

Grades 4 – 6 Equipment Activities

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Beanbag Toss

Formation: Standing at Desks

Equipment: Beanbags/ Ball Toss

Learning Outcomes: Coordination

Rules/Directions:

1. Students toss the beanbags/balls to each other. They squat when they throw the beanbag/ball, and start counting from 1 to 30. If they reached 30 without dropping the beanbag/ball, they successfully finished the activity. If they drop the beanbag/ball at any point, start from the beginning.
2. To make it more challenging, toss over a desk, and if that seems simple, add one more desk in between.
3. You can also count backwards, sing, recite, spell or do anything that you think would be fun.

Desk Basketball

Formation: Sitting in desks arranged in rows

Equipment: Paper balls, garbage can, board to record scores on

Learning Outcomes: Coordination, directional skills

Rules/Directions:

1. Place classroom desks or chairs in rows. Each student takes a piece of recycled paper and crumples it up, making a paper ball. Two garbage cans are placed in front of the room. Each student takes a shot, in turn, at the closest basket.
2. Assign the students in the front the job of giving the paper balls back to students. Once everyone has taken a shot each student moves up one seat and shoots again from a new location. The person at the front of the row moves to the back. The whole procedure is repeated until everyone has been in front.
3. Record the number of shots each time you play this game to see if anyone "beats their record" the next time the game is played.

Learn to Juggle with Scarves

Formation: Standing Alone

Equipment: Scarves

Learning Outcomes: Mobility, coordination, concentration

Rules/Directions:

There are four scarf juggling games to play

1. Cascade with one scarf: Hold the middle of the scarf between your thumb, pointer, and middle fingers. Hold the scarf with your palm down at waist level. Raise your arm as high as you can, across your chest towards the opposite shoulder and toss your scarf. Reach high with your other hand and catch the scarf straight down as if you're clawing the air. Repeat this pattern, saying the cues: "toss" and "grab".

2. Cascade with Two Scarves: Each hand has a scarf. Toss the first scarf across your body. When the scarf is at the height of the toss, throw the second scarf toward the opposite shoulder. Your arms make an "X" pattern across your chest. Each scarf floats down - catch them at waist level, first scarf in opposite hand with a clawing action - then catch second scarf with the other hand. Don't cross hands when catching the two scarves. Repeat patterns and use cues, "Toss, toss, catch, catch".

3. Reverse Cascade: Each hand has a scarf. Toss the first scarf to the side and up, in a rainbow arch, to fall down in front of your face. As the first scarf reaches its peak, toss the second scarf from the other side, also to fall down in front of your face. Each scarf floats down - catch them at waist level (first scarf in opposite hand, then second scarf with the other hand). Repeat patterns and use cues, "Riddle-fiddle down the middle".

4. Reverse Cascade with Three Scarves: Complete the same instructions for the regular cascade, replacing the criss-cross motion with rainbow arch tosses from the side.

The Chicken Coop Boogie

Formation: Standing in lines of 4-6 students

Equipment: Rubber chicken (if not enough supplement a beanbag)

Learning Outcomes: Mobility, speed, coordination, creativity

Rules/Directions:

1. As in the "Bunny Hop", have 4-6 students line up one behind the other. The front person holds on to the rubber chicken. All together, with hands tucked in the underarms, everyone does the following boogie:

1.) Right heel forward (counts 1&2), right foot back (counts 3&4) and strut walk forward (counts 5-6-7-8).

2.) Repeat #1 with the left heel/foot.

3.) Standing on the left foot, hop 3 hops to the right (counts 1-2-3); pause. Do the chicken twist with trail feathers swaying from side to side (counts 5-6-7-8).

4.) Repeat #3 standing on the right foot and hopping to the left, followed by the trail feathers swaying.

5.) The front person gently tosses the bird overhead to the last person who catches it and struts to the front to become the new leader. Everyone else does chicken-knees (move knees out and in quickly and repeatedly).

6.) On the signal from the teacher or leader, this boogie begins again from the top.

Beanbag Relay

Formation: Sitting in desks in rows

Equipment: Beanbags

Learning Outcomes: Mobility, speed, coordination, creativity

Rules/Directions:

1. Have students sit in a row of desks. The first person in the row has a beanbag.

2. The beanbag is passed over his/her head to the next person and so on to the back of the row.

3. The last person in the row walks to the front of the room and touches the wall.

4. They then sit in the front desk and everyone else moves one desk back.

5. The way the bag is passed can be varied to include an "over-under" type pass or a straight "under" pass.

6. Do the relays for the time instead of having one team finish first and waiting. For example, have all teams pass the bag as many times as they can in three minutes and then have them beat their own score. Ask students for input on how to modify their game - they will have lots of ideas!

Dunkeroo

Formation: Standing in a line, class is divided into equal groups

Equipment: Sponge Balls, tape

Learning Outcomes: Speed, coordination

Rules/Directions:

1. Students form a line. They roll their ball along a line that is taped to the floor.
2. Then they walk to where it landed, pick it up, then walk/run back to the beginning of the line, "passing" it to the next student in the line (who then completes the same task).
3. Challenge students to keep their balls on the lines and to roll their ball as quickly as they can.
4. The goal is to see how well students can roll the ball evenly on the line.
5. If a student's ball does not roll along the line, that student's team must perform a certain movement (e.g. 10 v-steps, hop on one foot 10 times, etc.)
6. The first team to have all its members complete the task will win.

Hot Potato Ball

Formation: Standing in a circle

Equipment: Sponge Balls, object for target

Learning Outcomes: Speed, enhances ability to think quickly

Rules/Directions:

1. Students form a circle and pass the ball around, pretending it is burning hot.
2. While it is in their hands, they have to each do a different exercise.
3. You can't repeat the same movement and you have only 10 seconds because the 'potato' is **HOT**.

Examples of movements (See Appendix A for a variety of movements):

- Jumping jacks
- Toe taps
- Arm circles
- Side steps
- Biceps curls
- Knee lifts

Factor It In

Formation: Students are divided into 4 groups and each group is sent to a corner of the room.

Equipment: 4 pieces of paper labeled 2, 3, 4 and 5

Learning Outcomes: Listening skills, multiplication skills.

Rules/Directions:

1. Teacher labels each corner of the room with one of the pieces of paper.
2. Teacher calls out a number that is a multiple of 2, 3, 4, or 5.
3. Students who are in a corner that is a factor of that number will move to another corner doing a certain movement.
4. Movements may include jumping, skipping, walking, hopping on one foot, marching, etc. For example, if the teacher calls out 6, students in corners labeled 2 and 3 will move to another corner.

Suggestions:

1. Have students move to a corner labeled with a factor of the number called. If a prime number is called, have students move to the center of the room.

Silent Signs

Formation: Standing at Desks

Equipment: Map

Learning Outcomes: Cardinal directions, balance, non-verbal communication skills.

Rules/Directions:

1. Teacher chooses 1 student to go to the map.
2. Teacher chooses a location and tells everyone in the class except the student at the map to write the location on a piece of paper.
3. The class will then use movements to guide the student at the map to the location.

North: raise the roof

East: knee lifts

South: squats

West: jumping jacks

4. Repeat with new location and new student.

Suggestions:

1. Post the direction that corresponds to each movement on the board or chart paper.

Jump Start your Heart

Formation: Students are divided into 6 groups and each group is sent to a part of the room that is labeled as either;

- Right atrium (**jogging in place**)
- Right ventricle (**shadow boxing**)
- Lungs (**cross-country skiing**)
- Left atrium (**pretend to jump rope**)
- Left ventricle (**twisting**)
- Body (**pretend to chop wood**)

Equipment: 6 pieces of paper labeled as above and posted in 6 areas of room.

Learning Outcomes: Listening skills, health, coordination

Rules/Directions:

1. Teacher will discuss the heart;

What does the heart do?

The heart acts as a pump for the body. The blood travels from the right atrium to the right ventricle. Then from the right ventricle it travels to the lungs and back to the left atrium. From there it goes to the left ventricle and to the rest of the body. From there it goes back to the right atrium and repeats itself.

2. The teacher labels 6 pieces of paper with the following descriptions and posts them in 6 areas of the room.

- Right atrium (**jogging in place**)
- Right ventricle (**shadow boxing**)
- Lungs (**cross-country skiing**)
- Left atrium (**pretend to jump rope**)
- Left ventricle (**twisting**)
- Body (**pretend to chop wood**)

(Remember - right atrium – right ventricle – lungs – left atrium – left ventricle – body)

3. The teacher sends groups of children to each part of the room that is labeled.

4. The teacher calls out "start your heart" and students begin the movement that corresponds to their location.

5. When the teacher says "blood flow" students stop and move to the appropriate location for the correct blood flow.

6. Students will move to the location where the blood travels next.

7. Teacher again calls out "start your heart" after students have moved to a new location. Students begin the new activity/movement and continue until all students have moved to all locations.

Ball between the Feet

Formation: Line up behind a chair

Equipment: 1 ball/beanbag per team, 2 chairs (or some other marker) per team

Rules/Directions:

1. Each team lines up behind a chair.
2. The other chair is placed some distance away.
3. On a given signal the first member of each team takes the ball and places it between their feet.
4. The student jumps, with the ball between their feet, from the first chair, around the far chair and back to their team.
5. Then the next person on the team does the same.
6. BUT if the ball is dropped/lost between the first chair and the second chair the student must return to the first chair and start again.
7. If the ball is dropped between the second chair and the first chair, i.e. on the way back, the student must return to the second chair.
8. The winning team is the first to finish.

Suggestions:

1. The same rules can be applied to the following games:
 - Book on the head - use 1 book per team. All books should be the same or very similar.
 - Beanbag on the foot - place beanbag on foot and keep it there while walking.
 - Balloon between the knees - have some spare balloons, just in case! (Providing you are allowed balloons in your school).

The Fraction Fold

Formation: Sitting crossed-legged in a circle

Equipment: One juggling scarf for each student; a large space to move

Learning Outcomes: To improve understanding of fractions, coordination and locomotor skills.

Rules/Directions:

1. Have the class sit crossed-legged in a circle formation.
2. Start out by talking about what a "whole" (as it pertains to fractions) means and then have students lay the scarf on the floor in front of them.
3. Next, demonstrate one-half by folding the scarf once and then have students demonstrate.
4. Have the students start at one end of the room and travel by skipping across one-half of the room.
5. Next, fold over the half into another half and talk about one-fourth.
6. Have the students jump across one-fourth of the class.
7. Next, fold the one-fourth over into one-eighth, then one-sixteenth, etc. You may stop at any point that is applicable for your grade level.
8. Have the students identify the same proportions in the room and travel different ways to demonstrate (hop, leap, run, roll, crawl, crab walk).
9. After demonstrating and allowing the students to practice the folds, have students place their scarves back into a "whole" position.
10. The teacher will call out a fraction and the students are going to fold their scarf into that fraction as quickly as possible and then move across the room.
11. The teacher should call out the fractions randomly and always instruct students to return to their beginning position (whole) before calling out the next fraction.

Body Math

Formation: Standing as whole class

Equipment: Dice

Learning Outcomes: This activity is designed to help children learn to solve simple math computations. Also helps children practice their throwing and stretching skills.

Rules/Directions:

1. Have one person throw the die as specified (underhand, overhand, dominant hand, non-dominant hand, etc.).
2. Each student will have to form the number thrown with their bodies. Do this a few times and alternate throwers and use high, medium and low levels. Variety can be added in the letter forming by making the numbers with just the legs, arms, left side of body, or right side of body.
3. Now get with a group of three or four and have one student throw the pair of die as specified above in different ways.
4. If the teacher tells the students to add, the students must add the numbers thrown and make the answer with their body.

Suggestions:

1. To add some variety, the students can throw the dice, get the answer (whether by adding or subtracting, etc.) and can, for example, jump the answer. (e.g., $7+1=8$ toe touches or $3-2=1$ jumping jack)
2. One group visits another group and the one group makes the problem with their bodies and the other group has to answer the problem. Subtraction, multiplication and division can be used also.
3. Remember to use any of the movements listed in Appendix A at the back of this book.

Math Toss

Formation: Standing

Equipment: Foam balls, beanbags, or any type of ball that is easy to catch.

Learning Outcomes: For students to demonstrate their ability to solve a math problem using movement, catching

Rules/Directions:

1. Have students get a foam ball/beanbag and then have them spread out in the activity area.
2. The teacher will then begin to call out math problems or project them on an overhead.
3. Students will answer the math problem by tossing and catching the ball to self for the appropriate number of times that answers the math problem.
4. Give all of the students plenty of time to complete their answers as some will throw and catch more easily than others.
5. If they toss and catch and miss that still counts as a successful toss and catch.
6. The teacher can be sure the students are getting the answers correct by having them hold up the number of fingers that correspond to the answer (after they toss and catch), write the answers down on a handout, or work with a partner who becomes the recorder of the answers.
7. Partners could also indicate if their partner is catching correctly (keeping eye on ball and reaching and giving with arms/hands).

Suggestions:

1. Teacher can specify that the objects need to be caught at different levels.
2. Have the students work in partners to solve the problem then toss the object back and forth the correct number of times.

My Bones

Formation: Sitting until story is read, and then standing.

Equipment: Skeleton, Book “You Can’t See My Bones With Binoculars” by Harriet Ziefert.

Learning Outcomes: Integration of physical activity while learning the names of the bones in the body.

Rules/Directions:

1. Show the skeleton to the students. Talk about the different bones of the body.
2. Read the story “You Can’t See My Bones With Binoculars” and have them feel the bones in their body as you read the story.
3. Next, have students stand in a circle and teach them the following song below.
4. The students perform the locomotor skills around the circle during the chorus and stop and do the actions for each bone.

My Bones (Sung in the tune of “Dem Dry Bones”)

My bones, my bones
Are gonna walk around.
My bones, my bones,
Are gonna walk around.
My bones, my bones,
Are gonna walk around.
These are the bones in me!

My phalanges are (wiggle either foot) connected to my metatarsals (wiggle either foot), and my metatarsals are connected to my tarsals (rotate either ankle), and the tarsals are connected to my tibia (kick either leg).
These are the bones in me!

My bones, My bones,
Are gonna hop around.
My bones, My bones,
Are gonna hop around.
My bones, My bones,
Are gonna hop around.

These are the bones in me!
My tibia is (kick either leg) connected to my fibula (kick either leg), and my fibula is connected to my femur (wiggle thighs), and my femur is connected

to my pelvis (shake hips).
These are the bones in me!

My bones, My bones,
Are gonna skip around.
My bones, My bones,
Are gonna skip around.
My bones, My bones,
Are gonna skip around.
These are the bones in me!

My pelvis (shake hips) is connected
to my vertebrae (cross arms in front of chest),
my vertebra is connected
to my sternum (shrug shoulders),
and my sternum (shrug shoulders) is connected
to my cranium (shake head back and forth).
These are the bones in me!

My bones, My bones,
Are gonna gallop around.
My bones, My bones,
Are gonna gallop around.
My bones, My bones,
Are gonna gallop around.
These are the bones in me!

My metacarpals are (wave hands in front of body) connected
to my ulna (lift forearm),
and my ulna is connected
to my radius (lift forearm),
and my radius is connected
to my humerus (flex arm muscles),
These are the bones in me!

My bones, My bones,
Are gonna dance around.
My bones, My bones,
Are gonna dance around.
My bones, My bones,
Are gonna dance around.
These are the bones in me!

Suggestions:

1. Don't connect particular bones to "sides" of the body. Teach students that the "phalanges and metatarsals" are on BOTH sides of the body.

Low Fat Locomotion

Formation: Place pictures of different food and beverages around the playing area. (Make sure they are on fairly heavy paper so they don't blow around.)

Equipment: Index cards

Learning Outcomes: Locomotor movements, Nutrition

Rules/Directions:

1. The students begin to move around general space using any locomotor pattern.
2. When the children hear the signal they are to pick up a picture closest to them. After looking at it they need to determine whether or not it is a high or low fat food.
3. After making that decision they are to move through the room in a predetermined locomotor pattern (i.e. high fat means to slide sideways, low fat means to skip forward).
4. They hold their picture above their heads while moving so you can see them.
5. On your signal they put the picture down, continue to move freely through the general space, and pick up a new picture on your signal.

Suggestions:

1. This is a great way for you to check for nutritional understanding of your students.
2. Instead of choosing high fat or low fat you may have them choose whether or not it is healthy or unhealthy.
3. You can have foods from the different food groups and students have to decide what food group and do the movement for that food group (i.e. skipping for fruits and vegetables).

Pulsating

Formation: Sitting.

Equipment: Clock, music, pencils, handout (attached)

Learning Outcomes: Locomotor skills, science, and health.

Rules/Directions:

1. Have students sit in their own space.
2. Review with them how to take their own pulse rate and give them the handout.
3. Have them take their pulse for 10 seconds as they are sitting in a resting position.
4. Next, have them multiply that number by 6 and write it in their handout.
5. Next, have students walk on the spot to some slow music, then stop and take their pulse rate and write it in their handout.
6. Now students can jog or skip on the spot to music a little faster. Then stop and take their pulse rate again, recording it in their handout.
7. Finally, have students run on the spot as fast as they can, take their pulse and record it in their handout.
8. To close lesson, discuss the results.

Student Name: _____

Grade: _____

Pulsating Heart Rate Activity Handout

Resting Heart Rate: _____

Slow Moving Heart Rate (warm-up): _____

Medium Moving (hopping, skipping) Heart Rate: _____

Fast Moving (running) Heart Rate: _____

Place Value Throwing

Formation: Small groups

Equipment: Different size soft throwing objects, 8-10 sets of plates (paper/buckets) with numbers having different place values highlighted (i.e. 100,000,000)

Learning Outcomes: Eye-hand coordination, place value skills.

Rules/Directions:

1. Divide the class into small groups of 2-4 children.
2. Allow each thrower to choose the type of object they would like to use.
3. Safe objects to use can include socks, paper balls, beanbags, foam balls, etc.
4. Place the plates/buckets on the floor about 4-8 feet away from each group.
5. The teacher or leader calls out a place value (i.e. tens) and the students throw to the sign with that place value highlighted (i.e. 100,500,250).
6. Have students focus on different aspects of throwing each time.
7. Because the students are in small groups, no one is waiting for a long time.

Number Popcorn

Formation: Standing

Equipment: Number cards

Learning Outcomes: Basic math facts, number recognition

Rules/Directions:

1. Assign each student a number rather than a letter.
2. Call out or write down equations, e.g., “ $3 \times 2 =$ ” and have students “pop up” when their number is the answer to the question.
3. If “All Numbers” is called out, everyone pops up.
4. Have the students take turns calling out or writing down equations.

Sing Along with the Muscles Song

Formation: Standing

Equipment: Copies of the song for students to read

Learning Outcomes: Bending, stretching, to understand the locations of various muscles.

Rules/Directions:

1. Students should learn the song and perform the motions of each muscle.
2. The song is in the tune of Rudolph the Red Nosed Reindeer.

Oh you know biceps, and triceps, but what do they do?
They bend and they straighten your elbow for you.

But wait there are much more than two
There are 650 muscles in you.

Brachioradialis - helps to lift my cup
And my trapezius - helps me shrug my shoulders up.
Further on out my shoulders - my deltoids help to flap my arm.
Exercising daily - will not do you any harm.

(Then one foggy...) Gluteus maximus, on it I will sit.
After I have exercised, just to rest my legs a bit.

Core muscles in the middle - help me to sit up straight
Latissimus dorsi, obliques - abdominals in groups of eight.

My quadriceps are the biggest - and help me when I run
Hamstrings, gastroc, soleus - help out, too, and make it fun.
There are so many more - and lots with funny names
But flexor digiti minimi - really makes me sound insane.

(Then one Foggy..) One muscle that I must say,
works hard from the start
The muscle that I need the most is the one I call my heart.

Now that you know your muscles - be sure to use them every day
Running, jumping, playing - keep you healthy all the way.

Hip-Hop Warm Up Dance

Formation: Personal Space, standing

Equipment: Song “Who Let The Dogs Out”.

Learning Outcomes: Listening skills, coordination, balance, locomotor skills.

Rules/Directions:

1. Teach dance in 3 sections of 8 counts without music.

Section 1 - 8 counts of each movement:

- Mountain climber (push arms up, switch legs forward and back)
- Coffee grinder (right arm sideways, walk in a circle for 8 counts, switch to left arm and repeat in other direction for 8 counts)
- Seat spin (spin on seat 8 counts CCW, and 8 counts clockwise)

Section 2 - 8 counts on each movement:

- Crab kick (crab walk position, kick alternating legs 8 times)
- Mule kick (flip over from crab walk position and kick legs into air using hand support)

Section 3 - 8 counts of each movement:

- 1 leg hop (stand up, hold bent leg behind back and hop in circle 8 counts. Change leg, hold and repeat other direction)
- Shoulder shimmy (shake shoulders forward and back)
- Improvise robotic movements
- Tripod balance (end in a tripod balance, see which student can hold the balance until the music ends)

Suggestions:

1. Let the students teach their own hip-hop moves in section 3.

Fun Bones

Formation: Standing in a circle.

Equipment: Instrumental version of the song “Hokey Pokey” (optional)

Learning Outcomes: Health, Science

Rules/Directions:

1. This activity will be based on the song “Hokey Pokey”.
2. The teacher will teach a lesson on the anatomical names of the bones of the body and then tell the students to get in a huge circle around the room.
3. The students will learn this song and sing it while they point to each body part identified and place each body part inside the circle.
4. The song is as follows;

“You put your tarsals in, you put your tarsals out,
you put your tarsals in and you shake it all about.
You do the fun bone dance and you turn yourself around,
that’s what it’s all about!”

Other bones that could be identified:

- fibula
- sternum
- radius
- tibia
- pelvis
- carpals
- humerus
- patella
- ribs
- ulna
- cranium
- femur

5. At the end of the song, the whole class will shake their body and bones, turn around in a circle and sing

“You do the fun bone dance.
You do the fun bone dance.
You do the fun bone dance.
You do the fun bone dance.
That’s what it’s all about!”

Scrabble Fitness

Formation: Standing in groups of 3 or 4

Equipment: Index cards with letters of the alphabet

Learning Outcomes: Teamwork, basic language arts skills, spelling skills

Rules/Directions:

1. Divide the class into small groups of two or three.
2. Using index cards with letters of the alphabet on them, spread the cards face up on one half of the room.
3. Have the students stand in their groups an equal distance away from the cards and spread out in a safe manner. The first student in each group will start.
4. On a signal, students hop, jump or skip one at a time to collect one card and bring it back to their group.
5. Students alternate turns in getting the letters.
6. Once each student in the group has a card, the students try to form words from the cards they have brought back (they don't have to use all of them)
7. Once a word is formed, the students have the teacher verify that it is indeed a word.
8. If it is a word, the students write it on a piece of paper on the wall, gather all the letters and spread them back on the floor.
9. All words less than four letters score one point for each letter in the word. All words with five or more letters are worth two points per letter.
10. Total up the points as a whole class.

Suggestions:

1. Use the activity to reinforce vocabulary and spelling skills.
2. Use places instead of letters and have the students arrange them from closest to farthest away from their community or use events and have students place them on a time line.
3. Use animals or plants instead of letters and have the students place them in a food chain or order the steps in a process or a life cycle.
4. Use foods and have students design a healthy meal for a school lunch.

Spelling Relay

Formation: Groups

Equipment: Popsicle sticks or toothpicks

Learning Outcomes: Teamwork, vocabulary building, spelling skills.

Rules/Directions:

1. Divide the students into groups and assign each team an equal number of popsicle sticks or toothpicks.
2. Place each group's sticks on a table at an equal distance away.
3. Call out a vocabulary word for the teams to spell.
4. On a signal, the first person in each group hurries to the table to gather a stick and then returns it to the group.
5. When the stick has been laid on the table where the team is, the next student in the group hurries to get another stick.
6. Teammates will work together to try and spell the word the teacher called out in the beginning with the sticks.
7. The students **CANNOT** break the sticks.
8. To shorten the activity, have the students gather more than one stick at a time.

Suggestions:

1. Have students work in rows and walk down the row or around the classroom to the pile of sticks and bring them back to their team.
2. Instead of words, call out an equation. Students complete an action such as hopping, stretching and bending the same number of times as the answer to the equation.
3. Identify a topic in Science or Social Studies. Call out a letter of the alphabet and ask the students to provide topic-specific vocabulary for that letter of the alphabet before they go get an ice cream stick.

Travel the Globe

Formation: Standing

Equipment: Number cards, overhead map of Canada, overhead projector

Learning Outcomes: Teamwork, fitness, social studies

Rules/Directions:

1. On an overhead of an unlabeled map of Canada, number the Provinces and Territories.
2. Identify two or three students as taggers.
3. The taggers are “it” and try to tag the others.
4. All students, including the taggers travel around the classroom while hopping on one foot or tip toeing.
5. When someone is tagged, the tagger calls out “province” and the person has to choose a number card. Whatever number is on the card, the student has to name the province of the corresponding number and the capital city of that province. For example, if the person who got tagged chose the number 4, he/she would look at the map and if Nova Scotia has the number 4 on it the student would have to say, “Nova Scotia, Halifax”.
6. If the answer is correct, the tagged student is now a tagger and the one who tagged them is no longer “it”.
7. If the answer is incorrect, the tagged student goes back to moving around, trying not to get tagged.
8. Adapt the map for other topics, such as a map of the world, regions of Canada.

Scarf Juggling Circle

Formation: Standing in a circle

Equipment: One scarf per child

Learning Outcomes: Cooperation, coordination

Rules/Directions:

1. Students form a large circle facing inwards while holding a scarf.
2. Say “to the right - throw and go” and everyone throws their scarves straight up in the air and takes one step to the right and catches the other person’s scarf. This is repeated until the students get the rhythm.
3. Then say “to the left - throw and go” and everyone throws their scarves straight up in the air and takes one step to the left.
4. Vary the level of difficulty by having the students face clockwise in a circle and toss their scarves straight up over their heads, taking a step forward to catch the scarf of the person in front of them.

Textbook Aerobics

Formation: Standing

Equipment: Hardcover textbooks

Learning Outcomes: Health, strength

Rules/Directions:

1. Have the students take out their textbooks or dictionaries and use them to do the following exercises:

Bicep Curls: Hold the book in one hand and bend at the elbow to raise the book toward the shoulder.

Triceps dips: Hold the book in one hand and lean forward over the desk with the other hand holding the desk. Hold the arm with the book parallel to the body, bend the elbow to 90 degrees and raise and lower the book extending backward up to shoulder level.

Overhead lifts: Hold the book in one or two hands and lift it above the head in one smooth motion.

Twists: Hold the book to the chest with both hands and twist slowly from side to side.

Object Pass

Formation: In groups

Equipment: Boxes containing three objects: pencil, eraser, chalk

Learning Outcomes: Cooperation

Rules/Directions:

1. Divide the students into even teams.
2. Each team can sit in a circle or at their desk.
3. At the front of the room is a box for each team containing three objects.
4. On your signal, the leader of each team rushes to his/her assigned box and picks up an object.
5. He/she then passes this object down the line or around the circle.
6. As soon as the players start passing the object around, the leader gets a second object and passes it around.
7. The player at the end of the line or circle must return the object in the box.

Active Shake-Up

Formation: Divided into four groups

Equipment: Fitness cards

Learning Outcomes: Locomotor skills, listening skills

Rules/Directions:

1. Have the students warm up by doing various movements such as jumping jacks, knee lifts, heel touches, toe touches, tuck jumps, cross country skiing.
2. Post up the four fitness cards around the classroom and divide the students into four groups. Each group will go to one station.
3. On your signal (music is good); the students in each group will read the fitness card and together perform the movements listed on the card. When they have finished they march on the spot until everyone is done.
4. Now on another signal (clap your hands) students will move to the station on their right and then on your first signal (music) students will read the new fitness card and perform the movements listed on it. This will continue on until students have been to all four stations.

Station One: stand up/sit down 15 times and do 20 stride jumps (cross country skiing on the spot).

Station Two: 15 alternate knee lifts and 20 tuck jumps (tucks squat down then jump up like a Jack in the box).

Station Three: 15 jumps and 20 heel touches.

Station Four: 15 steps with high knees on the spot and 20 toe touches.

Birds of a Feather

Formation: Standing

Equipment: Music

Learning Outcomes: Locomotor skills

Rules/Directions:

1. Before the activity, divide students into groups of 4-6 with one student in each group as the leader. Each leader is responsible for designing a 30-45 second sequence of aerobic movements to be used.
2. Have students get into their groups.
3. Start the music. Have the leaders lead their groups through their sequences.
4. After the sequences are complete, stop the music. Have the leaders move to the group to their right.
5. Start the music and have them lead their new group.

Suggestions:

1. Relate movements to a specific sport or theme.
2. Use music with a variety of beats so students can change their movements.

Let's Get Physical

(By Ms. Hare's Grade Five Class, Holy Cross Elementary)

Formation: Standing divided into five lines

Equipment: 50 index cards, a box to put them in

Learning Outcomes: Food groups, cooperation, movement

Rules/Directions:

1. Discuss the importance of eating a variety of foods and being active.
2. Explain to the class that these elements work together to make them feel healthy and energetic.
3. Prepare 50 index cards by writing out the name of a different food on one side of each card and a physical activity movement with a number of repetitions on the other side. Create 10 cards for each food group and 10 cards for the Other Foods category. Do this before the lesson.
4. Place all the cards in a box in the center of the room. Place signs with the four food groups and the Other food category around the room.
5. Divide the class into five lines, each standing below a food group/category sign.
6. On "Go", the first person from each line runs to the box and picks out a card.
7. Those five students go to the front of the food group line to which the food on the card belongs.
8. They lead that line in the movements written on the card.
9. If two students go to the same line (because they have both selected foods from the same food group), they take turns leading the line through the movements on the card.
10. Those five students then go to the end of their new line.
11. Again on "Go" the next student in each line runs to the box, gets a card, and goes to the food group represented on the card, leading them through the specified physical activity movement. When all the cards have been chosen from the box the game ends.

Group Juggle

Formation: Standing in a circle.

Equipment: Beanbags.

Rules/Directions:

1. Stand in a circle, shoulder to shoulder, facing one another.
2. The beanbag must pass from the "**starter**", through each person's hands, and back to the first person, without dropping.
3. The pattern is up to the group (i.e. each person passes to any person, as long as that person has not yet received the beanbag.)
4. For the first round, put your hands behind your back once you have the beanbag to signal to the thrower not to send it to you again.
5. You will need to remember whom you received from and who you threw to (the pattern will be repeated). As you pass, say "Here you go (name)" and as you receive, say "**Thanks very much (name)**".

Suggestions:

1. For younger students just use the one beanbag. However, for older students you may start to add in more beanbags.
2. Once the first beanbag has been passed out of "starter" hands, add more beanbags. Remember the order in which the beanbags are passed always stays the same until a new game is started.

Passing Skills

Formation: Standing in two lines, across from each other

Equipment: Foam ball or beanbag

Learning Outcomes: Team building skills, eye-hand coordination

Rules/Directions:

1. Have students stand in two lines facing each other.
2. The students have to pass the ball or beanbag, diagonally between the two lines from one end to the other.
3. Students must have their hands out ready to catch.
4. The object of the game is to see how fast they can pass the ball down the line without dropping it.

Suggestions:

1. This can be done as a whole class, groups or teams who compete against each other.
2. You can make the game harder by moving the two lines further apart and using a smaller ball.