

## PHYSICAL EDUCATION INTRODUCTORY GAMES & ACTIVITIES

The following list of activities will help in warming up the students and get them excited for other activities to follow. Each activity listed should last four to five minutes.

**Balance Tag:** Two taggers are chosen and are given gator balls to use to tag the other students as they move around the gym. Players may stay on a safe zone (poly spot) if they can balance on the correct foot, such as -- orange spot – left foot balance; blue spot – right foot balance. The students must move off the spot if they put their foot down or if they rest the foot on top of the balanced foot. Players who are tagged are required to perform a certain task. When the task is completed, the player can return to the game.

**Blast Off:** The students are in scattered formation. As you count down 10-9-8-7-6-5-4-3-2-1-BLAST OFF, the students must go back-to-back with a partner. Then 9-8-7-,etc. They must go to the moon (a line or area) and perform an exercise if they do not find a back-to-back partner before BLAST-OFF.

**Body Built Numbers, Shapes and Letters:** This is a great cooperative activity that involves creating letters, numbers, and shapes. There are a variety of ways you can do this activity: (A) Ask students to use their whole group to form a shape (circle, triangle, square, etc.), letter, or number. (B) Have groups join together to form a word. (C) Have the class join together to form a sentence.

**Bug Tag:** Choose 2 players to be taggers. The taggers are called “Bug Catchers”. Have all other students spread out in the playing area. On the signal, the “Bug Catchers” try to tag the other players gently. If a student is tagged, he/she lies on their back with his/her hands and feet up in the air wiggling like a wounded bug. The player continues to be a wounded bug until another student gently touches a wiggling foot or hand. Now the wounded bug may resume play.

**Circuit Training:** Set up various exercise stations in the gym. Place students in same number of groups, as there are stations. Place groups at a station. On the command “Go!” The students will perform the exercise at there station. After 45 seconds have groups switch stations until they have completed the entire circuit.

**Class exercises:** Students will be stay in their homes and perform various teacher led exercises. Exercises may include jumping jacks, sit-ups, pushups, ski jumps, arm circles, and other various exercises and stretches.

**Continuous relay:** Divide the students into groups, usually three of four groups at each end of the gym. The groups will be across from each other. On your signal the students in the front of their group, on one end only, start sprinting toward the groups at the other end of the gym. When they get to the leader of the opposite group they give that person a high five, that student takes off for the other end and the students that just finished their sprint gets in the back of the line. This order continues for a set amount of time that you choose. The students enjoy music while they are running. Variation: Use different locomotor skills.

**Countdown Stations:** Set up exercise stations in each corner of the gym. All players begin at station one. Students must perform the exercise posted at station one and then jog 4 laps. They then move to station two and perform the required exercise; plus jog 3 laps. Students will then go to the third station and continue to count down to one lap.

**Exercise Tag:** Two students are chosen to be it. On the signal, the It’s try to tag the other students. If the students get tagged they must come to the center circle and perform an exercise assigned by the teacher. Once they complete the exercise they may return to the game.

**Exer-dice:** In this activity the students roll one foam die to determine the exercises they perform. Post a list of six exercises on the gym wall and correlate them with the dice numbers. For example a students rolling a six may have to do

25 jumping jacks for rolling the six. They perform the exercises in their home then come back to the line. Each student will get 3 turns.

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**Follow the Leader:** Students form a single file line. The front person will be the leader. The teacher will say walk, run, skip, etc., and the students will perform that exercise. The teacher will blow the whistle to begin. Every time the whistle is blown the leader moves to the end of the line and a new leader continues. Go until everyone gets to be a leader.

**Four-corner Cartoon Traveling:** To begin show students how each corner of the gym has a picture of a cartoon character. Let them know that when the music begins, they will be moving around the gym using a specific locomotor movement that you call out (skip, jog, gallop, etc.) When the music stops, they are to safely move to one of the four corners and wait there until you pick one of the exercise cards from your hand. Let them know the students with the picked character card must do a chosen exercise and then may pick the next locomotor movement they will be doing.

**Jogging:** Have the students jog a teacher-determined number of laps. Encourage the students to pace themselves.

**Jumping:** Students will work in pairs. Designate one partner as partner A and the other partner as partners B. Students will face each other and jump up and down together 6 times. On the sixth jump, each student will place either their left or right leg out. If the students have opposite legs out Partner A gets a point if the students have the same leg out Partner B gets a point. Play to 10 points and begin again.

**Locomotor skills:** The students will line up in four lines at one end of the gym. Like a relay students will perform one locomotor skill up to the half court line and back. After every student performs skill the teacher will announce a new skill to perform. The locomotor skills are walking, running, skipping, leaping, hopping, sliding, jumping, & galloping.

**Mascot Game:** Use your school mascot's name to play this game, similar to Simon Says. The teacher gives a command using your school's mascot, such as, "Cubs, stand on the red line." The last student to follow the command is eliminated, when the student is eliminated you may have them do an exercise and then return to the game. If you give a command and you did not preface it with your mascots name the student may NOT move. Students who move are eliminated.

**Mat-ercise:** Each student is supplied a mat to take back to their home space. Have students perform various exercises on the mat. Use sit-ups, push-ups, and stretching activities. Also have them build bridges over the mat.

**Mirror/Matching Tag:** Pick 2 players to be taggers, while the rest of the class finds their own self-space. On the teachers signal students will travel around the space avoiding the taggers using a teacher chosen locomotor pattern. When tagged, a student must freeze and then form a body shape of balance. To get unfrozen another player must mirror/match the body shape or balance for 5 seconds (have students count out loud). While counting, both players are safe. After counting to 5 the students return to fleeing from the taggers. After a couple of minutes change the taggers and the locomotor pattern of moving.

**On the Bank – In the River:** Line students up behind a line. When you say "in the river", they jump across the line. When you say, "on the bank", jump backward across the line. If you catch a mistake, or they are the last one, they go back to the next line on the gym floor and keep on playing after they do 5 push-ups, jumping jacks, or crunches. Keep playing until last one on the original line is still there.

**Partner Duck, Duck, Goose:** Start by placing the children in pairs. Each partner faces the other about two to three feet apart; close enough to be able to touch each other with a hand. Mark a safety line off about 20 to 30

feet behind each player. Each player takes turns tapping the other on the shoulder and saying either “duck or goose”. When a player says “duck” nothing happens. When a player says “goose” he or she turns and runs to the safety line while the other player chases. If the chaser tags the runner before the runner reaches the safety line, the chaser wins the turn and they return to the starting area for another turn. If the runner makes it to the safety line without being tagged, the runner wins the turn and a new game is started.

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**Partner Tasks:** Students will work in pairs. Each partner will line up on the sidelines across from each other. They will be given different tasks to do. For each task they are given they will run to the middle and meet and perform the task together. Example: 1) give each other a high five 2) give each other a low five 3) give each other a sole five 4) do 10 jumping jacks 5) do 10 pushups 6) do 10 ski-jumps.

**Pushup Fun:** Students will work in pairs. Have students either side by side or facing each other approximately 1 foot apart. **Pushup tag:** One person begins as “it” and attempts to tag their partner on the hand while remaining in pushup position. You can only move your hands not your whole body. “It” person is constantly changing. **High Five pushups:** Partners will proceed to give each other a high five with the left hand and then the right hand while remaining in pushup position. They will continue this pattern for 1-2 minutes.

**Roads & Bridges:** Divide the class into two groups. One group is called the Roads/Bridges and the other group is called the trucks. The Road/Bridges group does the following: They begin in a lying down Position (roads), face down. If a truck goes over them, they push themselves up into a bridge position, trying to make the bridge as tall as possible. If a truck goes under them, they lower themselves to the floor and become a road again. The trucks either go over a Road or under a Bridge. Encourage the children to go to as many Roads and Bridges as possible. After a designated time, reverse the roles – the trucks become Roads/Bridges.

**Stretch to Music:** To work on flexibility use music and stretch all body parts. Hold the stretches 15-20 seconds. Have students hold the stretch, do not bounce. **Hamstring Stretch:** a. seated or standing straight leg stretch, b. wide leg stretch to one leg then the other, c. single leg stretch-bend knee so that the foot touches the inside opposite knee, stretch reaching for the ankle, head down. **Quad stretch:** a. spread legs, one forward the other back both feet facing forward, slowly bend your knees so that back knee almost touches the floor and the front leg will be about 90 degrees. b. standing, pull the toe up from behind. **Back Stretch:** seated, figure four stretch – one leg straight cross the other over with foot flat on the floor, place your opposite elbow against the outside of the flexed leg. **Groin Stretch:** butterfly stretch seated, bottoms of the feet touching each other, place pressure on knees towards the floor. **Shoulder stretch:** place arm across the chest, with the other arm squeeze towards the chest. **Triceps stretch:** Place hand on the opposite elbow and pull over the head, try to reach your fingers as far as you can down your back.

**Tug of War:** Divide the class into evenly matched teams. Using a 50-foot rope designed for tugs of war have the students battle to a good game of tug of war. Be sure to switch teams around so everyone has a chance to be on a winning team.

**Whistle Mixer:** Children are scattered throughout the area. To begin, they walk around in any direction they wish. The teacher blows a whistle a number of times in succession. Children then form small circles with the number in the circles equal to the number of whistle blasts. If there are four blasts, children form circles of four. The goal is not to be left out or caught in a circle with the incorrect number of students. After the circles are formed, the teacher calls “walk”, and the game continues. Variations: (1) Have students do different locomotor skill while moving around the gym. (2) Have students perform a stretching exercise while they are in the circle groups.