

Great Beginnings (and endings)!

Presented by

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Instant activities/energizers/introductory activities are easy games/activities to get everyone involved physically and emotionally. These activities are just that, instant, and should not last for more than 2-3 minutes. Beginnings get everyone ready to learn, endings keep them wanting to come back for more. (note: they are interchangeable)

“Vegas Hop”

equipment: music: “All Shook Up” from the Honeymoon in Vegas Soundtrack sang by Billy Joel

Traditional Buny Hop moves to a non traditional song. Students perform the following sequence to the beat of the music while moving throughout the activity:

Heel-Toe Right, Heel-Toe Right, Heel-Toe Left, Heel-Toe Left, Jump Forward, Jump Backwards, Jump Forwards three times (repeat)

Start in individual space then on teacher signal join a pair then keep connecting until all are in one long Vegas Hop line!

“Totally It Tag” or “Fastest Tagger in the West”

equipment: none

Everyone is it and everyone tries to tag everyone else.

Rules: Don’t tag your neighbor first, Use soft tags If you get tagged do a “body reward” to get back into the action and/or kneel down, teacher’s choice but it will go very fast. I always stop the game before all are tagged and start over after 30 sec. To make more challenging make the playing space smaller.

Variations: **Hospital Tag:** put a bandage on where you were tagged and continue playing, after 3 tags perform a body reward or see the Dr. to get well. (triple tag)

Octopus Tag: once tagged kneel down on one knee and if someone gets too close tag them and they you can get up and they must get down.

Gotcha: Same game but slide bean bags on the floor, if you get hit by a bean bag you must perform a body reward or could be played in teams, then change sides.

“High-5s”

equipment: music

Students move in open space using various locomotor skills when the music stops they give High 5’s to as many different people as you can. When music starts start moving again. Variations: low 5s, 360 fives, high 10s, etc.

“Hook-up Tag”

equipment: none

Have students get partners and hook middle elbows. Choose 3 couples to be the fugitives and the rangers. (or whatever) The ranger must chase only his/her fugitive. The fugitive can escape by hooking onto one of the partners. When this happens the opposite partner now becomes the new fugitive. If the ranger tags his fugitive the roles reverse. The teacher can also reverse roles by saying change or reverse.

“Amoeba Tag”

equipment: pinnie for “it” designation

Start with 4 or 5 students designated as “it’s”. On signal “its” attempt to tag others. When tagged they join the it’s making a couple then a threesome and then a foursome. When a foursome is achieved that foursome splits in half and they both continue to tag others

“Blob Tag”

equipment: pinnie for “it” designation (optional music: The Blob” by the Five Blobs)

Start with 4 or 5 students designated as “Blobs”. On signal “blobs” attempt to add to their blob by tagging other students. If tagged they must join that blob and not break apart while trying to tag others to join their blob.

“Transformer Tag” (game learned from Project Adventure)

equipment: none

Demonstrate to the participants two body positions, suitable for running. The historical choices have been one hand on the head and one hand on one glute. Decide as a class if this is an acceptable body position for them. After determining their game identity indicate the start of the game by shouting “Declare!” or by flipping a coin in the air. Players then immediately declare their identity by adopting one of the body positions (ie either head or glute) The action involves one team – the heads for instance, trying to tag and transform all the tails. If a head tags a tail the tail becomes a head etc. Once transformed, the person continues to tag anyone of the opposing team. The game continues until one team successfully dominates the world! Replay only 2 or 3 times.

“Triangle Tag”

equipment: none

Groups of 4s. Three students make a triangle by holding hands, the other person is it. The IT decides which of the three in the triangle he/she would like to try and tag. That person is positioned directly opposite of the it. On signal from the would be chosen to be

tagged person the IT tries to slide either clockwise or counterclockwise to tag the designated person. The triangle shifts and slides as well to protect that same person. The IT may not reach through, under, or over to tag but must go on the outside of the triangle. If the IT gets tired he/she may say "STOP" and then switch roles. If the IT is successful he/she can then select a new IT from the triangle.

Jingle Bell Dance:

Position: Scattered in partners

Music: "Jingle Bells" by Crazy Frog

Part One; On the Jingle Bell Chorus section – jingle bells, jingle bells, jingle all the way the hand pattern is:

Jingle bells – 3 thigh pats

Jingle bells - 3 self hand claps

Jingle all the – 4 hand pats with partner

Way – hands on thighs

Oh what fun it...elbow turn, repeat for chorus

Part Two: Dashing through the snow partners face each other and slide together around the room. Fancy sliding can involve a turning slide which entails facing front to front and then turning and facing back to back and continue sliding. (8 counts each)

Dynamic Closures: Leave Them Wanting More

End the class on a high note. Play a favorite game or challenge to keep them excited for the next physical education class. Then close your class by reviewing what was taught, important concepts or cues to remember, and, most importantly, **what did you learn today in Physical Education that you can share with your mom, dad, sister, brother, aunt, uncle, grandma, grandpa etc. PR PR PR!!!**

Ghost Buster Tag

Sideline to Sideline game

Equipment: none

Music: optional "Ghostbusters" by Ray Parker Jr.

Action: Choose 4 "Ghostbusters" (its) to be in the middle all other students students are one a sideline. The Ghostbusters in the middle say "who you gonna call?" and the others responds "Ghostbusters"! Upon replying the non its run, skip, or use any other designated locomotor skill to travel from their sideline to the other without getting tagged by a Ghostbuster in the middle. If they are tagged or step out of bounds on the endlines they too become Ghostbusters and help to capture other ghosts. Sliding and running into walls is not allowed.

Bridge Tag:

Equipment: pinnie’s for it’s

Action: Choose 6 students to be taggers. On go or when the music starts students travel in open space. If tagged by an it they are changed into a bridge. Other students who are not it try to unfreeze the bridges by going under a frozen bridge, thus unfreezing them. Change taggers frequently and encourage helping behaviors.

Clam Free:

Equipment: pinnie’s for it’s

Action: Designate 6 students at it’s. If tagged by an it that student must freeze in a starfish position. To be unfrozen two students must form a bridge over that student and say “Clam Free”. After doing so the frozen student is unfrozen and may move again. If students are helping other they may not be tagged.

Nonda’s Carlot:

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children

Equipment: none

The original game is played like this. Have students line up along a sideline in the gym. Select 3 or 4 students to be “it”. Each choose a favorite care, ie. Corvette, Hummer, VW Beetle etc. Students who are not it now decide which of the cars they wish to be, but they don’t share this with anyone.

Action: The “its” can call out any of the cars. If they call the car that you have chosen you must safely drive your car to other sideline of the gym without getting tagged by the it. If you are tagged you become an it. If the it’s yell “carlot” all cars must cross no matter where you are.

Rules: stay in the boundaries, safe tags, stay on your feet, don’t run into the walls, be honest if you are tagged join the taggers in the middle. Variations: pizza tag, vegetable tag, fruit tag.

Holes: (loosely based on the book and movie Holes)

Equipment: green pinnies for the lizards and orange pinnies for the superheros

Boundaries: the basketball court lines around the gym, people and lizards must stay in bounds but the heroes can go out of bounds.

Music: “Dig It” by the D Tent Boys from the Holes Soundtrack, Disney Records

Three jobs: Regular folks, Green spotted poisonous lizards, and superheroes. Choose 4 people to be super heroes, have them put on the orange pinnies, choose 6 or 7 people to be spotted poisonous lizards. The rest are regular folks.

The lizards are trying to poison (freeze) the regular folks by tagging them. If they are tagged they lay on the ground with their feet in the air until a hero and can sneak into the field and rescue them by tagging their feet. The heroes are safe if they are out of bounds but can be poisoned if they are tagged by a lizard inbounds. Only Heroes can save/unfreeze poisoned heroes and regular folks.

Trade positions often.

Health-Related Physical Fitness Potpourri

- Do include a health related physical fitness activity each day
- Do focus on a health related physical fitness concept each week
- Do bulletin boards about these concepts
- Do color coordinate your signs. For instance I use **Red** for **Cardiovascular Endurance**, **Blue** for **Muscular Strength and Endurance**, and **Yellow** for **Flexibility**. This way students are starting to make a connection between concepts and activities.
- Do make physical activity fun, mix it up!

Activities:

“I see”: (K-2)

Scattered Formation

Source: unknown

Health Related Physical Fitness Concept: All

Equipment: none

In this activity the teacher says “I see” and the children respond “what do you see?” The teacher then tells them what she/he sees. Then everyone does that. Can include any of the above Health Related Physical Fitness concepts. Limited only by your imagination.

For instance:

- I see galloping zebras
- I see jumping frogs
- I see slithering snakes
- I see grizzly bears
- I see crabs at the beach
- I see alligators
- I see angels in the snow

Healthy Heart Tag: (K-5)

Scattered formation

Source: Physical Best Activity Guide, Elementary Level, Human Kinetics pg. 51

Health Related Physical Fitness Concept: Cardiovascular Endurance

Equipment: segmented music (45/30)/cd player, station cards, pinnies for taggers

How to Play: Place the Healthy Heart Tag Signs on cones around the perimeter of the gym. Demonstrate and have the children demonstrate each Heart Healthy Tag Sign. Discuss that many types of activities can improve Cardiovascular endurance.

To play the game, select 5 or 6 students to be taggers and give them a pinnie or other object to identify them as such. (I use those squeezable hearts). When the music starts the taggers try to tag as many people as they can. When a student gets tagged the first time they place their hand on their heart, the second time they go to the nearest Healthy Heart Sign and performs that particular activity, usually 10 repetitions or once around the

gym depending upon the body reward, then back in the game. When the music stops all students find their pulse, then change taggers. Encourage children to perform a different Healthy Heart Activity each time they are tagged.

Four Corner Fitness: (K-5)

Scattered formation next to cones

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children
Health Related Physical Fitness Concept: Cardiovascular Endurance, Muscular Strength, and Flexibility

Equipment: continuous music or segmented depending, 4 traffic cones, 4 Corner Fitness Cards

Procedures: Students are distributed evenly around the playing area, not all starting at the same place. Place 4 traffic cones on half of the gym, making a makeshift race track. On the cones place a fitness card for students to refer to. Try to have as many pictures as possible or take your own with a digital camera. Music is continuous or you can segment it and compliment the activity with stretching time every 30 seconds.

When the music starts students travel from cone to cone reading the activity card and performing that particular activity to the next cone. Continue reading and doing around the room. When students have finished the 1st activity on each card they then continue around the room performing activity #2. Continue around the room until the teacher stops the activity. Encourage quality not quantity.

Station cards consist mostly of locomotor skills (on the long sides) to develop cardiovascular endurance, and animal walks (on the short sides) to develop muscular strength and endurance.

For Kinders and 1st graders you might start out with just one activity per cone and demonstrate what that is around the room, then add on. Pictures help tremendously.

Push-up/Curl-up Challenges: (K-5)

“Intensity is the amount of weight or resistance your muscles must work against to become stronger. By increasing the intensity and developing your muscles, you become stronger” (PBAG: E p. 128)

Equipment: None

Procedures: Scattered. Have each student perform the sequence of activities. Ask them what they notice about their muscles as they proceed through the activities.

Health Related Physical Fitness Concept: Muscular Strength and Endurance

Source: Physical Best Activity Guide, Elementary

Push-up Sequence.

- 1) Start on knees, raise one hand, the other, one foot, the other
- 2) Lift knees to full body push up position - raise one hand, the other, one foot, the other.
- 3) Start in push up position, move hands across a line: *over, over, back, back*
- 4) Start in push up position, sink slowly to the ground (slow leak)
- 5) Start in push up position, roll over the crab walk position, and back without touching down.
- 6) Start in push up position and pretend to do the crawl stroke in swimming.

Curl-up Sequence:

- 1) Start by laying on your back. Place your hands on your abdominals. Lift your head off of the floor and look at your feet. Can you feel your stomach getting as hard as a rock when you lift your head? What does it feel like when you are laying down? (jello)
- 2) This time lift your head and wave at your toes
- 3) Lift your head and wave one foot at the same time, repeat with the other foot.
- 4) Bend your knees and place your feet on the floor, now slowly slide your hands up your legs to your knees while curling your back and lifting your head off of the floor.
- 5) Start sitting up and then slowly lean back as far as you can without laying down. Hold it there for as long as you can and return to the starting position. (reverse curl-up)

Race Track Fitness: (3-5)

Formation: Partners, one standing, one sitting

Equipment: 30/5 segmented cd, cones, and activity signs

Source: Paul Darst, Arizona State University

Health Related Physical Fitness Concept:

Action: Half of the students will be working on the inside of the circle doing the first activity on the card while the other half of the students are running/walking around the cones in race track fashion. When the music stops they trade jobs. Continue in this way until each group has performed all of the activities on the signs.

Cookie Jar Fitness: (3-5)

Formation: Partners

Equipment: 6 hula hoops (cookie jars), Cookie Jar Fitness Cards (color coordinated by Health Related Physical Fitness concepts)

Source : Paul Darst, Arizona State University

Health Related Physical Fitness Concept: All

Place 6 hula hoops scattered around the activity space. Within each hoop place your Cookie Jar Fitness Cards, split the Cardiovascular cards and place in two different hoops

(red), split the Muscular Strength and Endurance Cards and place in two other different hoops (blue), split the Flexibility Cards and place in two other different hoops (yellow).

Action: When the music starts partners travel as a team to a hoop (cookie jar) where they draw a card. Read the card, put it back and perform the activity. Travel to a different hoop and repeat the action. Have students alternate colors so they are getting a rounded workout. Encourage partners to work together and encourage each other to do their best.

Continuity Exercises: (3-5)

Formation: Scattered

Source: Bob Pangrazi, Dynamic Physical Education for Elementary School Children;
Health Related Physical Fitness Concept: All

Equipment: 30/30 segmented cd, jump ropes for everyone

Procedure: When the music is on students will be jumping rope (or running, skipping, sliding, etc something Cardiovascular) when the music stops the teacher dictates what activity to do alternating muscular strength and endurance activities (curl-ups, push-ups, crab cross-crawl etc.) with Flexibility activities (butterfly stretch, modified hurdler stretch, upper body stretch etc.). When the music starts again students are back to jumping rope.

Key teaching point: If you have students who can't jump rope continuously they can swing the rope at their side or just pretend to jump rope. This activity could be done without jump ropes as well.

Parcheesi Fitness: (3-5)

Formation: square board pattern with cones.

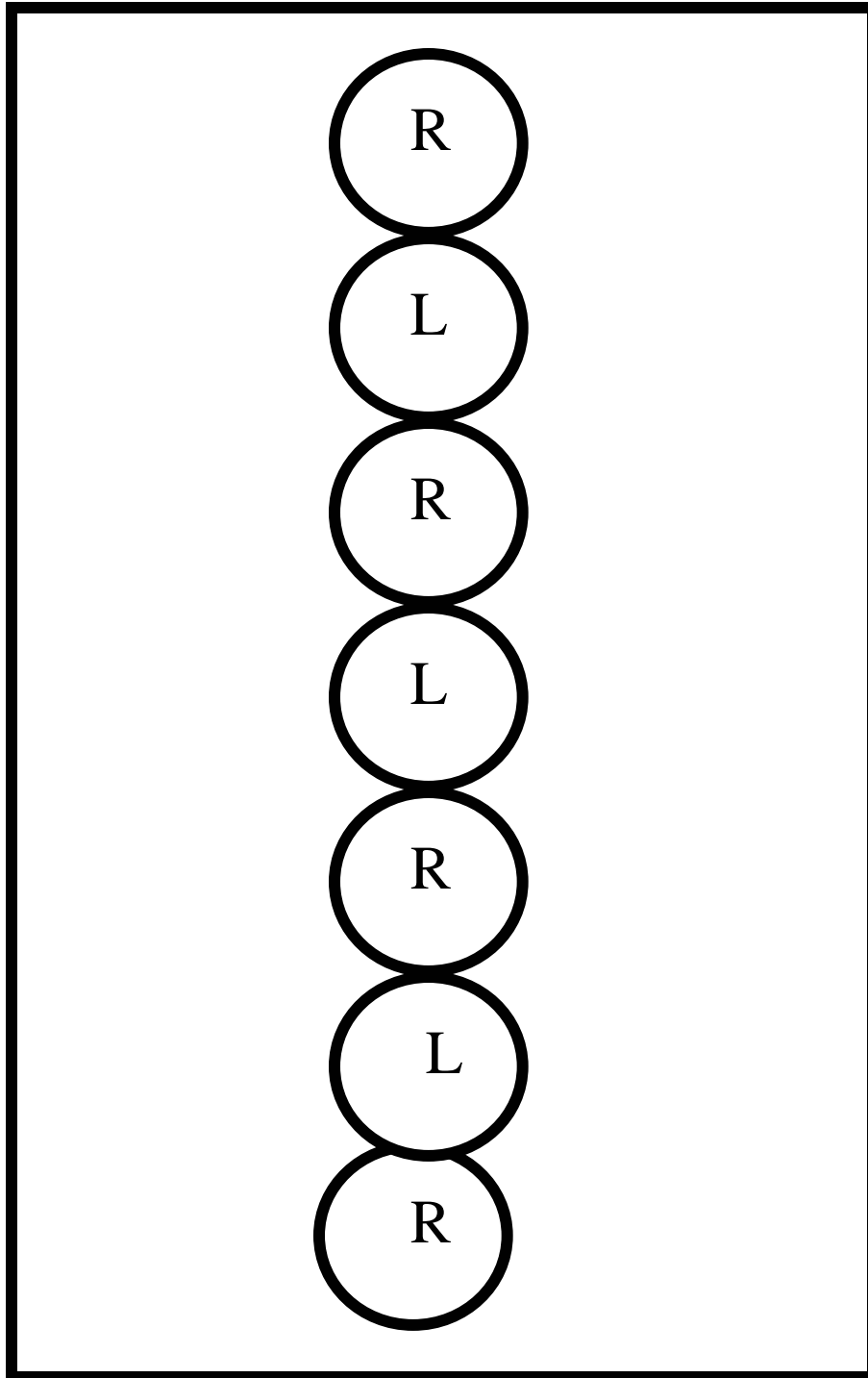
Source : Physical Best Activities

Health Related Physical Fitness Concept: All

Equipment: 40/15 segment tape, cones and fitness signs as many as possible, large foam dice.

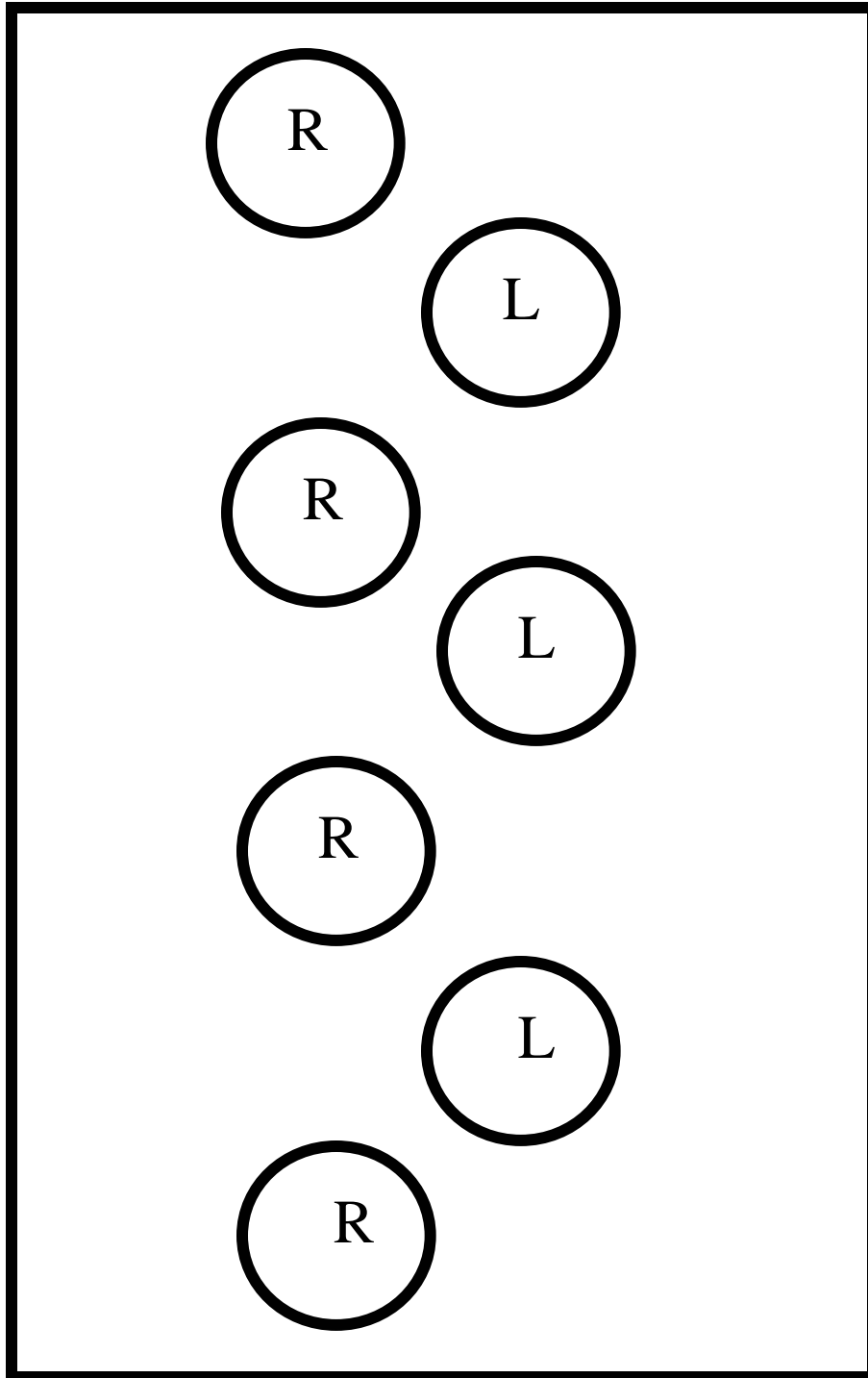
Procedure: Depending upon how many signs you have students stand by a sign or with partners at a sign. The dice is rolled. Students move that many cones cw and do the exercise at that station until the music stops. When the music stops the dice is rolled again and players move forward.

Straight Pathway



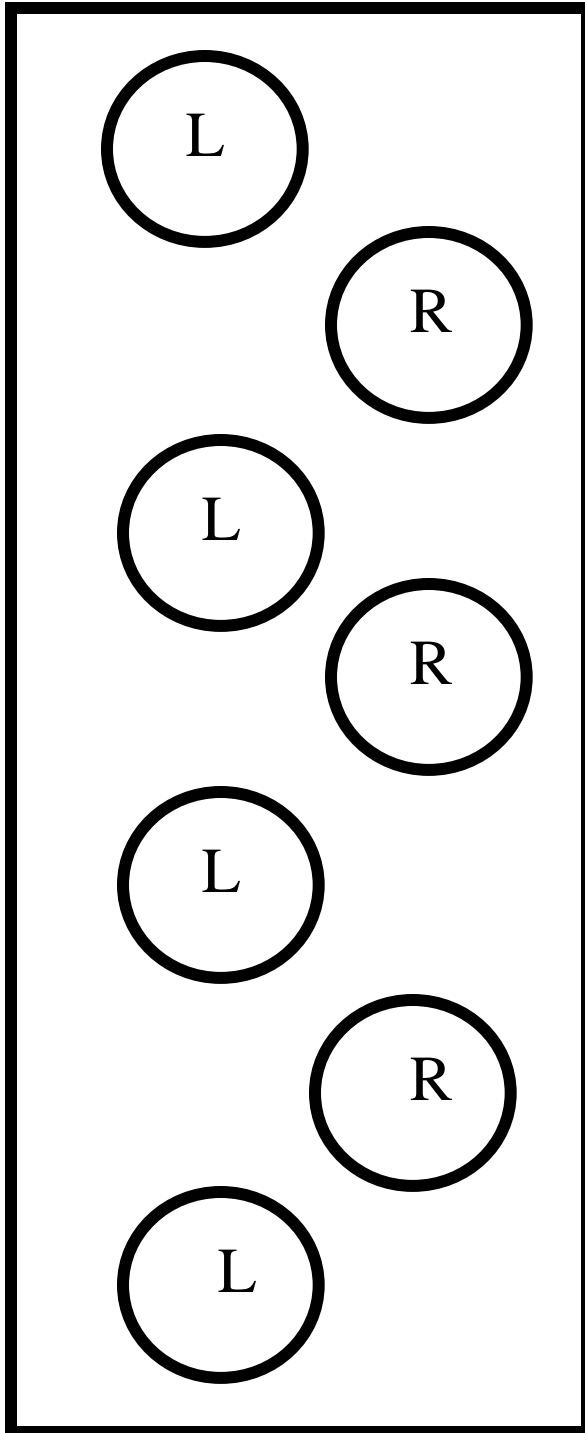
Can you travel forwards, backwards, and Sideways on these dome cones without falling?

Zig-Zag Pathway



Can you travel forwards and backwards on this zig-zag pathway without falling?

Zig-Zag Pathway Crossover Step



Can you travel forwards and backwards on this zig-zag pathway using the crossover step without falling?

DOME CONE CHALLENGES

Can you...

- **Balance a bean bag on your head and other body parts while walking on the dome cones.**
- **Pick up a bean bag from the floor, move forward, place it on the floor, and pick up another one while balancing on the dome cone?**
- **Travel forward, backwards, and sideways without falling off and with control?**



STABILITY PAD CHALLENGES

Can you...



- **Balance on your right foot**
 - **Balance on your left foot**
 - **Balance on your knees**
 - **Balance on one knee**
 - **Balance on your gluteus maximus**
 - **Do the superman balance (on your stomach)**
 - **Make your own pathways and travel using different body parts for balancing.**
-
- **Balance a bean bag on your head and other body parts while walking on the stability pads.**

 - **Pick up a bean bag from the floor, move forward, place it on the floor, and pick up another one while balancing on the stability pads?**

 - **Travel forward, backwards, and sideways without falling off and with control?**

STABILITY BALL CHALLENGES

Can you...



- Ride the horse?
- Seat Balance?
- Seat Balance to Ride the Wave?
- Knee Balance?
- Do 10 curl-ups?
- Do foot patterns while bouncing - straddle, together, and skier?
- Do the superman/eagle balance
- Do drumming?
- Bounce and turn right and left?
- Do the alligator?
- Do the alligator and 3 push-ups?
- Do the tiger?
- Do the back stretch?
- What else can you do?



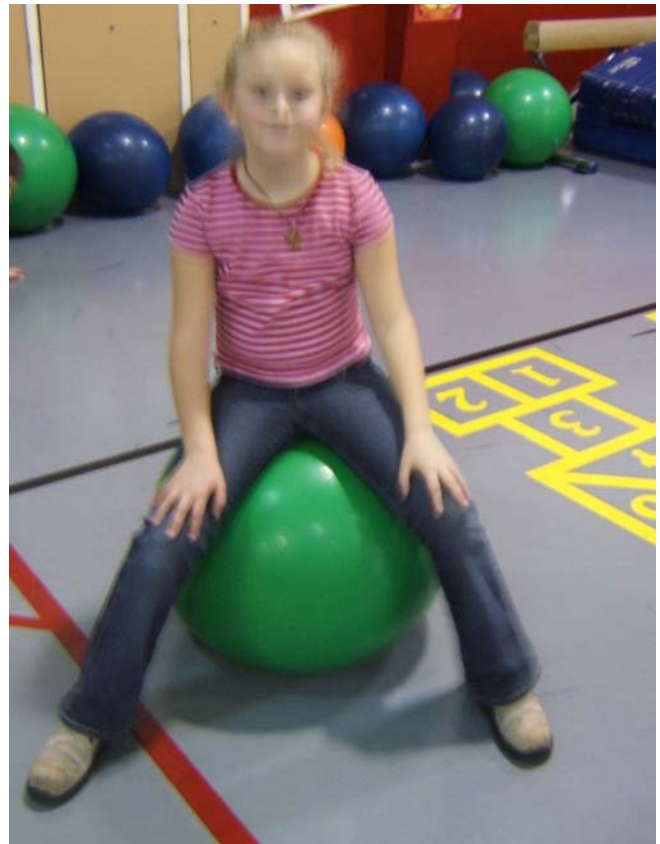
THE TIGER





FOOT PATTERNS

TOGETHER



STRADDLE