledge of concepts, principles strategies and tactics related to movement and performance.

**Standard 3-** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity.

**Standard 4-**The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5-** The physically literate individual recognizes the value of physical activity for health. enjoyment, challenge, self-expression and/or social interaction.