



Various Topics



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4 Minute Hands Up Team Challenge

By: John Byl

It is best to start this activity with group members scattered about the area (i.e. not in a circle).

Start by stating, "Everyone knows that the ultimate test of teamwork is for a team to hold their arms in the air (demonstrate, with arms stretched) for four minutes. It is almost impossible for anyone to do this without teamwork. Let's see how good you can do. Ready, begin!"

It can be extremely uncomfortable to hold your arms stretched outwards for four minutes, but by placing your arms on the shoulders of other team members, the challenge becomes easier for everyone 😊

From: February INPUT



10 Wants from Girls

From a workshop on “On the Move” put on by CAAWS (Canadian Association for the Advancement of Women in Sport and Physical Activity). On pages 41-45 in that resource they outline the top 10 “wants” from the girls perspectives. They are certainly goals CIRA Ontario shares in and supports. Think about how you can make your program even more conducive to girls and young women being physically active.

1. FUN: Girls and young women believe that physical activity should be a fun and positive experience.
2. MIX: Offer a mixture of physical and social activities.
3. INPUT: Ask participants what they want to do.
4. FEMALES ONLY PROGRAMS
5. SAFE & SUPPORTIVE: This environment is crucial, especially to inactive girls and young women.
6. PEERS: Peer Age Groupings are preferred.
7. SKILL LEARNING: Basic sport skill learning leads to greater confidence.
8. ROLE MODELS: Positive, enthusiastic, encouraging, accepting and female leaders are important.
9. FOOD: Health foods are effective draws to your program.
10. CHOICE: Let them choose their own clothing and music



ABC Fruit and Veggie Salad

By: John Byl

Have your players, one by one, identify a fruit with a letter and a 15 second activity. For example:

- A = Apples bobbing in the water
- B = Bananas eaten by climbing monkeys
- C = Coconut falling and bouncing on the ground
- D = Dates also shriveled up in a small tight ball
- E = Endive waving in the breeze
- F = Figs energizing us and making us jumpy
- G = Gourds that we pretend to juggle
- H = Honeydew Melon that we pretend to bowl with
- I = Iyokan that we toss back and forth with a partner
- J = Jalapeno Pepper that has us hopping hot
- K = Kiwi's that we pretend to toss from behind our back and catch in front of us (use both sides)
- L = Lime that we pretend to toss from in front of us and catch on our back (use both sides)
- M = Mango Pit that we can toss a long way
- N = Nectarine which we peel open in a one long, long peel
- O = Orange which we spin and spin on one finger of our hand
- P = Pear which we take big bites out of
- Q = Quandong as we slowly walk through a desert area
- R = Radishes that are so hot they make us run on one spot
- S = Strawberries that we squat to find in the plants
- T = Tomato that we roll down our right arm, over our shoulder, to the tip of our left hand, and then back again
- U = Ugli invites us to make ugly expressions with our face
- V = Vegetable spaghetti that makes us all wobbly
- W = Watermelon is on the ground and very heavy and we pick it off the ground very carefully with a straight back and using our feet
- X = Xylocarp that need needs to be bounced off the ground to break it open
- Y = Yumberries that are picked from a large bush
- Z = Zuchinni which is very long and wants us to stretch as long and tall as possible



Basketball: No Ball All Sound Warm Up

By: Stephen Bowler

This is a free flowing creative activity for any grades in elementary school

Focus: Working on basketball skills and sounds without using a ball.

Skills used: Shooting, dribbling, passing (chest, baseball, bounce pass), or anything BE CREATIVE

Instructions:

- Group of 4 - 6 students
- In their group, each member creates a motion associated with a basketball skill and a sound to go along with that motion to teach the other group members.
- When the groups have their basketball motions figured out, all the groups will come back together in one big circle
- Within the circle each group takes a turn to present their basketball skill and sounds.
- Each member does their motion/sound and wander inside the circle.
- After going through the group once, everyone joins in.
- This is repeated for all groups until every group has gone.



Basketball: Snake Catcher Game

Pat Aitken for PE Update.com

Snake Catcher is a game that will improve your players' running, dodging and dribbling skills.

Setup

On a basketball court, form five teams of five players and give each team a number. Provide each player on Team One with a rope, and the players on the other teams a basketball.

How to Play

When you signal, Team One players run around the court, holding a rope loosely between thumb and forefinger. The other players dribble their ball, trying to step on a rope and pull it free. If they succeed, they get a point for their team. After a rope has been pulled free, the Team One member picks it up and continues running.

Players who break the rules of dribbling (i.e. using two hands) must leave the game and complete ten chest passes before returning. If players are caught holding the rope too tightly, they lose five points from their team total.

After five minutes the points are totaled and other players become rope holders. The team with the highest score wins.

Variation

The game can also be played with smaller teams.

http://www.physicaleducationupdate.com/public/basketball_games_pe_games_basketball_leadup_game_snake_catcher.cfm



Bucket Ball

By: John Byl

Take two buckets or cardboard boxes and place them in the middle of a basketball key at either end of a basketball court.

This game is then played like basketball except there is no dribbling with the ball, a sponge ball is used, and no one from either team is permitted to be inside either basketball key.

The object of the game is to score points by successfully tossing the ball into the bucket or box.



Dice Count

By: John Byl

Players try to score the highest points for themselves.

Put 3-5 dice in a cup or bowl. The player tosses the dice out of the cup (at least 30cm or 1 foot high) and then tries to catch as many dice as she can. Then count (to be determined ahead of time) the number of dice caught, or the numbers shown on top of the dice that were caught.

Next player goes.

Play for a certain amount of time, number of turns each, or first player to reach a certain number of points.

Forum Ideas

Variation by Chris Wilson

Partner Dice count? One person tosses and the other catches! Roll the caught dice and the tosser must do that many push ups, sit ups etc.



Fitness Reaction Game

By: John Byl

This game involves two players. Player one stands with her back to the other player and holds her hands behind with palms up.

Place an object (bean bag, ball, popsicle stick....--smaller objects are more difficult to pick up) about five metres behind player one.

Player two stands behind an end line 10 metres away and runs to Player one. When Player two pats the hands of player one, player two runs back to the end line and picks up the object on the way back. Player one tries to tag player two before player two is able to both pick up the object and cross the end line. If tagged, players switch positions (or see how many times out of ten tries player two can successfully pick up the object and cross the end line without getting tagged).



Follow the Leader: Move Your Body

By: John Byl

Focus: Physical Activity

Asset Category: Support

Age Group: Ages 6 to 12 years

Group Sizes: All sizes of groups

Materials Needed: None

Learning Outcomes: Children will take turns being a leader. Children will identify who encourages them to do physical activity.

Activity: Explain that you're going to do an activity where you move in different ways. Have students spread out around the room. Name different ways to move (one at a time):

- zig zag as you run
- hop
- skip
- run fast
- walk backward slowly
- move like you have one more leg
- run like you're being chased by a lion

Stop the activity. Explain that you're going to name one child at a time. When the child is named, they should call out a way to move and everyone else will do what that child says.

Start the activity. Name one child at a time. Make it a point to name each child in the room at least once.

End the activity by asking questions such as these:

- How did you like being a leader to name a way to move?
- What do you like best about being active?
- How can you try these activities at home with your family?

Could do all of these movements while dribbling a basketball, soccer ball....



Giant Pool

By: John Byl

Play like you would regular pool only you kick the cue ball to try and knock your balls into the pockets.

- 1 Soccer Ball (cue ball)
- 7 Basketballs with masking tape around the middle (stripes)
- 7 Basketballs with no markings (solids)
- 1 Basketball with several strips of electrical tape around it (eight ball)
- 6 pockets (4 corners, 2 side) which could be hockey nets, pylons, benches...

INPUT 2011

Simplified Variation: Have three goals (about one-step wide each) marked with pylons or other objects placed in a triangle (maybe 5 paces long); have three different coloured balls (identify one as the 8-ball--which has to go in last) positioned in the centre of the triangle. From outside the triangle, the first player kicks a soccer ball against the other three balls. Players then take turns trying to kick the soccer ball against one of the other balls and have it go into one of the goals (if the soccer ball goes into a goal at the same time then the other ball is returned to the centre of the triangle). When a player scores they get to play again. Any time the soccer ball goes outside the triangle the next player can place the ball anywhere along the edge of the triangle. When a player gets one ball in, they try to score a goal by bumping the 8-ball into a goal. When both players have scored with their ball, then both are trying to score with the 8-ball



Going for Gold

By: Mel

Here are the classroom fitness circuits I just began using last week (there are 8 events)...kids are having a blast going for GOLD!!!

I printed up the sheets for classroom purposes...no need for a fancy power point for anything else!

You can find the PowerPoint sheets at:

<http://www.redeemer.on.ca/~byl/ciraontario>



Health Websites

Below are a list of websites on health on:
Nutrition, Safety, Sexuality, Smoking, Teeth

NUTRITION

www.nutritionexplorations.org –This website is for children, parents and teachers. There are lots of fun games that students can play to learn more about nutrition and the food groups. There are also lesson plans that teachers can follow or use for ideas.

www.producepassport.org - this website has the produce passports, but you can also just use it as a guide in order to make your own and use other food other than fruit. It seems like a great way to motivate students to eat healthy food.

www.healthychoices.org - This website is directed at parents and teachers. It has full lesson plans for ages 6-10.

http://www.ccfh.ca/about_ccfn/strategic_plan.asp - This is the website for the Canadian Council of Food and Health. It just shows what they are currently doing in the area of health and specifically nutrition. It also talks about different issues within Canadian health.

Here are our top websites: <http://www.team.uconn.edu/kidsstuff.htm>

This website includes a variety of games for children . This includes a 'rate your plate' game, where kids can find out if what they are eating is actually a good balanced meal. There is nutrition information, a snack page where kids can send in their favourite healthy recipes in. This is the website with nutrition hangman and nutrition pac -man and other sorts of fun games

<http://www.dole5aday.com> This website is another site designed for kids. There are lots of games, there is an encyclopedia of health, the kid's cookbook (including fruit pizza, activity sheets, goals in eating healthy. It is a fun and flashy website designed for children, but is also a fantastic learning tool to encourage healthy living

<http://kidshealth.org> This website, click on FOR KIDS, is designed for kids. Again , there are recipes, fact sheets, games, information on health related problems, how to take care of your body, teeth, etc., there is a glossary of health terms. It is a great site for kids to explore.

www.dieticians.ca Click on EAT WELL, LIVE WELL. There is all sorts of healthy information. There is a program where you can create your meals for the day, and the dieticians will tell you what you need as far as the food guide states. It is all animated, so it is good for students. There is a virtual kitchen, a virtual grocery store. It is a great site for kids- and big kids as well!!



SAFETY

General Personal Safety for Children:

www.radkids.org

www.kidproofcanada.com

www.safekidscanada.ca

Fire Safety:

www.stayingalive.ca

www.firepals.org

www.sparky.org

www.elmer.ca

www.firesafetycouncil.com

Water Safety:

<http://www.kidshealth.org/kid/watch/out/water.html>

Sun Safety:

<http://www.sunsafetyforkids.org>

<http://www.epa.gov/sunwise>

Safety Songs (the one that we presented in class for our drama - it was requested by some in the class, so here it is!)

<http://www.co.greene.pa.us/secured/gc/depts/hs/ccis/songs.htm>

SEXUALITY

<http://www.canadian-health-network.ca/servlet/ContentServer?cid=1048161689494&pagename=CHN-RCS%2FPage%2FGTPPageTemplate&c=Page&lang=En>

www.teenwire.com

www.planetahead.ca

SMOKING

www.tobaccofacts.org/teacher

www.cdc.gov/tobacco/sgr/sgr4kids/sgrmenu.htm

www.notobacco.org

www.lungsareforlife.ca

www.canadian-health-network.ca

www.lung.ca/children/index_kids.html

www.joechemo.org



TEETH

Canadian Dental Association http://www.cda-adc.ca/en/oral_health/faqs_resources/teaching_resources/index.asp

American Dental Association
<http://www.ada.org>

Healthyteeth.org
<http://www.healthyteeth.org>



Hoser

Andy Raithby

Erin Centre M.S. - Phys. Ed.

Equipment: old nylons/hose or hockey/soccer socks

How to Play:

- * place a tennis ball or rubber ball in the end of the nylon/sock and securely tie it off the end
- * each player pulls the other/open end over their heads, but not covering their eyes
- * once the leader says go, players chase each other to grab their opponents "hose", and the last player with a hose on their head wins

Variation: Play with 2-4 teams and teams collect the captured "hoses" in a pile. The team with the most "hoses" wins.

Hygiene/Safety: Players can bring their own "hose" or sock to eliminate concerns regarding germs, etc.



Indoor Cricket

By John Byl

Objective:

- To hit the ball into the playing area and run around the wickets without being thrown out.

Equipment:

- Cricket bat
- Ball (tennis ball)
- Two wickets (three pop bottles per wicket)

Setup:

- Divide players into two equal teams.
- The defensive players take an infield or outfield position.
- The offensive players come to the wicket, one at each end.

Instructions:

- The batters line up in front of the wicket (three pop bottles).
- The bowler throws the ball in an attempt to bounce the ball off the ground into the wicket.

Hitting the

wicket results in an out (or a dismissal).

- The batter attempts to hit the ball so it does not knock down the wicket.
- After a hit (any contact of bat and ball in any direction), the batter attempts to run to the far wicket safely.

- Runners may score up to six runs per hit:

1. One run: ball touches wall behind or beside batter.
2. Two runs: ball touches side walls in front of batter.
3. Four runs: ball touches far wall.
4. Six runs: ball touches far wall above head height.
5. OUT: ball hits ceiling.

- If the wicket is knocked down while the runner is between wickets, the batter is out.

Variation:

- Use a soccer ball.



Indoor Curling

Bill Serbin

Use 16 juice container caps for this game to make your stones. Line the inside of eight of them with orange (or other colour) construction paper (the other ones can remain black).

Get a 1.5 metre (5 foot) long sheet of butcher paper and draw out one curling sheet (see the following website for what a sheet looks like and for more information on curling).

<http://en.wikipedia.org/wiki/Curling>

Then take turns sliding your "rock" closer to the centre of the circle.



Keep the Torch Burning

By: John Byl

Objective: To carry the torch without putting it out (dropping the ball).

Equipment: Three pool noodles, 12 gator balls.

Setup: Divide group into three teams, place two teams on the side lines to create an alley way. Team A sets up on one side of the gym. Team B does the same on the other side. The third team starts at the end with three players holding a pool noodle each and carrying a ball on top of the noodles.

Instructions:

1. The first three players carry the ball from one side of the gym to the other side as many times as possible without dropping the ball.
2. When the ball is dropped the next three players go until all players have gone--then switch team roles.
3. Players on the side line throw dodge balls and try to knock the ball off the torch.
4. Count which team keeps the torch lit for the most number of laps.



Kick, Catch, and Five

By Dru Masuka – Erin Centre M.S.

Objective : To kick a football into the opponent's end zone.

Teams: Split the class/group into two even teams (A and B) and number off the players 1,2,3, etc.

How to Play:

Teams space themselves on their own half of the playing field.

Player number one, from Team A, starts by drop-kicking/punting the ball as deep as they can into their opponent's territory. Any player from Team B can either catch the ball or stop it as it rolls. Player one from Team B now kicks the ball back into their opponent's area from where the ball was stopped or caught.

Teams continue to move up and down the field trying to kick the ball so that it lands, without a bounce or roll, into their opponent's end zone. Teams move up and down the field when a player catches the ball before it hits the ground. If the catch is good they can take five huge steps forward and kick the ball from that point. After each team scores, teams switch sides, to allow for fairness with field and weather conditions

Players must kick in their number order and they will learn that it works to their team's advantage if they get to the ball quickly and kicks the ball before the other team gets ready.

Knights, Horses, Cavaliers

Catriona Watt

This game is great for a getting to know people or just for fun.

Everyone gets into pairs.

One of three options is called out as everyone mixes/mingles around the space...

1. Horse: one partner gets on their hands and knees, while the other sits on them (they can pretend to sit on them if this is beyond comfort level/age appropriate).
2. Knight: one partner kneels on one knee, while the other sits on this knee (again pretending is okay)
3. Cavalier: one partner "carries/holds" the other person- a common modification is for the person being held to have one leg on the ground for stability.



Each time the person leading the game yells out one of these options and partners rush to find each other and do the correct pose. The last pair to do this is out.



Mad Dog Baseball

Here's a baseball variation that increases the fitness component of the regular game.

Organization

You'll need a soft ball, a batting tee, and two cones for bases.

Divide your class into two teams and number each team member to produce their batting order. One team bats and the other takes the field.

How to Play

The batting team gets to send up three batters before changing places with the fielding team. If batters miss the ball or hit the tee, it's a strike. Three strikes (or throwing the bat) makes an out.

When players make a hit, their whole team follows them around the two cones. They keep running until stopped by the defensive team (you'll see how later), and every time the batter passes the second cone his/her team scores a run.

Meanwhile, when a player on the fielding team catches the ball, his/her entire team runs behind the fielder and stands in single file. They pass the ball through their legs until it reaches the last player. This player runs to the front of the line and yells "Stop!" This signals the batting team to stop running the bases and scoring runs. After three batters have hit, the fielding team comes to bat.

The team scoring the most points wins the game.

http://www.physicaleducationupdate.com/public/Baseball_games_Softball_physical_education_leadup_games_mad_dog.cfm



Mapping out Your Class Runs

By: John Byl

I was recently shown a cool website that helps map my/your runs. For some of you this site might be helpful in your personal running, and for others as you plan running routes for your students. The website is free and is located at the website listed below. Once on the website write in your correct address (with all the commas as shown in the example) and a map will come up of the area you want to plot. Next change the distance to km instead of m and also change mapping on or off the road if you are running off the roads. Then click on the map. Click on another spot and a line will connect your clicks and the distance will show on the bottom right corner of your screen. Every km the map will add a marker indicating the distance. I thought it was totally cool and possibly helpful for some of your personal or school running programs.

<http://www.mapmyrun.com/>



Not Our Bean Bags

By: John Byl

Number of Players: Two teams of at least five players

Supplies: Open playing area with a line marking the middle

Thirty or more bean bags

Aim of the Game: The object of the game is to keep the bean bags off of your side of the play area. Players will develop an awareness of and practice the mobility needed to run around with and from other children, and some throwing skills.

How to Play:

1. Have players split into two teams and line up at each end of the gym or field. In the middle of the play area, line up around thirty or more bean bags all across.
2. Yell go! Players proceed to throw bean bags on the other side of the play area. After a few minutes, yell stop or blow a whistle. Players drop the bean bags where they are.
3. Count the bean bags on each side. The side that has fewer bean bags wins.

Variations: Instead of using bean bags use sponges, pool noodles..



Odds and Evens

By: Chris Wilson

A partner game where one player is "evens" and one is "odds". Players throw like in RPS, but the call is "once, twice, thrice, shoot". On shoot you throe one or two fingers. If it is odd(different) the "odd" player wins. If it is even(same) the even player wins. Play best three out of five.



Plopketball (Plop and Drop Basketball)

By: Chris Wilson

Play regular basketball rules, yet have a player in the opposing key holding a plunger upside down. No players are allowed in the key, so shots must come from outside the key. Shots need to land in the plunger and stay in order to score. Players with the plunger may move about the key.

Option #1 - Players with the plunger may hold it as they like. Holding with two hands on the rubber plunger part is worth 1 point. Holding with one hand under the rubber portion is worth 2 points. Holding with one hand at the end of handle is worth 3 points.

Option #2 - Have more than one player in the key. Three players, one as 1 point, one as 2 points and the 3rd as 3 points.

Forum Ideas

Variations by John Byl

You could use pylons instead of plungers.

How about the receiver having two plungers and catching the ball between the two plungers, or two players catching the ball between two plungers.... the fun options go on and on and on.

Variation by Chris Wilson

Use a smaller or mini basketball.



Power of Music

Focus: Physical Activity

Asset Category: Constructive Use of Time

Age Group: Ages 6 – 14 years

Group Size: All size of groups

Materials Needed: A tape player with music (or a CD player or an mp3 player that has speakers) a variety of music that your children would like.

Learning Outcomes: Children will learn that fast-moving music that they like can help motivate them to exercise.

Activity: Say something like, “Researchers have found that when we listen to music as we exercise, we’re more likely to move more and for a longer period of time. In fact, many athletes listen to music to keep them moving.”

Explain that you’re going to do an activity where students move to the music. Play one kind of music (one at a time) and lead students in movement. For example:

- Play fast music and run around or break dance.
- Play marching music and march.
- Play soft music and breathe and stretch.
- Play slow music and do bent knee curl-ups or push-ups.
- Play loud music and do jumping jacks.

End the activity by asking students such as these:

- Which kind of music got your heart beating the fastest? Why?
- Which kind of music made you stop moving? Why?
- Which kind of music was good for stretching?

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Reviewing for Tests: RPS

By: John Byl

Reviewing for tests? Use RPS

Ask the class a multiple choice questions with answers A, B, or C.

Students stand up. When you have asked the question and offered the solutions, say 1, 2, 3, 1, 2, throw.

On the second 1, and 2 the students hop and on the throw they do a RPS.

Rock = A = Standing straight up with hands point up

Paper = B = Feet and arms out like in a jumping jack position

Scissors = C = Feet and arms out front and back in an extended run position.

See who has the right answer.



Rolling Circles

By: John Byl

Players form a tight circle, laying on their backs, with players alternating with their feet inside and outside of the circle. Have two extra players be retrievers--one standing inside the circle and one standing outside the circle.

Place a large stability ball (or other large ball) on two players hands. Players need to pass the ball around the circle on the outstretched hands of all the players laying down. If the ball falls off have the retrievers place the ball on the place it fell off.

Count how many complete circles can be made in two or three minutes.

As an added variation, requiring more action, use two or three balls

Players could also do this game laying on their backs, feet in the air, and pass the ball from feet to feet.



RPS for Visually Impaired

By: John Byl

My students figured out a way to do RPS for the visually impaired.

Two players face each other, each player places one fist in front and the two players put the front of the fists together.

Players then call out "Rock, Paper" and simultaneously drop their fists down and up together on each call, and then on the third drop they call out "Scissors" and they change their hand to either rock, scissors, or paper--all the while keeping their hands in contact. With hands in contact players can determine who through rock, paper, or scissors and who won (rock beats scissors, scissors beats paper, and paper beats rock).

Forum Ideas

Variation: by Chris Wilson

So, it can also be done by using your partner's hand as a table. I place my hand on your palm and you place your hand on my palm. After each prime our hand lands on the table (palm). On the final prime you throw rock, paper or scissors flat on the palm. This way each player knows what they threw and what their partner threw by touch.



RPS Line Up

By: John Byl

A teacher shared with me how she uses Rock, Paper, Scissors (RPS) to line her students up when they go to the library, go back to class, or any other time the class needs to line up single file to go somewhere.

Students each find a partner to play RPS. The winner is the head of the train the loser is the back of the train. The two person train plays another train. The losing train adds on to the back. Within a minute there is one long train and you have a line up walk to your next activity.

This game and more of these RPS games are found in the CIRA Ontario book Why Paper and Scissors Rock.



RPS Music

By: John Byl

Great music when playing RPS games is the music to "We will rock you!" Having students move to the beat adds to the fun.



Second Chance RPS Train

By: John Byl

Play RPS train as explained in CIRA Ontario's book Why Papers and Scissors Rock, except when one train lost they get a second chance by having the engine of the losing train play the caboose of the winning train. If the engine wins the train is free to continue along its merry way. If the engine losses, it must join the caboose of the winning train.



Showdown

By: John Byl

Set up a shooting spot a reasonable distance from the goal line where one player shoots the ball at his partner who is playing goal (must stay on the goal line). The shooter takes 10 shots. Players then switch roles.

The player that scored the most goals goes on.

Variations:

Could give the shooter the option to dribble.

Make it a timed contest and count the number of goals scored in 30 seconds.



Sword and the Stone

By: Jeremy Parsons

In this game, participants are arranged in a circle. A receptacle like a milk crate or a garbage pail is put in the middle of the group ("the stone") along with a number of pool noodles ("the sword"). The swords must be placed within the stone to start the game.

The game moderator then chooses one or two or three participants (depending on the number in the entire circle) to start the game. They go into the middle of the circle and take the sword out of the stone. It's fun to play with this and feign pulling a stuck sword out of the pail. Once the participant(s) have the sword in hand, they can run over to anyone in the circle and tag them with the sword (in the legs). Once tagged, that person then chases the sword carrier back to the stone.

The sword carrier's job is to drop their sword back into the bucket and run back to the empty space in the circle before the tagged person can get them.

The tagged person's job is to grab the sword out of the stone right away (once dropped in by the sword carrier), and tag the original sword carrier right away. If this is done, the tagged person can go back to their spot in the circle and the sword carrier continues to be "it". If this is not done, the tagged person then becomes the sword carrier and they are it. They then are to tag someone else and continue with the game.

Once everyone in the circle has been tagged and has had a chance to actively participate, the game moderator can call the game over. Hilarity often ensues for everyone in the circle as they watch their friends being chased and chasing others all over the playing area.

One other interesting point to mention is that if a sword carrier misses the pail in a frantic effort to put the sword back in the "stone", the entire group is encouraged to yell "Thy sword is not in thy stone!" in their best old English accents. This is a fun addition to the game and it helps those not directly involved in the circle to be more involved in the game. Once that line has been called out, the sword carrier must run back to their dropped sword and put it delicately back in the stone. This gives the opportunity for the tagged person to re-tag them as "it".

Depending on the size of the group, multiple swords and multiple stones can be put into play at once. This allows for numerous "mini-games" so as to fully engage the greatest number of participants as possible.



Temper Tantrum

By: John Byl

1. Prior to game start, player places 1 pedometer on each foot.
2. Player must lay on his back in starting position with pedometers zeroed out.
3. When clock starts, player kicks feet in an attempt to acquire desired number of "steps" in the fewest seconds--or the most in a minute.
4. Player may not touch feet together or touch the ground with feet.
5. To complete game, player must acquire desired number of "steps" in the fewest seconds--or the most in a minute.

Required items – 2 Pedometers attached to arm bands.



The Ladder Game

Catriona Watt

In this game, everyone pairs up and sits with their legs straight and feet touching (partners are across from one another) with pairs lined up... looking like a ladder (<-- represents a person in the following diagram)

<---->

<---->

<---->

Number each pair of students

<----> 1

<----> 2

<----> 3

etc

Now the person leading the game begins by calling out one number. When a pairs' number is called, they get up and run to the right (stepping carefully over others feet in their pathway). At the end of the line, they go around the outside (peoples backs) and then to the beginning of the other end of the line. Then they step over feet again and return to their spot. *Remind students to keep their legs together to make this easier/safer.

The leader can continue to call out single numbers, then two numbers, then three, even or odd numbers, etc. to keep things interesting (get creative by saying "If a person in your pair.... then go")

At the end, get everyone to go. This game is positive and friendly but also slightly competitive if used well.



Thumb War

By: Chris Wilson

A simple game that is complicated to explain. Hold right hands like you are shaking hands but make a hook with fingers together and hold by fingers. Both players hold thumbs up. On one you both shift thumbs to touch your fingers, on two switch to other side and touch partners finger, on three return to position one. I declare a thumb war is where you try to capture your partners thumb under your thumb.



Uno or Playing Card Circuit

By: John Byl

The other day we did a circuit which involved four teams doing as many exercises as they could till all the cards ran out. To make the activity last longer have more decks of cards.

You need a deck of Uno cards or a couple decks of regular playing cards. You need four coloured sheets of paper to match the Uno Cards, or shaped cards to match regular playing cards located in the far corners of the room. On the coloured sheets identify the exercise the students are to do (jumping jacks, push ups, sit ups, running on the spot with high knees....). The leader stands in the middle with a deck of cards, the players stand around the leader. The leader gives each team one card. The entire team runs to the appropriately coloured or shaped paper and do the prescribed exercise for that card the number of times written on the card (Ace = 1 and face cards = 10). When the group is done, the entire group runs back to the leader and gets another card. When the entire deck of cards is done each group counts up the number on all of their cards and the team with the highest number wins.

Just a quick aside. For those of you who do the bean activity in Everybody Move (dpa) you could also add:

Frozen Beans--Hold a stretch.

Bean Sprouts--Both hands waving in the air.



Volleyball/Basketball

Divide students among available basketball nets in your gym. Two students stand on either side of each basket (throwers), each with a volleyball. Rest of group lines up an age appropriate distance from the basket (shooters).

One at a time, shooters take a toss from one of the throwers, and attempt to volley or bump the volleyball into the basket. Successful attempts are worth 3 points, hitting the rim is worth 2 points, and hitting the backboard is worth 1 point.

Set an appropriate number of points for the groups to try to reach. Once they reach the class goal, they can continue to try and set their own record. Alternate throwers in the group, so all students get an opportunity to work on volleyball skills.

To make it easier, each shooter can score multiple points per turn. For example, Student A volleys the ball and it hits the backboard, bounces off the rim twice, and then goes in the basket, they would score 8 points for their team.