



Dragon Race



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed and to encourage teamwork to accomplish a task.



Equipment: • Large outdoor space with large boundaries
• Whistle



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Have students line up at one end of the playing area. Students find a partner and form a “dragon.” One student is the head of the dragon and leads the pair. The other student reaches his/her arm through the legs of the student in front and extends his/her other arm to form the tail of the dragon. On Go, each pair races to the opposite end of the playing area. If the pair breaks they return to the start and begin again.



1. Divide your class into two teams with an even number of students on each team.
2. Mark off a starting line.
3. This game is played as a relay race in which students will tag onto the dragon until every student is part of the dragon.
4. On Go, the first student runs from the start to the other side of the playing area and back picking up the next student in line. These two students form the dragon and race from the start and back to the start to pick up a third player.
5. Each time a player is added he/she is joined by reaching through the legs of the player in front and extending their other arm as the tail.
6. The race is won when all players on the team have become part of a giant dragon and race back to the start.

** If a player loses the hand of another player during the relay race. The whole team must return to the start and begin again.

Extension:

- Instead of reaching and holding hands, it might be easier for younger players to hold onto bandanas. Have a class set of bandanas that students can tie to a back belt loop for others to hold onto.
- To make this relay more challenging, have your students crawl, jump, hop from start to finish. ***I think, however, they will have enough trouble doing this activity as originally described.





Fire, Fire



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed; to encourage the development of good listening skills.



Equipment: • Large outdoor space with large boundaries
• Whistle
• List of fitness activities



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear. ** Alternatively, this game can be played indoors if the weather is challenging.

Instructions



Warm-up: Have students practise each of the different fitness activities on the list. Each activity should be performed 5 times. Then have students lie down on their backs. On your whistle, they must jump up and do the first activity 2 times and then lie down. With each subsequent whistle, students jump up and perform the next fitness activity in the list and lie back down on their backs.

1. Have your students spread out throughout the area in a circle with enough room so that they don't make contact with others.
 2. Choose a leader. The leader stands in the middle of the group/circle.
 3. When the leader shouts "FIRE, FIRE" everyone is supposed to jump up and do the first fitness activity in the list 5 times fast. The last student to complete the challenge must do another 5 repetitions of the activity.
 4. Everyone then lies down again and waits for the shout "FIRE, FIRE!"
 5. The game continues until the list of fitness activities is complete.
- ** If the leader shouts anything but "FIRE, FIRE" students are not to get up. (ie. The leader can shout "FIRE, FUN or any other combination of words). If students get up they must perform 5 repetitions of the previous activities already completed in the list. This will get very tiring as this happens towards the end of the list. It is the job of the players to listen carefully.



Extension:

- You can use any word combination you wish for this game. Try to link this to one of the topics you are studying in class. This is a good way to have students learn a concept through repetition of a series of words. In this case, I suggest that you are the leader shouting the words.





Cinderella's Slippers



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed; to develop teamwork.



Equipment: • Large outdoor space with large boundaries
• Chalk (to make large circles)
• Whistle



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area with a paved spot (on which to draw a circle) at one end of the playing area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Students pair up with one male and one female in each pair. Ensure that both are about the same size or that the male student is taller. Beginning at the start, each pair does a wheelbarrow race to the finish line with the female student acting as the wheelbarrow. Alternatively, if you have a selection of brooms (from the caretaker's cupboard) you can have the female student be pulled along on a broom. Practise either of these small races and allow pairs to change.

1. Ask everyone in the class to determine their pair.
2. Divide the pairs into two different teams. Each team draws a circle at the end of the playing area.
3. Each female of the pair takes off one of their shoes and takes the shoe to the circle.
4. On go, each pair races (in wheelbarrow fashion or on brooms) from the start to the circle. The male student in the pair must locate the shoe of his partner and put it back on before returning to the start.
*** Female partners are not allowed to talk.
5. Once they return, the next pairs go.
6. The winner is the team that has all of their Cinderella's back at the start with their shoes on and tied up.



Extension:

- This game is a lot of fun and helps to break down barriers between males and females in the class. Try the game again with male pairs challenging female pairs.





Dead Ants Everywhere!!!



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed.



Equipment: • Large outdoor space with large boundaries
• Whistle



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Students begin by running around a designated area. On your whistle they must all drop to the ground, lie on their backs with arms and legs in the air. Practise this a number of times with students running and dropping each time the whistle blows.



1. Designate one person to be “it.”
2. On your whistle, everyone begins to run within the boundaries. When “it” tags an individual they must lie down on their backs with their arms and legs sticking in the air (like a dead ant).
3. For the dead ant to “come alive” again, they must have each of their limbs tagged by four different people. As each limb is tagged, the dead ant can drop that limb to the ground. Once all four limbs are on the ground the ant is up and running again.
** The dead ants cannot be tagged again until they are up and running.
4. Once someone has been a dead ant three times (honour system) they become “it” and a new game begins.

Extension:

- Have multiple people play “it”. Your students won’t know who to run away from.
- You can create a cross-curricular extension by choosing different animals to use instead of ants. The grade 4 curriculum as well as the grade 6 Ontario curriculum studies the diversity of living things. Your students can be dead penguins on an ice flow dead due to global warming (it).





Drop And Give Me 10



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed.



Equipment: • Large outdoor space



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Students begin by running around. On your signal, everyone drops to the ground and does 10 push ups. On completion, everyone runs again and you repeat the process.

1. Choose one student to be “It.” Everyone else spreads out throughout the play area.
2. On your signal “It” begins to chase the other students.
3. To avoid being tagged you must drop and do 10 push ups.

** “IT” cannot wait for you to finish and then tag you.

4. If you are tagged you become “IT” and begin to chase the other students.



Extension:

- Have a list of different fitness activities your students can do in order to avoid being tagged (ie. Crunches, jumping jacks, high kicks, plank for 10 seconds).
- To make this game more challenging, have two or three students be “IT” at the same time.





Chalk Drawing Twister



Learning Goal: to encourage physical activity through game play; to develop flexibility and balance through body movement.



Equipment:

- Outside pavement
- Chalk
- Large flexible measuring tape or string measuring about 10 metres (30 feet)
- Pair of large dice (you can make a set out of cardboard and keep in a cupboard for use throughout the year)



Safety Considerations: Students should be aware of their space and the environment around them. Ensure that the “board space” is large enough to prevent students from injuring themselves during the game as they reach over and under each other. Be aware that this game requires some body contact. Ensure that students are comfortable with this or space out the circles to limit the contact.

Instructions



Warm-up: Have students make up their own “playing board” in groups of four or five. The dimensions of the board should measure two to three metres per side. The game board should resemble the board shown.

Add a number to the inside of each circle 1 through 6. Each number should be used in at least two circles. For a four or five player game use 18 to 20 circles (numbered from 1 to 6)

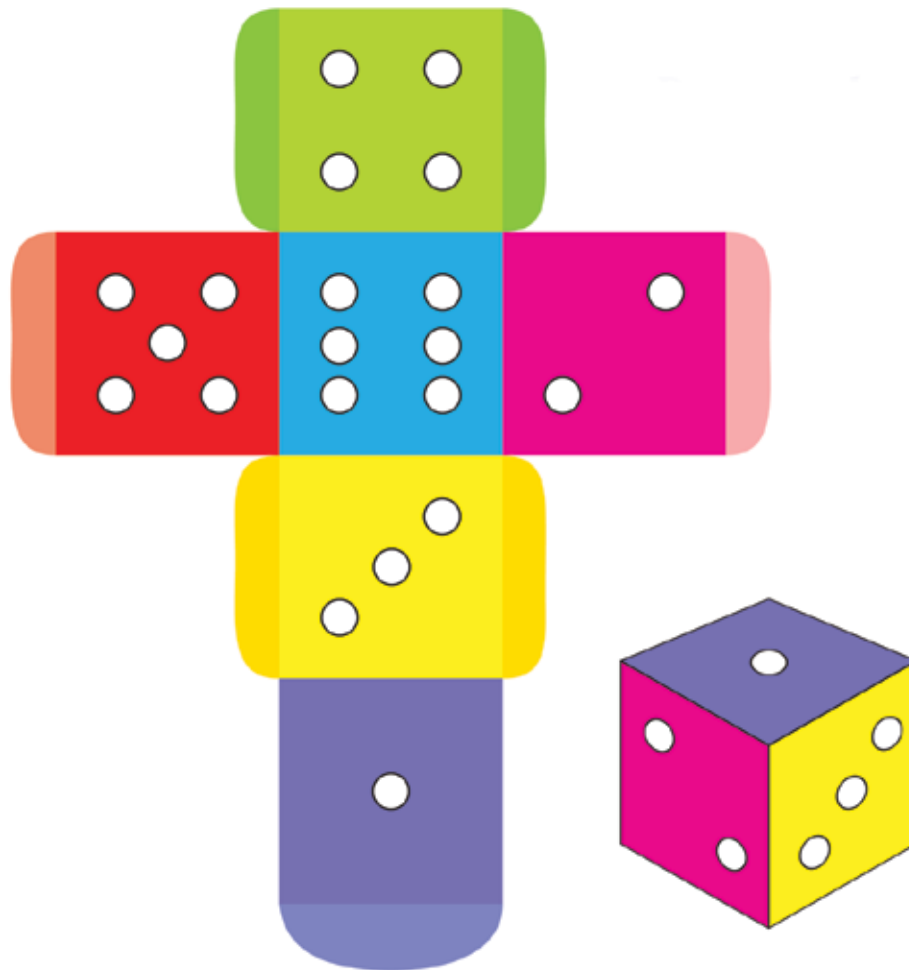




Chalk Drawing Twister Cont'd



1. Player one rolls the dice. If, for example, one die says “6”, put one foot on a circle 6. If the second die says “3”, put the other foot on a circle 3.
2. Player two then rolls the dice. If a circle is already taken, roll the dice until an open space is found.
3. Continue until everyone has both their feet on the board.
4. Player one then rolls the dice again. This time the dice tells where to place the hands.
5. Players are eliminated when they lose their balance and fall over.
6. If everyone has been able to place both hands and feet on the circles without falling, everyone raises one foot. Whoever falls is out.
7. Anyone left lifts one hand. This continues until one player is left – the winner.



Extension:

- If there are no dice available, write the numbers one to six on pieces of paper and designate a player as the “number picker” to draw the number from a hat.





Cooperation Tag



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed; to encourage teamwork among a large group of people.



Equipment: • Large outdoor space
• Two or three fun objects for students to hold (rubber chicken, Frisbee, hula hoop)



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear. Remind students to be aware of the space and the people around them.

Instructions



Warm-up: Have your students begin by running around the playing area. Hand out each of the objects to random students. These students can only hold the object for a count of 3 before passing the object onto someone else. If they hold onto the object too long they are eliminated from the game.



1. Designate one or two persons to be “it.” These people chase the remaining players attempting to tag them.
2. The players spread themselves out within the activity area. Hand out the objects to random players in the area. Players are safe from being tagged if they are holding one of the objects. Players must cooperate and pass the objects to each other to avoid being tagged.
3. If you are tagged you sit down cross-legged. To be “freed” you must be given 2 of the objects in play. ** Important to remember that you will need to give both these objects away to “needy” individuals
4. The game continues until your students are tired. Rest and play again with new individuals chasing the others.

Extension:

- Have multiple students be “it.”
- Introduce multiple objects. These objects can be either all the same or different from one another.
- Introduce a time limit (as in the warm-up) so that no one person is holding an object for too long.





Go Tag



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed.



Equipment: • Large outdoor space



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear. Remind students to be aware of the space and the people around them.

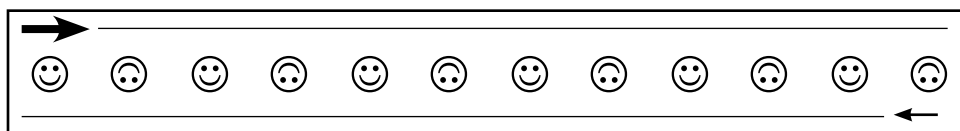
Instructions



Warm-up: Have your students warm up by jogging in one direction. On your signal, students must switch and run in the opposite direction. You can call out “reverse, right, left, backwards, forwards.”



1. Have your students line up side by side facing opposite directions (ie. Forwards, backwards, forwards, backwards).
2. The player at one end of the line becomes the “Chaser” while the player at the other end of the line becomes the runner.
3. On “GO” the runner runs in one direction in a circle around the students while the “Chaser” begins to chase them.
4. The “Chaser” may run in either direction but cannot switch directions once they begin running.
5. As the “Chaser” runs from one end of the line towards the other after the runner they may tap a person on the back and that person becomes the “Chaser.” The old “Chaser” fills the space in the line.
 ** The “Chaser” can only tap someone on the back (the person must be facing away from them in the line).
6. Once the runner is caught, they take a place at the end of the line and the “Chaser” who tagged them becomes the runner.



Extension:

- You can make this game more challenging by allowing the “Chaser” to tap the backs of two students at the same time. Each new “Chaser” chooses a direction to run after the runner.





Rover, Rover



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed; to encourage teamwork among classmates.



Equipment: • Large outdoor space
• Two boundaries a distance apart (ie. 2 fence lines)



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over. This activity is best played on a grassy area. Remind students when they are running to look out for other people that may be running toward them. Students need to be aware of their environment.

Instructions



Warm-up: Have your students line up along one of the boundary lines. Standing in the middle of the field between the two boundary lines call out an item that some of your students are wearing (ie. “all those wearing white running shoes”). Those students with the item must run by you to the other side. Continue to call out different items until all your students are at the other boundary.



1. Choose two students to be ROVER. Both students now stand in the middle between the two boundaries.
2. The remaining students line up along one of the boundary lines.
3. Play begins with ROVERS calling, “Rover, Rover we call those with _____ over.” The two Rovers choose an item that some of the students are wearing.
4. Those students with the item must run past the Rovers in the middle to the other side without being tagged.
5. If they are tagged, students become additional Rovers and stay in the middle.
6. Once the remaining students are at the other boundary, Rovers continue to call students over until there are only two students left to call over from either side.
7. These students are the winners and become the ROVERS.

Extension:

- Players can use any manner of item to call people over. (ie. Birthday months, number of people in their family, etc.)
- To make the game more challenging students can run from both sides at the same time. ** Remind students to be very careful, to watch out for others, and their environment.





Hide And Go Seek



Learning Goal: to develop good cardiovascular strength through play; to develop strategies to evade detection; to learn how to move through an environment quietly.



Equipment: • Outside area of mixed vegetation (a field, bushes, trees, other objects that allow students to hide behind)



Safety Considerations: Remind students to be aware of their environment and other students. Students should have proper wear for running and outdoor play. Remind students of the boundaries and of the safe word – olie, olie, oxon free – this word is used to tell all students to come back to home base.

Instructions



Warm-up: This is a great game that has many variations and has been around for years. Set up the area in which you are playing this game. Advise your students of the boundaries and walk the perimeter of the area they are allowed to move in. Establish a home base (tree, rock, you) where everyone must return during and after the game.

1. Choose one player to be “It.” This player moves to home base, closes their eyes and counts to 20 slowly.
2. The remaining students run and hide while “It” is still counting.
3. At the end of the count “It” opens his/her eyes and begins to look around the area for players. If they spy a player they must call out their name and try to tag them. The player being chased needs to get to home base.
4. If the player reaches home base without being tagged first, they are free.
*** The objective of all players is to sneak up and reach home base before “It” even sees them.
5. “It” continues to look for other players.
6. If “It” catches a player before they reach home base then that player becomes “It” and the game begins again. To collect everyone to begin the game again the students shout “olie, olie, oxon free” – the signal that tells everyone still hidden to come back to home base.



Extension:

- You can have “It” remain in place touching home base once they finish counting. With this modified hide and go seek game “It” cannot move but instead has to try to find the hidden players by carefully looking around the environment for them. Each player they spy they must identify and indicate where that player is located. If correct the player must come out of hiding and return to home base.





Body Part Tag



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed.



Equipment: • Large outdoor space with large boundaries
• Whistle
• List of fitness activities*



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over; that the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Spread out your students in a large area. On your signal, yell out different body parts. For each body part, your students must touch the body part. (ie. Left arm, head, elbow, hip, hand) ** Knees or feet are not good body parts to use for safety reasons.



1. Designate one person to be it. Everyone else spreads out throughout the area.
 2. On your signal “it” chases the players trying to tag them with a specific body part (ie. Elbow touch).
 3. If a player is tagged with the correct body part they become “it” and must yell out the body part they will tag with (ie. Head)
 4. The game continues until everyone has had a chance to be “it” and to tag with a different body part. Challenge your students to come up with “unique” body parts
- ** Remind students to be careful when running and chasing so that they don’t get hurt.

Extension:

- This activity offers an excellent opportunity for a cross-curricular connection especially for the Ontario Grade 5 curriculum – systems. Instead to chasing to tag using a different body part, “it” can yell out a body part they are studying as they are chasing others. Once they tag a player, the tagged player must provide the function of the body part (ie. Liver – production of bile for the digestive process, Aorta – large artery that pumps blood from the heart to the rest of the body, lung – inflates to allow oxygen into the body etc).
- Instead of your students just running have them move according to one of the activities from the list (ie. Jumping jacks to run and to chase – this will really tire out your students)





Dodgeball Blast



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed; to develop good hand-eye coordination.



Equipment: • Large outdoor space with large boundaries
• Selection of soft foam (Nerf) balls (about 10)
• Two hockey nets



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear. Alternatively, this game can be played in the gymnasium or other large indoor space with walls to prevent the balls from going out of bounds.

Instructions



Warm-up: Divide students into two different teams. Hand each team 5 of the foam balls and have them set up their net at one end of the playing area. Students can practise scoring on their net with other members trying to dodge being hit and at the same time trying to prevent a score.

1. With the teams divided, have each team set up their net at one end of the playing area. Try to have the playing area within a contained area like a baseball field (often surrounded by fencing).
2. Have the teams meet in the middle.
3. On your signal, throw the balls into the air. Players try to grab the balls and quickly move to try to score on the opposing team's net. At the same time they are trying to hit the players on the opposing team.
4. If a player is hit, they are eliminated from the game and must go sit on the sidelines.
5. There are two ways to win. Score a designated number of goals on the opposing team or get all of the other team's players out of the game.



Extension:

- Instead of two teams, have four teams. Each has a net to score on. This makes the game more challenging as students have to be extremely vigilant to prevent being scored on or eliminated from the game.
- This is another game that can be done between classes. Games like this serve to unite students from the same grade together even if they are in different classes.





Pizza Game



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed.



Equipment: • Large outdoor space



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear. Remind students to be aware of the space and the people around them.

Instructions



Warm-up: Put three students in the middle of the playing area. Have the remaining students line up at one end of the playing area. On “Go,” all students must run from one end of the area to the other without getting tagged by one of the 3 students in the middle. If they are tagged they join the students in the middle to tag other players in the next round.

1. Choose two or three “pizza makers.” These students stand in the middle of the playing area.
2. The remaining students line up at one end of the playing area and are given the name of a pizza topping. ** Have three or four different toppings from students to choose from . Try to have equal numbers of students assigned to each of the toppings.
3. The object of the game is to get from one end of the playing area to the other without getting tagged by one of the “pizza makers.”
4. On Go, the pizza makers call out the name of one of the toppings. Those players representing that topping must run from one end of the playing area to the other without getting tagged by one of the “pizza makers.” If they are tagged they join the pizza makers.
5. The game continues with the “pizza makers” calling out “toppings” and students running until there are no more toppings left.



Extension:

- The game can have many different names. Here is a suggestion for a cross-curricular connection to the grade 5 Ontario curriculum. Instead of pizza, players can be assigned different body parts from one of the systems they are learning in class (ie. Digestive system – stomach, liver, pancreas, small intestine etc. or Cardiovascular system – heart, aorta, arteries, veins, capillaries etc.).





Chain Hide & Go Seek



Learning Goal: to develop good cardiovascular strength through play; to encourage teamwork and thus to enhance the classroom relationships at this age; to develop critical thinking skills in completing a task.



Equipment: • Outside grassy area with a wooded area close by
** Many Ontario schools have a wooded area attached to the school yard. This is a great area to use for a wide variety of different outdoor games including this twist on a classic game of hide and go seek.



Safety Considerations: Students should be aware of their space and the environment around them. Students should be wearing proper footwear conducive for running. Ensure there is a call word (or whistle) to collect students back at a starting area quickly.

Instructions



Warm-up: Have students play a traditional game of hide and go seek with one student “it.” “It” counts to a certain number while others hide in different locations throughout the area of play.

*** Remember to set up boundaries especially for small children who will not be able to run as far.



1. Have one student be “it.”
2. Have this student count to a designated number while the other students hide in different locations. Once hidden, all students must remain in place until they are found.
3. To find a student, “it” must go looking throughout the play area. If “it” sees a hidden student they call out his/her name and the colour of the shirt he/she are wearing. This player is then deemed caught.
4. As students are caught they join hands and travel as a team to locate the remaining students.
5. The game continues until all but one or two students are left in the playing area.
6. Choose a new “it” and play the game again.

Extension:

- As more and more students are caught and join the chain of students, try making the area of play smaller and smaller.
- Have two or more students (more if you like) be “it” and as they find other players, the player joins the chain.





Cooperative Hopscotch



Learning Goal: to encourage development of balance; to develop skills in following a pattern; to encourage development and coordination of large and fine motor skills through hopping on one foot and being able to pick up a marker with one hand; to encourage the development of flexibility (in reaching for a marker) and hand-eye coordination.



Equipment:

- Outside pavement
- Chalk
- Small “pot” or pebble (one for each child)



Safety Considerations: Students should be able to hop on one foot. Modifications can be made so that students can use either foot or both if more stability is required. Students should be wearing proper footwear and take care on pavement.

Instructions



Warm-up: Students can be split into several groups of 3 or 4 and left with chalk to “design” their own hopscotch. The hopscotch should look like the one shown on the next page.

1. Pick one person who will toss and pick up the “pot.”
2. The remaining people in the group are to stand beside each other with their arms around each other’s waists.
3. Together, hop on one foot to the second square. Then to the next.
4. Hop all the way to the rest space. Here the whole group can put both feet down and turn around. Students put their arms around each others’ waists once again and hop together on one foot back to pick up the “pot.”
5. The player picked to toss the pot tosses the pot to the second square and the whole group hops once again up the series of squares and back again to pick up the pot.
6. If one player steps on a line or puts two feet down, then everyone must go back to the beginning.





Cooperative Hopscotch Cont'd

**Extension:**

- The hopscotch can be made with as many or as few numbers as you want.
- Try putting in a couple of rest spaces especially if you have students who are not able to hop on one foot joined to other people very well.
- You can make the groups as big or as small as you wish to make the game more challenging.

1

2

3

4

5

Rest Space





Hit The Deck!



Learning Goal: to encourage physical activity through game play; to develop flexibility and balance through body movement; to follow a set of instructions moving quickly through a given space.



Equipment: • Whistle or horn
• Outside grassy area– a good area would be within the fencing of a baseball diamond and in the area of the outfield.
*** This game can also be played very easily inside in a large gym space



Safety Considerations: Students should be aware of their space and the environment around them. Ensure that the game space is large enough to prevent students from injuring themselves during the game as they run back and forth.

Instructions



Warm-up: Have students line up at one end of the space -the bow of the boat- and on your signal run to the opposite side- the stern- (you will need to create a series of boundaries if your space doesn't have a fence) really fast – then 10 push-ups – then run to one side of the field –port is left and starboard is right (ship lingo) – do 10 jumping jacks, 10 sit-ups – then have them run into the centre of the space and “hit the deck!!” – lie flat on the ground.



1. Go over the boundaries with the students and what each boundary means (bow, stern, port, starboard, deck and any other ship's terms you wish to use. (See list of possible terms on the next page.)
2. Students line up on one of the boundaries. On your signal students are directed using the ship terms to guide them. At each boundary they complete the number and kind of exercise for that end (ie. Stern-10 push-ups).
3. Every time you yell “Hit the Deck” students come into the middle of the field where you are standing giving orders and lie down flat on the ground. The last student to lie down is eliminated. **You can give a three strikes and you're out rule to keep as many students in the game as possible or don't have anyone eliminated from the game ever.





Hit The Deck! Cont'd



List of commands and activities:

- Bow – skip to the front of the activity area
- Stern – march or run to the back of the activity area
- Port – hop on left foot
- Starboard – hop on right foot
- Scrub the deck – get down on hands and knees and pretend to scrub the floor
- Walk the plank – take three jumps forward
- Hoist the sails – pretend to be pulling on ropes
- Swim for your life – pretend to swim with your arms while running as fast as you can
- Captain's coming – perform 10 jumping jacks
- Seagulls overhead – squat and cover head with hands



Extension:

- For smaller students you may want to make the playing area smaller so they don't have to run as far. Smaller children will tire easily especially if they are not used to running.
- Instead of the running from one point to the next you can have students skip to one end, hop to one side (ie. Hop on left foot if going to port and hop on the right foot if moving to starboard.)
- In the list there are a number of other activities that can be done.
- You can develop a cross curricular connection by changing the title of this activity to whatever you are studying with your students (Colour Command, Sight Word Challenge, ..etc)
- Remember to take water breaks and rest between sets of the game. Ideally this game will take about 10 minutes to complete before students begin to get tired. Play the game for 10 minutes, break, resume for another 10 minutes and you will have some nice, sweaty children!





Chain Tag



Learning Goal: to develop good cardiovascular strength through play; to encourage teamwork and thus to enhance the classroom relationships at this age; to develop critical thinking skills in completing a task.



Equipment: • Outside grassy area



Safety Considerations: Students should be aware of their space and the environment around them. Be aware that this game requires some body contact. Students should be wearing proper footwear conducive for running.

Instructions



Warm-up: Have students play a traditional game of tag with one student being “It” chasing other students. As each student is tagged they must remain in place until there is (are) only one or two students left in the area.



*** Remember to set up boundaries especially for some children who will not be able to run as far.

1. Have two students be “It.” These two students must join hands and chase the other students as a team.
2. On your signal the game begins. “It” begins to chase the other students. As each student is tagged by “It” they join hands to lengthen the chain.
3. The game continues until all but one or two students are left in the playing area.
4. Choose a new “It” and play the game again.

** This game will take about 10 minutes to play. Students will need to rest prior to playing the game again.

Extension:

- As more and more students are tagged and join the chain of students, try making the area of play smaller and smaller.
- Keep the chain to two students (more if you like) and as they tag other players, the tagged player joins the chain while the player that originally tagged the student is set free. In this game, the chain remains the same length all the time.





Here, There, Everywhere



Learning Goal: to develop good cardiovascular strength through play; to develop skills in following instructions.



Equipment: • Outside grassy area



Safety Considerations: Students should be aware of their space and the environment around them. Students should be wearing proper footwear conducive for running.

Instructions



Warm-up: Have students spread out in a grassy area with space available all around them. On your signal, have students complete the following exercises:

- ❑ 10 push-ups + 10 sit ups (back to back)

HERE

- ❑ 10 jumping jacks + 10 popcorn jumps (feet together and jump up from a squat)

THERE

- ❑ 10 squats + 10 squat kicks (alternate legs so that they complete 10 kicks per side)

EVERYWHERE



1. Have students spread out once again so they have room to move. As caller, you stand in the centre of the grassy area. Your roll is to call out, **HERE, THERE, EVERYWHERE.**
2. On your signal call out “**HERE.**” Students run towards you, drop and give you the 10 push-ups followed by 10 sit-ups.
3. Call out “**THERE**” and point to a place within the play area. Students run over to the position as fast as possible and perform the exercises for “**THERE**” (10 jumping jacks + 10 popcorn jumps).
4. Call out “**THERE**” again. This time pointing to a different position within the playing area.
5. Call out “**EVERYWHERE.**” Students run away from one another spreading out once again and perform the exercises for “**EVERYWHERE**” (10 squats + 10 squat kicks).
6. Repeat the calls in a different order (ie. **HERE, EVERYWHERE, HERE, THERE, THERE, EVERYWHERE**) finishing off the game with “**HERE**” and this will bring your students “home.”

Extension:

- Brainstorm the exercises with your students for **HERE, THERE, EVERYWHERE.**
- To make this activity more challenging don't provide any rest time between exercises. Keep your students moving all the time.





Hospital Tag



Learning Goal: to develop good cardiovascular strength through play; to develop large and small muscle groups; to encourage the development of flexibility and balance.



Equipment: • Outside grassy area



Safety Considerations: Students should be aware of their space and the environment around them. Students should be wearing proper footwear conducive for active play. Remind students to tag only appropriate body parts. Take care with students who are sensitive to others touching them.

Instructions



Warm-up: Have students spread themselves away from one another. As caller, you are going to call out different body parts. For each body part the students must hold/touch the part with one hand. When you call out another body part, students need to hold onto that body part with another hand (while still holding the first body part). As you continue to call out body parts, students can release the first hand to touch the next body part.

1. Determine the student to be “It.” The remaining students spread out throughout the play area. Please ensure to define the boundaries of the play area.
2. On your signal, “It” chases the other students. If a student is tagged they must hold the place they were tagged with one of their hands.
3. If a student is tagged for a second time, they must hold the place they were tagged with another hand.
4. If the same student is tagged for a third time, they must not use one of their legs to touch to the place where they were tagged.
*** This may be difficult, so students can readjust their hand positions.
5. Any student tagged for a 4th time is eliminated from the game. They need to go to the hospital.
6. The game continues until there is only one student remaining.



Extension:

- This is a fast-paced game as students are not able to run very quickly when they are also trying to hold various parts of their own bodies.
- You can change the rules to include only 2 tags and you are eliminated.
- For younger children, I advise you to limit the play area as everyone will tire very easily in this game.





Shadow Tag



Learning Goal: to develop good cardiovascular strength through play.



Equipment: • Outside grassy or flat area

*** This game requires a nice sunny day with lots of shadows. This is a great game to play in the fall or spring months when the shadows are long.



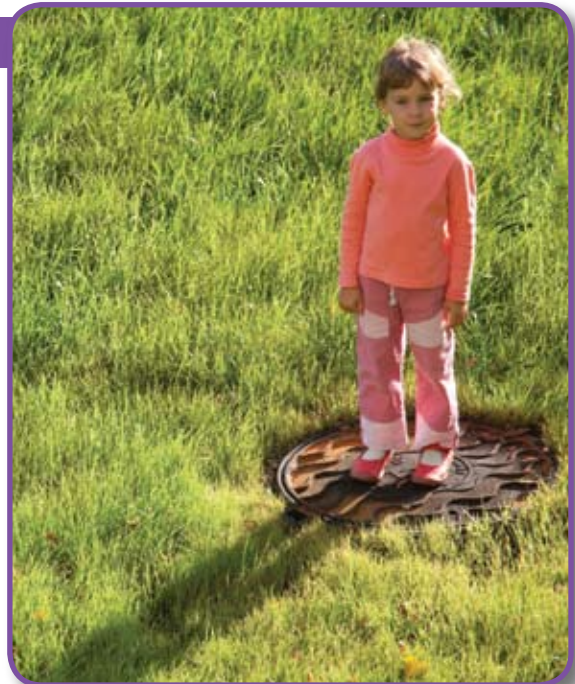
Safety Considerations: Remind students to be aware of their environment to avoid falling over obstacles. Students need to be mindful of others as they play this game.

Instructions



Warm-up: Designate the play area (ie. half the soccer field; inside the adjacent baseball diamond). Take your students out and have them walk and follow each others' shadows. Then tell your students to run and have them follow the shadows now. Try different methods of moving to see how the shadows react.

1. Select one or more "Its." The "Its" must step on the shadow of the free players in order to tag (no body contact necessary!).
2. Once an "It" has stepped on a player's shadow they are effectively frozen.
3. A frozen player can only be released if another free player's shadow falls on them. Your students will have to be vigilant both as free players and as frozen players.
4. Play the game for a specified period of time and then switch up your "Its" and begin again.



Extension:

- Have everyone be "It." Everyone tries to step on each other's shadow. If a shadow is stepped on, they must perform 5 jumping jacks before becoming "It" once again.
- Have everyone be "It." Everyone tries to step on each other's shadow. If a shadow is stepped on, the player is permanently frozen. The game is completed when there is only one player left to step on shadows.





Hopscotch Relay



Learning Goal: to develop good cardiovascular strength through play; to encourage the development of good hand-eye coordination; to encourage teamwork within a larger group.



Equipment:

- Outside paved or flat area
- Chalk
- 2 markers



Safety Considerations: Students should be able to hop on one foot. Modifications can be made so that students can use either foot or both if more stability is required. Students should be wearing proper footwear and take care on pavement.

Instructions



Warm-up: Have your students draw out two identical hopscotch games similar to the one shown on the next page.

1. Divide the class into two teams. Give each team a marker.
2. On “go” the first team member takes the marker and throws it on number 1. If successfully placed they then hop through the hopscotch and back stopping to pick up the marker and return home. They then pass the marker off to the next player.
3. Once all players have successfully completed the first square they all move onto the second square.
4. If a player throws a marker that doesn’t land on the correct square they go to the back of the line and the next player takes their place.
5. The first team to have all members successfully complete the entire hopscotch wins.



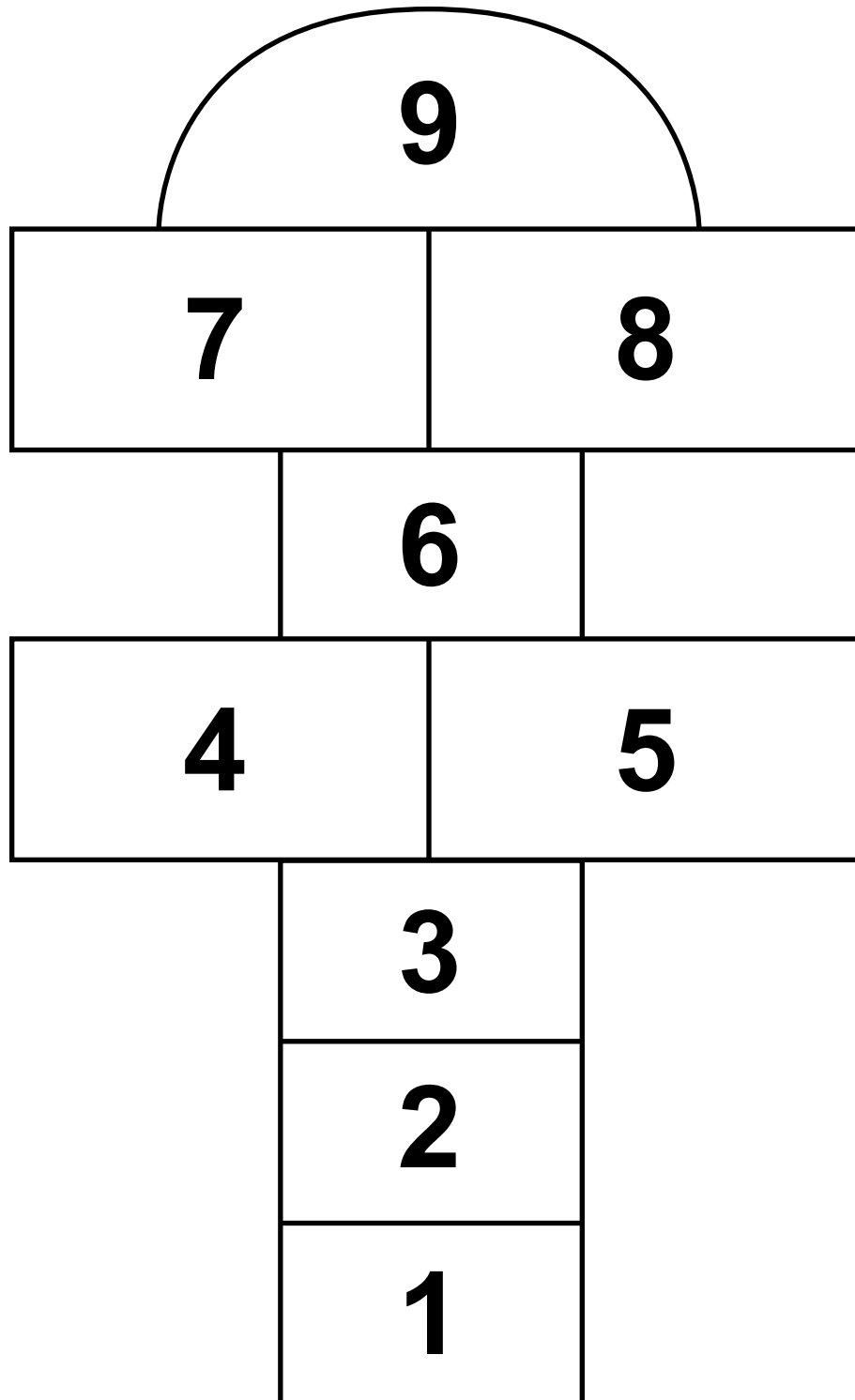
Extension:

- This activity takes a long time to complete. It may take longer than 20 minutes. A suggestion would be to make a hopscotch with fewer numbers and a simple design especially in consideration of your younger players.





Hopscotch Relay Cont'd





Giants, Wizards and Elves



Learning Goal: to develop good cardiovascular strength through play; to encourage teamwork and cooperation within a large group; to encourage the development of critical thinking skills as students develop strategies for success.



Equipment: • Outside grassy area
• Cones to mark off the boundaries of the playing area



Safety Considerations: Remind students to be aware of their environment and other students. Students should have proper footwear for running and outdoor play.

Instructions



Warm-up: This game is similar to rock – paper – scissors but involves more creativity and requires more space. Have your students practise the moves for each of the three characters in the game.

- ☐ **Giants** – Students stand on their toes, raising their arms high in the air and growl.
- ☐ **Wizards** – Students crouch slightly and wave their fingers as though they are casting a magic spell and call out “hocus, pocus.”
- ☐ **Elves** – Students crouch very low (they are very small), cup their hands around their ears, and squeak like a mouse.



Practise the different characters with your class so that everyone is familiar with the sounds and the positions.

1. Divide your class into two teams. Each team goes to the opposite end of the playing area.
2. Each team needs to huddle together to decide which character they are all going to do first.
3. Tell the teams to come to the middle of the playing area (where you are) and face one another.
4. On “go” each team acts out their character (one of giants, wizards or elves).
Like rock-paper-scissors....
Giants beat elves (stomp on them)
Elves beat wizards (chew their legs off)
Wizards beat giants (cast a spell to turn them to stone)





Giants, Wizards and Elves Cont'd



5. Depending on which character each team chooses, one team chases the other team back to their end of the field. The object is to try to tag as many of the opposing team players as possible before they reach the opposite side.
 6. Players that are caught by the other team become part of that team.
 7. Repeat the game again. Teams each choose a different character and square off in the middle.
 8. The game continues until one team is completely captured by the other team
- ★★ If both teams choose the same character no one chases. Students huddle up once more and choose another character.

Extension:

- You can change the names of the characters to those that you are studying in class. This provides reinforcement for the topic that you are looking at and gives students a chance to remember information in a playful manner.





Running Shoe Scramble



Learning Goal: to develop good cardiovascular strength through play.



Equipment: • Outside grassy area (a nice sunny day when the grass is dry)



Safety Considerations: Remind students to be aware of their environment and other students. Students should have proper wear for running and outdoor play.

Instructions



Warm-up: This is a great game for kids of all ages.

1. Have your students remove their shoes and socks. Have them put the shoes in a pile in the middle of the playing area and their socks to the side.
2. Have one student jumble (mix up) the shoes in the pile.
3. Students line up along the starting line a short distance away from their pile of shoes.
4. On “go” students run as fast as they can to the pile and search for their shoes. Students must put their shoes on and tie them up before running back to the start line.
5. The first person back to the start line with their shoes on and tied up correctly wins.
6. Repeat the game until the time limit. Have fun!



Extension:

- Divide students into teams and do this activity as a relay. On “go” the first player races to the jumble of shoes puts them on correctly, and ties them up before running back to the start to tag the next player. The game is over when all the players have found their shoes, put them on, and are sitting behind the start line. First team to complete the relay wins.
- You can also practise with other clothing. Try a game of “jacket jumble.” Students pile all their jackets into a pile similar to the shoe pile and race from the start line to put on and zip up, button up, snap up, Velcro up their jackets before racing back to the start.





Beach Ball Toss



Learning Goal: to develop good cardiovascular strength through play; to encourage the development of different movements and teamwork to complete a given task.



Equipment: • Outside grassy area
• Beach balls (or similar sized bouncy balls) ***A collection of these types of balls is a great idea if you have the room in your class. Balls are always fun for this age and have many applications.



Safety Considerations: Students should be aware of their space and the environment around them. Students should be wearing proper footwear conducive for active play. Remind students to be careful with the balls so that they don't inadvertently injure anyone. This game requires some body contact. Ensure that the students in your class are comfortable with touching others.

Instructions



Warm-up: Give each pair of students a beach ball. Have each pair position the beach ball on the ground. On your cue, tell each pair of students to pick up the ball using **ONLY** one body part (ie. Pick up the ball using your elbows. Each pair can contribute one or two elbows to pick up the ball. Pick up the ball using your knees, etc.). Students work together to pick up the ball using the different body parts that are called out.

1. Have the class come together in a circle and hold hands wide (this will make your circle the proper shape and size). Tell them to drop their hands but stay in place.
2. On "go" toss a beach ball to one student. The ball must be passed from one student to another. This can happen in many different ways. Students can toss the ball back and forth or side to side. Each time they pass the ball they must yell out the name of the student they are passing the ball to.
3. If the ball falls to the ground, the student who threw the ball enters the circle. The remaining students stay in place with a hole in the circle vacated by the student now in the middle.
4. The ball must stay in "action" for the duration of the game. The game ends when there are only two students left in the original circle. They are declared the winners.
5. Repeat the game again, this time with two balls in play.



Extension:

- You can have students call out numbers in sequence as they pass the ball between each other.
- You can continue to add balls, one at a time, until there are several balls in play. Students will have to be very aware of where the balls are and which ball is coming to them and from whom. This makes the game more challenging and fast-paced. You can have multiple winners this way.
- You can have your students moving all the time when they don't have the ball. The ball gives them a chance to rest (ie. Have students performing jumping jacks in the circle. If they have the ball they can stop for a brief period of time.)





Elbow Tag



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed.



Equipment: • Large outdoor space



Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Have students practise running around obstacles (other students standing still).

1. Divide the students into pairs with each pair of students linking elbows and holding their free arm in a linked position.
2. Scatter the pairs of students throughout the space with enough room to run in between.
3. Assign one pair as the rabbit being chased by the fox. The remaining pairs stay linked and stand in place.
4. The “rabbit” runs away from the “fox” trying to prevent from being tagged (touched) by linking up with a free elbow. As soon as the rabbit links elbows with one person in a pair, the student not linked directly to the rabbit now becomes the rabbit and must try to evade the fox by linking to another pair of students. A “new” rabbit is created each time the old rabbit (student) links elbows with another pair of students.

**Once a rabbit links elbows to a standing pair of students the rabbit is safe and the student on the opposite side of the link is now the rabbit.
5. The fox chases the different rabbits until they tag a student before they link elbows. The fox then becomes the rabbit and the rabbit becomes the fox.



Extension:

- This is a very fast-paced game that challenges students’ awareness and ability to avoid being tagged. Strategy can also be used in this game as students determine the best way to evade the fox and expose another student to becoming an easy tag.





Triad



Learning Goal: to encourage development of cardiovascular endurance; to encourage development of flexibility and speed as well as agility and hand/eye coordination; to encourage the development of teamwork.



Equipment: • Large outdoor space
• 3 soccer balls
• 6 markers with reflectors attached (to make 3 goals)



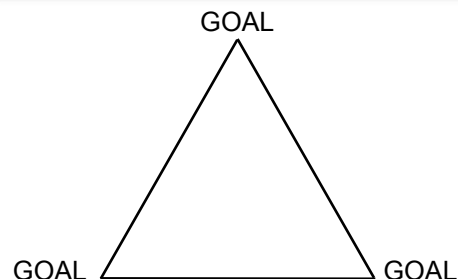
Safety Considerations: Ensure that the space is free of hazards students might run into or trip over and the ground is even. ** This activity is best played on a grassy area. Students should be dressed appropriately for running with proper footwear.

Instructions



Warm-up: Have students practise running while kicking and rolling a soccer ball. Students can also practise throwing the soccer ball to each other quickly.

1. Divide the players into 3 teams.
2. On the playing field set up three goals to form the shape of a triangle.
3. The game begins with a ball thrown up in the centre of the field. All three balls are put into circulation at once and the players try to move the balls through either of their opponents' goals.
4. The balls may be rolled, kicked, or thrown to teammates. No player may hold a ball for more than five seconds.



Extension:

- Instead of a triangle shape, try other shapes you may be studying with your class (ie. octagon, pentagon, trapezoid.)
- The teams can devise strategies to protect their own goal, while trying to advance to score goals.
- To make the game more challenging or easier for players create larger or smaller goal areas.
- Have you students problem solve the perimeter and area of each of the different goals as a method to practise skills involving mathematical formulae taught at these levels.

