

K - 6 Equipment Activities

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Action Shapes

Formation: Standing at Desks

Equipment: 1 deck of cards

Learning Outcomes: Coordination

Rules/Directions:

1. Teacher places deck of cards in front of the class.
2. Have one student select a card and students will do the corresponding activity to each suit.
3. Would be helpful to write corresponding activities on the board for each suit:
 - **Heart:** touch elbow to knee or crunches for 20 seconds.
 - **Diamond:** jog in place or march in place for 20 seconds.
 - **Club:** modified push up or squats for 20 seconds.
 - **Spade:** jumping jacks or scissors (feet apart then cross in the front, feet apart then the cross in back) for 20 seconds.
4. Provide other students opportunity to pick a card from the deck and repeat the activity.

Suggestions:

1. Place activities on chart paper so that activity can be done outside.
2. Choose 3 or 4 cards of each suit instead of using the entire deck to save time.
3. Choose any of the activities from the 20-minute routine, and change them weekly.

Joker's Wild

Formation: Standing at desks

Equipment: Deck of homemade cards

Learning Outcomes: Creativity

Rules/Directions:

1. Make up a deck of exercise cards on blank index cards:
 - **King-** 13 jumping jacks
 - **Queen-** 12 wall pushes
 - **Jack-** 11 sit ups
 - **Ten-** 10 side leg raises, each leg
 - **Nine-** 9 squats
 - **Eight-** 8 mountain climbers
 - **Seven-** 7 crab walks forwards, 7 backward
 - **Six-** 6 High tens
 - **Five-** 5 runs, end line to end line
 - **Four-** 4 lie down, stand, jump up

- **Three**- 3 different stretches, ten seconds each
 - **Two**- 2 minutes of jump rope
 - **Ace**-1 teacher's choice, boy's choice, girl's choice
 - **Joker**- 2 speed steps
2. On the signal "Run" all students run in the general space. When teacher calls someone by name, that student comes forward to draw a card from the deck, they read it to the class, and then the whole class performs the activity.
 3. Continue until the students are warmed up.

Suggestions:

1. For K-2 have simpler activities posted.
2. For Grades 3-6 have students make up one card each.

Skier

Formation: Standing with their side to one of two lines taped on the floor

Equipment: Tape

Rules/Directions:

1. Tape two lines on the floor about 30cm apart.
2. Have the students stand with their side to one of the lines.
3. Students jump back and forth over the line as many times as they can in allotted time.
4. This can be a weekly challenge for the students (each week they can see if they can jump over more times than they did last week).

Toss and Catch

Formation: Standing alone or with a partner

Equipment: Scarves

Learning Outcomes: Mobility, speed, strength, creativity

Rules/Directions:

1. Toss and catch the scarves in various ways:
 - One hand
 - Catch in the other hand
 - Jump and catch
 - Squat and catch
 - Turn and catch
 - Clap hands and catch
 - With a partner: Both toss, but catch your partner's scarf

On the Spot Scarves

Formation: Standing alone

Equipment: Scarves

Learning Outcomes: Mobility, coordination, concentration

Rules/Directions:

1. Holding the scarf in one hand, swing the extended arm to make circles or figure 8's in front, over the head or around the feet by changing the scarf from hand to hand. Swing it up and down or side to side in front. Swing it in circles low to the floor to skip over it.

- Toss and catch it before it lands
- With one hand
- With two hands
- From one hand to the other
- Jump to catch it
- Let it get low to the floor before you catch it
- Do something (turn, clap hands, jump, touch the floor, click heels) before catching it
- Pack it up into a ball before throwing it to try to make it go higher

Partner Scarves

Formation: Standing across from a partner

Equipment: Scarves

Learning Outcomes: Mobility, coordination, concentration

Rules/Directions:

1. Both partners throw scarves at the same time. Try to catch your partner's. Take turns with one person throwing and catching both scarves. One throws both and the other catches them. Come up with different tricks that you and your partner can do before catching them.

Note: Scarf play can also be done alone, without a partner.

Chicken Soup

Formation: Standing with a group around a hoop or circle on the floor

Equipment: Rubber Chicken, hoop or circle

Learning Outcomes: Mobility, coordination

Rules/Directions:

1. In partners, toss the rubber chicken so that it will land in the 'soup kettle' (a hoop, or something that forms a circle, on the floor). Students can take turns and keep taking a step back every time they get the chicken into the soup.
2. Other challenges can have one of the partners twirling the 'kettle' or tossing the 'kettle' in the air.

Suggestions:

1. If there are not enough rubber chickens, students can use bean bags as pretend chickens.

Extreme Beanbag Stunts

Formation: Standing

Equipment: Beanbags

Learning Outcomes: Mobility, speed, coordination, balance, strength

Rules/Directions:

1. Have students do various movements and exercises with beanbags. If you don't have enough for each student, have students work in pairs, with one beanbag to each pair.
 - Students clap hands, cross touch shoulders, touch their head, then catch the beanbag
 - Students assume the crab-walk position, toss the beanbag with one hand and catch with the other
 - Students stand astride, push the beanbag as far as possible through their legs, jump and turn 180 degrees and repeat
 - Students stand astride, reach high and then drop the beanbag behind their body. Have them reach between their legs to retrieve the beanbag
 - Students stand astride with the beanbag on their head, then have them tilt their head forward. Keeping their knees straight and feet still, have them pick up the beanbag.

Active Words

Formation: Standing at desks with partners

Equipment: Piece of paper and pencil for every 2 students

Learning Outcomes: English Language Arts, Cooperation

Rules/Directions:

1. Teacher calls out a physical activity/movement:
 - Jumping
 - Twisting
 - Jogging

- Jumping Jacks
- Hopping
- Knee lifts
- Playing air guitar
- Marching

2. Students begin activity and continue until the teacher calls out a spelling word.
3. Students freeze and partners work together to try to spell the word correctly on piece of paper.
4. After 10-15 seconds, the teacher calls out new activity.
5. Continue until all spelling words are used.
6. As students cool down, the teacher will write the correct spelling on the board and students will check their work.

Suggestions:

1. Students go to the board and write an action word on it. The rest of the class performs the suggested activity. Each student passes the chalk to the next one, while the class stays active.
2. Make a list of the action words and put in on the wall.

Individual Beanbag/Ball Activities

Formation: Standing

Equipment: Beanbags/balls

Learning Outcomes: Mobility, speed, coordination, balance

Rules/Directions:

1. Toss and catch with both hands, left hand and right hand.
2. Toss, clap your hands and catch - both hands, left hand and right hand.
3. Hold beanbag/ball up high with your right hand, release it, catch it again; same hand, catch it below knee, ankle height. Then hold beanbag/ball up, release it, reach it across and catch it with other hand, below knees. Hold beanbag/ball up with left hand and do all of the above.
4. Toss the beanbag/ball up, jump up and catch it above your head with both feet off the ground.
5. Toss, reach under your legs and catch it.
6. Toss and catch with back of hand.
7. Toss and clap your hands as many times as possible before you catch the beanbag/ball with both hands.
8. Toss, turn around and catch.
9. Toss the beanbag/ball high in the air and do two knee lifts - both right and left leg - before you catch it. Every time you play this game, practice getting the knees up more than once (like two right knees up and two left knees up, etc., before you catch it).

10. Toss the beanbag/ball in the air overhead and clap once before catching it. Do this ten times, but each time you throw it up in the air, you have to clap one more than you did before. So, the second time, you clap twice, the third time you clap three times, and so on. In the end, you should be throwing the beanbag/ball high enough so that you can clap quickly for ten times.

Telephone Aerobics

Formation: Standing

Equipment: Paper, pencil

Learning Outcomes: Movement, coordination.

Rules/Directions:

1. Brainstorm a list of action/movement terms on the board.
2. Have students write their phone number on a piece of paper down the side. If they do not know their number, use the schools.
3. Students then choose seven different movements to go by each number of their phone number.
4. To music, students will then perform each movement the number of times indicated by the phone number (i.e., five jumps, three kicks, four wiggles, seven slide steps, one turn, eight bends, and two jumping jacks).
5. Zero becomes 10.

Suggestions:

1. With very young students do one sequence together using the school phone number, or use pictures instead of words.

Skip, Gallop, Run, Rock, Hop, Etc.

Formation: Standing in a circle

Equipment: Marker, paper, rubber chicken

Learning outcomes: Mobility, creativity.

Rules/Directions:

1. In partners, with a marker and a piece of construction paper, have students think of one action word; write it in large print on their paper. Arrange the papers in the middle of the floor with all students circling.
2. On a signal, everyone lets out a rooster call "cock-a-doodle-doo" and as the chicken falls on a word, they end by saying the word and then doing the appropriate action or movement.
3. The teachers calls the students back ("here chick-chick-chicken") and tosses the bird again.

Roll the Dice

Formation: Standing with a group of 4-5 students

Equipment: Dice

Learning Outcomes: Mobility, strength, coordination, addition skills

Rules/Directions:

1. Have students stand with a group of 4-5 students and give each group one die.
2. Have students choose six different activities that can be done in the classroom. Examples:
 - jacks
 - toe taps
 - arm circles
 - side steps
 - biceps curls
 - knee lifts
3. Have one student in each group of 4-5 students roll a die. Whatever number the die lands on is the number of times they must complete the first movement (jumping jacks). Continue until each group has completed each of the six listed activities.

Spelling Tag

Formation: 2 groups

Equipment: 2 different colours of paper, tape

Learning Outcomes: Spelling, listening skills, balance, coordination

Rules/Directions:

1. Teacher hands out a piece of paper to each student, with half getting one colour and the other half getting the other colour.
2. Students write their spelling list on the piece of paper, while the teacher writes an activity on the board e.g. jumping jacks, marching, knee lifts, hopping, twisting, etc. (See appendix A for more movements).
3. Students will help each other tape their paper to their backs.
4. Students will then divide into two groups based on their colour.
5. On the signal, students will find a partner with another colour paper.
6. When selected, one student will pick a word for their partner to spell.
7. While spelling the word the student must perform the activity the teacher posted on the board.
8. The partner will check the back to see that the word is spelled correctly and then they switch.
9. The teacher can change the activity on the board at any time.

Suggestions:

1. Reduce spelling list to limit the time of the activity.
2. Students can write vocabulary list and definitions instead of spelling words.

Card Play

Formation: Standing by desks

Equipment: One deck of playing cards for twenty students

Learning Outcomes: To help children practice addition, subtraction, multiplication, and division in a creative way.

Rules/Directions:

1. Take out the Kings, Queens and Jacks from the deck of playing cards. (You will have 40 cards left.)
2. Distribute two cards to each student and have the students stand.
3. Explain that they must move in place by different means (walking, skipping, and jogging) to a cue, such as music or one blast of a whistle.
4. When the music stops or the whistle blasts three times, the teacher will call out a number and a student must find another student and make an equation out of two of their cards, using a card from each student that equals the number called out. (The number called should be from 2 to 20 so it's not too difficult. The Ace card equals one.)
5. If you have a child that does not have a partner simply ask them, "What number could you have found to make an equation?" This way they can still participate and learn from the activity. Once everyone makes an equation, repeat the activity by varying the locomotor skill and the pathway used each time.

Suggestions:

1. Addition, subtraction, division, or multiplication can be used in this activity. For example, if you call out the number six the two students will get together and examine their cards. If one student has a 2 and a 9 in their hand and the other child has a 3 then they can either use the 2 and 3 by multiplying to get 6 or they can use the 9 and 3 and subtract to get the number 6.
2. If playing cards aren't available, one could write out 4 sets of 1-10 cards.
3. To challenge students, you could require them to use three cards (ex: a 9, 6 and 2). To make "6" they could say " $9 - 6 = 3$, then $3 \times 2 = 6$ "
4. Kindergarten can do this activity to practice their number recognition skills.

Story Starters

Formation: Sitting in their desks to start

Equipment: Pencils and paper

Learning Outcomes: Basic writing skills, locomotor movements

Rules/Directions:

1. Give each student a piece of paper and choose a theme related to a topic covered recently in class.
2. Have the students begin writing a story (the first few lines)
3. After about one minute, stop the students and have them crumple up their paper and throw it to the other side of the room.
4. Students then get up and decide on a movement.
5. They move around the classroom doing the movement and then to the pile of papers.
6. Students choose a piece of paper and by doing the same movement, go back to their desks.
7. They open up the paper, read what has been written and continue to write the story.
8. Continue this for several rounds, and then have students share their stories.

Suggestions:

1. Instead of stories, have the students start a number pattern and continue adding to the patterns of other students.
2. Have the students create a song with actions about number operations.
3. Have the students write stories about the life cycle of a plant, frog or butterfly.
4. They could write a story that takes place in a science environment.
5. Have the students write stories about a historic event or the meeting of a historical figure.

Deal or No Deal

Formation: Standing

Equipment: 2 large posters labelled “deal” or “no deal”, index cards, several envelopes.

Learning Outcomes: Physical activity

Rules/Directions:

1. Label several envelopes by an activity such as “push-ups”, “jumping jacks”, “sit-ups”, “jogging”, etc.
2. The teacher plays the role of the banker and offers a “deal” to a selected student or group regarding the number of reps for a certain exercise. For example, the banker might say “I’m prepared to offer the class 7 push-ups, deal or no deal?” The student/group either takes the deal by picking up the “deal” poster and does the 7 push-ups or chooses “no deal” by picking up the “no deal” poster. If they choose “no deal”, the banker opens up the envelope for push-ups to see what number is on the index card. This number may be larger or smaller. This is how many reps the class must do.
3. Then the banker moves on to a new exercise and repeats this process over again.

Suggestions:

1. Have between 10-12 envelopes of activities and change the index cards each time.
2. Instead of having one index card in each envelope, have several and get the students to choose.

Human Punctuation

Formation: Standing or sitting

Equipment: Short Story

Learning Outcomes: Punctuation, various body movements

Rules/Directions:

1. Together list the various types of punctuation you have studied.
2. Students are to develop different body movements to demonstrate each type of punctuation and explain why they chose that body movement.
3. Once the class has decided on each body movement, read a short story together and have the students perform the different movements where ever the appropriate punctuation occurs.

Suggestions:

1. Some examples include jumping to a stop and crouching into a ball for a full stop.

Math Jacks

(By Mr. Keenan's Grade 6 class, Hazelwood Elementary)

Formation: Students form themselves into two lines.

Equipment: Math fact flash cards

Learning Outcomes: Mental math skills, coordination

Rules/Directions:

1. Students are put into two teams and form two lines.
2. The teacher stands in the front of the classroom.
3. All students begin doing an activity, usually marching on the spot.
4. The teacher flashes a mental math card to the first two students in each line.
5. Both students have to mentally calculate the problem and answer.
6. The student who answers the question correctly first marches to the back of the line, while everyone on the other team has to do ten jumping jacks.
7. The next two students in line step up and get ready to answer the next problem. Remember all students have to continue marching.
8. As well, only the two students in the front must answer, if another student on the team answers out of turn, the whole team must do ten jumping jacks.

Suggestions:

1. The students can compete against the teacher.
2. Use other movements instead of jumping jacks.

Name Game

Formation: Divide class up into small groups of three or four.
Give each group a Name Game sheet.

Equipment: Name Game sheet (below)

Rules/Directions:

1. Spread out the groups. Let them find the letters in their name and do the activity listed for each letter.
2. Each child spells their name for the other members of their group. Start out with just the first name and depending on the child let them go on to their last name.
3. After they can spell their name without looking at the sheet they may go around the room and spell their names for the other students.

Suggestions:

1. You can also have them spell their favourite sport or favourite physical education activity. These are just examples so use these or make up your own.

NAME GAME SHEET

1. **A**= Five jumping jacks
2. **B**= Five sit ups
3. **C**= Five Toe touches
4. **D**= Gallop on the spot
5. **E**= Spin on your bottom
6. **F**= Five windmills
7. **G**= Bear walk five steps
8. **H**= Crab walk five steps
9. **I**= Seal walk five steps
10. **J**= Skip on the spot
11. **K**= Jump five times
12. **L**= Hop five times
13. **M**= Run in place five counts
14. **N**= Spin around once
15. **O**= Spin on one hand
16. **P**= Spin on your feet
17. **Q**= Clap your hands
18. **R**= Stomp both of your feet
19. **S**= Nod your head
20. **T**= Shrug your shoulders

21. **U**= Wiggle your body
22. **V**= Touch your head, shoulders, knees and toes
23. **W**= Do a jump 1/2 turn
24. **X**= Do a tuck jump
25. **Y**= Do a straddle jump
26. **Z**= March in place

Koosh Ball

Formation: Standing in a circle

Equipment: Foam Ball or Beanbag

Learning Outcomes: Eye hand coordination, listening skills, memory.

Rules/Directions:

1. Start with small groups of about 10 people (or smaller). Form a circle.
2. One person starts with the Koosh ball. He/she names a particular person in the group and throws the ball to him/her.
3. That person must catch the ball then names another person of the group and also throws the ball to him/her.
4. Everyone in that circle will throw the ball to the person they have each named. This implies that everyone will receive the ball from the same person and throw it to the same person. (i.e.: A always throws the ball to C and C always throws it to G, etc...).
5. Once the students have completed a full circle of ball throwing (3-4 times) without dropping the ball. The students will become more familiar with the activity. Then add a second ball and repeat the motion. Then go to 3-4 balls...
6. Once the students are comfortable with this pattern, form a bigger circle by integrating all the students, and start throwing 1 Koosh ball. Make a complete pattern. Every student will have the opportunity of receiving and throwing the Koosh ball.
7. Once the ball has gone around without being dropped, introduce a second ball, then a third, and so on.
8. This game creates a pattern of motion, involving concentration, focus and a lot of fun. I have gone as high as 9 Koosh balls with 27 students; it's quite challenging.

Suggestions:

1. Students number themselves and call numbers instead of names. The ball can be thrown up in the air and the number called must catch it before it falls to the ground.

Count 8

Formation: Standing

Equipment: Music

Learning Outcomes: Coordination, locomotor skills

Rules/Directions:

1. Students move around the classroom to the music.
2. Every eight counts, students switch the way they are moving.
3. Students can change their direction, type of movement, level or pathway; e.g., marching, sliding, arms up, forward, backward, skipping.
4. Movement changes should be very pronounced to indicate a good understanding of the beat of the music.

Alphabet Search

Formation: Standing

Equipment: Letter flashcards

Rules/Directions:

1. Starting with the letter A, call out each letter of the alphabet and a corresponding word or phrase that begins with that letter.
2. After identifying a word or phrase, ask the students to perform an action that incorporates this word or phrase. For example, hold up the letter A, saying the word apple and then ask the students to pretend they are picking an apple high up in a tree. “L” is for ladder and they pretend to climb a ladder. “S” is for snake and they slither around like a snake.
3. After each movement, review the letter, the word and the letter sound and then ask students to call out the letter that comes next.
4. Continue through the whole alphabet, selecting certain letters each day from different points in the alphabet. Have students brainstorm words to use with each letter for this activity.
5. At the end of the activity, ask students to write or draw pictures of some of the letters and action words that were used to describe them.

Suggestions:

1. Identify a topic in science. Call out a letter of the alphabet and ask students to provide topic specific vocabulary for that letter of the alphabet before they run to get an ice cream stick located on a table across the room.
2. Identify a topic in Social Studies. Call out a letter of the alphabet and ask students to provide topic-specific vocabulary for that letter before they run to get an ice cream stick. Or instead of running to get something they could do jumping jacks or run on the spot.

Flash Up, Flash Down

Formation: Sitting on chairs away from their desk if possible.

Equipment: Paper

Learning Outcomes: Various curriculum areas

Rules/Directions:

1. Provide each student with a piece of scrap paper.
2. Ask the students a review question and have the students quickly write their answers on the paper.
3. Call out “3-2-1 Flash Up” and have students jump up and hold up their answers.
4. Call out “Flash Down” and the students sit down while you review the correct answer to the question.

Suggestions:

1. Use the activity to reinforce spelling skills and use words from the weekly spelling list. As an extension, students could create sentences using words from the activity.
2. Have the students answer questions, spell or define vocabulary on a topic recently covered; e.g., communities of the past, geography of Canada, etc.
3. Have the students answer questions on a topic recently covered; e.g., five senses, magnets, plant growth, weather, animals, electricity, etc.

Memory Match

Formation: Standing on one side of the room

Equipment: Cards

Learning Outcomes: Teamwork, basic language arts skills

Rules/Directions:

1. Write rhyming words, homonyms or other matching words on the bottom of cards and divide students into groups of two.
2. Scatter half of the cards turned upside down around one side of the room. The matching cards are scattered on the other side of the room.
3. Have each group start at a different spot and, using a specific locomotor pattern (i.e. hopping on one foot, skipping, twirling) move to one side of the room to pick a card.
4. Then they move, using the same locomotor pattern, to the other side of the room to find their matching word.
5. If they turn over a card that matches, they bring it back.
6. If it doesn't match, they place it upside down on the floor. They then return the other card they picked by using the same locomotor pattern and pick a new one.

7. Partners are to move together and can only pick one card at a time.

Suggestions:

1. Tape pictures and their matching words or dates (e.g. countries, cultures, historic events) to the cards and have students match the pictures to the words.

Over Under

Formation: Standing in rows of 5 or 6

Equipment: Beanbags, rubber chickens, foam ball

Learning Outcomes: Teamwork, basic skills, coordination, balance

Rules/Directions:

1. Have students stand in a row, one behind the other in groups of 5 or 6.
2. Have the students pass a rubber chicken, beanbag or ball down the line, alternating over the head and between the knees.
3. When the object gets to the end of the line, the last person runs to the front and starts passing it again.
4. After the students practice passing the object, add alphabet challenges. Have students say a letter of the alphabet as they pass the object. Students may also have to say a word that starts with the letter.

Suggestions:

1. Students may have to say a two letter word, then when the last person runs to the front they say a three letter word, then a four letter word and so on.
2. Have the students create and continue a pattern; e.g. counting by twos.
3. Have the students identify healthy and nutritious foods for breakfast as they pass the object, then lunch, then dinner.

Cat and Mouse

Formation: Sitting on the floor in circles of 6-12

Equipment: Ball, beanbag

Learning Outcomes: Coordination, teamwork

Rules/Directions:

1. Have students get into groups of 6-12 and sit in a circle.
2. Choose a beanbag to represent the cat and a ball to represent the mouse for each group.
3. Start the cat on one side of the circle and the mouse on the other side of the circle.
4. Have students pass the cat and the mouse around the circle, with the cat trying to catch up to the mouse so that both objects are in the hands of the same person.

5. The cat and the mouse can change direction at any time.
6. To increase the challenge, have the students pass the cat behind their backs or add more mice.

Beat Challenge

Formation: Sitting cross-legged facing a partner

Equipment: Music, beanbag per group

Learning Outcomes: Communication, coordination

Rules/Directions:

1. Choose music suited to the grade level and interests of the students.
2. Have students sit cross-legged on the floor facing a partner a meter away with a beanbag on the floor between them.
3. Start the music and encourage students to move to the beat of the music during the following activities:
 - tap hands on knees
 - tap hands on shoulders
 - clap hands
 - clap hands, tap knees, tap shoulders
 - clap own hands, clap partners hands (right to right, left to left, both to both)
 - do crunches
 - alternate hands in front position
 - alternate feet in front position
4. When the music stops, students try to grab the beanbag on the floor before their partner does.
5. After the eighth activity, change partners.
6. Have students created their own eight activities.

Suggestions:

1. To increase the challenge, have students throw a ball in time with the music as the activity.

Chair Aerobics

Formation: Sitting on chairs away from desks

Equipment: Chairs, music

Learning Outcomes: Locomotor skills, listening skills

Rules/Directions:

1. Have the students position their chairs so that they have enough room to stretch out their legs while sitting on the edge of their chairs and keeping their back straight.

2. Play music with a strong beat and have the students do the following actions:
 - **Hiking:** Students swing their arms and reach left and right while tapping their toes and lifting their knees.
 - **Swimming:** Students move their arms as if doing the front or back crawl and kick their legs in a flutter kick.
 - **Cycling:** Students hold on to the seat of their chairs and pedal their legs as if riding a bike.
 - **Paddling:** Students use an imaginary paddle to paddle a canoe (both sides)

Lego Moves

Formation: Standing in personal space

Equipment: Instrument or music with a strong beat

Learning Outcomes: Locomotor skills, listening skills

Rules/Directions:

1. Bang two sticks together, clap your hands, use a tambourine or keep a strong rhythm in another way while the students move around the room in a manner that reflects the beat.
2. Call out “Lego” and students must stop and make an interesting shape with their bodies.
3. Encourage the students to make the shapes wide, narrow, twisty, curvy or round in a high, medium or low body position.
4. Start the beat again and call out “Lego” and a number to indicate the size of the grouping, e.g., “Lego 2” two students get together to make a shape, “Lego 3”, three students get together to make a shape, “Lego 4”, four students get together to make a shape.

Moving Body Parts

Formation: Standing in threes

Equipment: Music

Learning Outcomes: Locomotor skills, balance, listening skills

Rules/Directions:

1. Students move in groups of three throughout the classroom, starting and stopping with the music.
2. While moving together, the group follows challenges provided by the teacher:
 - feet touching the ground with hands on ankles.
 - five body parts on the ground
 - some body parts at medium level and some at a low level
 - making noise without using feet or mouth
 - three students with their backs touching

- using body parts to look like a spider
3. These are only examples, you may change them based on the age of your students.
 4. After players successfully accomplish a specified number of challenges, try increasing the number of players in each group. To add to the challenge, introduce various pieces of equipment for use in accomplishing a challenge. For example, players, without the use of their hands, hold a pencil and move in a curvy pathway.

Memory Ball

Formation: Groups of 5 or 6

Equipment: Foam balls (one per group)

Learning Outcomes: Cooperation, coordination

Rules/Directions:

1. Put students into groups of 5 or 6 and have them stand in a circle. Give each group one ball.
2. Students have to pass the ball to each person in the circle. They must remember who they threw it to.
3. The first time they throw the ball they say the name of the person they are throwing to, the next time they can say a physical activity they like to do but it cannot be one that has already been said.

Suggestions:

1. Instead of saying a physical activity, integrate something you are doing in your curriculum. For example, skip counting, count by adding fractions, spelling words, physical activity you do not enjoy, name of a fruit or vegetable, name the provinces and Territories, Capital Cities, etc.

Pass the Fritters Critters

Formation: 4 or 5 students in a circle

Equipment: Beanbags

Learning Outcomes: Object manipulation, fine/gross motor development

Rules/Directions:

1. Have students get into groups of 4 or 5 and stand in a circle.
2. Give each group a beanbag.
3. On your signal, have each group pass their beanbag around the circle as fast as they can without dropping it to the right.
4. Make sure students have their eyes on their beanbag and their hands ready to catch.

5. If a group drops their beanbag then the game stops, switch groups and begin again.

Suggestions:

1. Have the group suddenly switch and pass the beanbag to the left.
2. Have groups use more than one beanbag, a second, then third, etc.

Human Bop-It

Formation: Standing in personal space

Equipment: Music CD with a steady beat

Learning Outcomes: Locomotor skills, listening skills, rhythm

Rules/Directions:

1. Have students stand in their own personal space.
2. Turn on CD player.
3. You call out the following actions and the students perform the following movements to the beat of the music.

Kick it - children kick in front of them 8 times.

Twist it - children twist their bodies half way around then back, feet remaining in same place on the floor, 8 times.

Spin it - children turn around slowly two times.

Pull it - imagine they are pulling two levers down from above their heads, do 8times.

Bop it - jump in the air 8 times.

Suggestions:

1. Write the actions on the board for students to follow.
2. Teach students the movements before playing the game.
3. Once students are comfortable playing the game, have students be the caller.

Roll-a-Move

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

Formation: Standing

Equipment: 2 Dice

Learning Outcomes: Locomotor skills

Rules/Directions:

1. Write the numbers 1 to 6 on the board and next to each write an action or movement.
2. Choose a student to roll the dice.

3. The first number represents what activity they will do, the second number will be the number of times they do the activity.

Mathematics Races

(By Ms. Kolonel's Grade Five Class, Hazelwood Elementary)

Formation: Standing in two lines

Equipment: Math flash cards

Learning Outcomes: Mental Math skills

Rules/Directions:

1. Have students get into two teams and line up one behind the other.
2. Have all students begin marching on the spot.
3. The first person in each line must choose a card, and answer the problem.
4. If they get it right, they run up to their team's basket, put the card in and stand to the side.
5. If they get it wrong they put the card back and go to the back of the line.
6. The team with the most cards at the end wins.

French ABC's

(By Ms. Parrell's Grade Four Class, Vanier Elementary)

Formation: Standing

Equipment: Tape of French ABC's (located in your school library)

Learning Outcomes: French vocab

Rules/Directions:

1. Put on a tape of the ABC's in French.
2. Have students jump on the vowels while repeating the letters in French.
3. Now choose a different movement students can do when they hear the vowels.
4. Continue to change it up as you go.

Pass And Sit

Formation: Stand in lines of four or five

Equipment: Beanbags or some object to pass

Learning Outcomes: Cooperation

Rules/Directions:

1. Have all students stand in the aisles or in lines of four or five.
2. The captain of each team stands in the front of the room.

3. The captain passes a beanbag (or some other object) to the second person in line and that person passes it back to the captain and then sits down.
4. The captain then passes the beanbag to the third player, they pass it back to the captain and sit down, and so on.
5. When the last player in the row is reached, this last person carries the beanbag to the front, the entire team stands, moves one seat back and the procedure starts again.
6. Continue until everyone returns to their original seat.

Magic Wand

Formation: Standing

Equipment: Wand

Rules/Directions:

1. Have the students stand up.
2. You stand before them with your wand.
3. Indicate certain actions the players must perform:
 - wand high = stretch as high as possible
 - wand low = crouch
 - wand tapping floor = hopping on spot
 - wand twirling = spin around once
 - wand dropped = sit down
4. Vary your movements with the wand.
5. Choose students to use the wand.

Suggestions:

1. Have students come up with a variety of actions to go with the different positions of the wand.

Hare and Hound

Formation: Sitting in desks in rows

Equipment: Two beanbags or balls

Learning Outcomes: Cooperation, passing skills

Rules/Directions:

1. Have students sit in their seats in rows.
2. The teacher gives the first person in the first row a beanbag/ball (hare).
3. On your signal that person begins passing the beanbag/ball down the row.
4. Once they get going hand the first person another beanbag/ball (hound).
5. Students have to now pass the second beanbag/ball as quickly as they can to try to catch the first beanbag/ball.

6. The hound has to try to overtake the hare.

Body Awareness

Formation: In groups of four or five, standing in lines

Equipment: Beanbags

Learning Outcomes: Body awareness, agility

Rules/Directions:

1. Have students get into groups of four or five and line up one behind the other.
2. Give the first person in each group a beanbag.
3. Together as a class decide on a body part that they have to balance the beanbag on while going to the front of the room and back again.
4. If the student returns without dropping the beanbag, they tag the next person in line.
5. If they drop the beanbag they must pick it up, go to the line and start again.
6. Running is not allowed.

Suggestions:

1. Body parts - head, toe, between the knees, shoulder, back, between the elbows.