

Adapted Physical Education & Recess Activities and Games

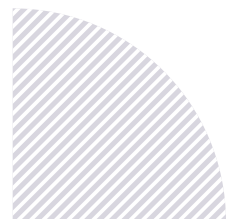


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Recess Strategies

Add structure to recess:

- Designate areas for riding toys, throwing areas (keep balls in a container), creative play areas, etc.
- Use a timer and have everyone change activities to work on transitions and increase their recess options.
- Use picture cues for choices.
- Have a designated “clean up” time.



Pre-teach recess skills such as what to do on the climbing apparatus, how to play with the trucks, what to do with the balls, how to throw balls into the hoop, where to trike/bike and use other riding toys and when to use a helmet.

If enough help is available, have an adult lead an activity that students can play if they choose such as bowling, Hot Potato, jump rope (move over a low or snaked rope), bean bag target activity, etc.

Play “Follow the Leader” and move through different parts of the playground in different movement patterns.



Begin or end with one of the transitional activities such as a timer, marching or line up song, picture of lining up or cue from the teacher.

Set up obstacle courses on the playground and use prepositional words like over, under, around and behind while the students move through the space.

Paint or use chalk to make circles or shapes on the playground. Use the shapes as targets/areas to move to, locations to jump or perform other locomotor movements or areas to gather students.



Recess & Recreational Activities

The following are suggested activities. This is not an all-inclusive list.

Outdoor Activities

- Biking
- Badminton
- Bean bag target games
- **Bocce:** can be played with bean bags
- **Bubbles:** pop with different body parts, try to catch them, step on them to pop, clap them to pop
- **Bowling:** use small cones or fewer pins if several students are playing
- **Catch:** use Nerf or lighter weight balls
- **Chalk drawing:** have students draw on the school building or make a chalk extension (tape chalk to the end of a dowel rod or 1/4" PVC pipe)
- Checkers
- **Cheer contest:** practice school cheers or chants
- Croquet
- Disc or Frisbee golf
- **Dribbling activities:** dribble down a line, around cones, dribble tag
- Four Square
- **Frisbees:** foam or regular
- **Follow the Leader:** encourage the leader to change the movements but not too quickly
- Gardening
- **Hopscotch:** try various patterns
- Horseback riding
- **Horseshoes:** plastic or foam
- Hula hoops ([see activities on page 25](#))
- Kite flying
- Jump rope ([see activities on page 26](#))
 - Twirled long rope
 - Self-twirled rope
 - Long rope swung back and forth
 - Snake the rope by shaking it on the ground
 - Jump over a stationary rope
- Kickball ([see variations on page 42](#))
- Ladder golf
- Lawn darts
- **Limbo:** use a fun noodle or jump rope as the limbo stick
- Miniature golf
- **Obstacle course:** have students move over, under and around objects. Different movement patterns can also be used (run to the cone, jump to the wall, etc.)
- **Play musical hoops:** when the music stops, remove a hoop but not a student. All participants will eventually be in one hoop
- **Ring toss:** use small cones and rings that can be made out of rope, purchase a set or use hula hoops and large pylons
- Scavenger hunt
- **Scoops:** used to practice catching; can be purchased commercially or use a milk jug with the bottom cut off, tie a string



to the ball and scoop to begin with and as the student advances in skill, remove the string; can also be done with a partner

- **Scratch mitt:** throw to a partner, you can use a smaller, lighter ball instead of a tennis ball
- **Shoot baskets:** take turns shooting and rebounding. Points can be given for hitting the rim, backboard or net. A hula hoop can be suspended from the hoop which will allow students to toss the ball through the hula hoop if they are unable to toss the ball into the regular hoop
- Softball
- **Tic Tac Toe:** use a large sheet and markers or chalk
- Twister
- T-Ball
- **Walking:** record distances



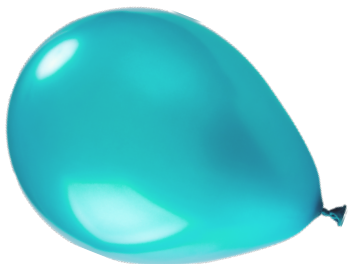
Indoor Activities

- Basketball shooting games
- Bingo
- Board games
- **Bocce:** can be played with bean bags
- **Bowling:** use small cones or fewer pins if several students are playing
- Building blocks
- Cards or dice games (UNO, Phase 10)
- **Catapult (tabletop):** throw the balls at a Velcro target, a peer catches the ball
- Catch
- Chalkboard drawing
- Checkers
- Cup stacking
- Computer
- **Dance:** creative with scarves or streamers or basic line dance or recreational dances (Chicken dance, limbo, Hokey-Pokey)
- Exercise bike, treadmill or exercise videos
- Jenga
- Legos
- Limbo
- Marker boards
- Ring toss
- **Table games:** chalk, Tic Tac Toe, checkers, memory card games, Legos, etc.
- Scavenger hunts
- Shuffleboard
- Twister
- Velcro darts
- Walking with a pedometer or headphones

Suggested Equipment

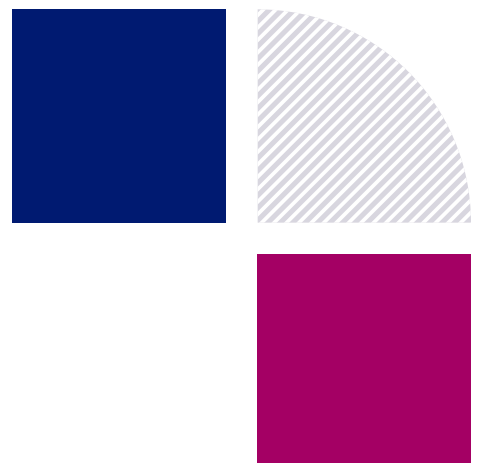
You may need to check with your school's physical education teacher to borrow some equipment. Recess equipment should be in a location that is easily accessible. You do not need all the following equipment to develop a recess program; these are suggestions.

- **Balls:** beach balls, Nerf balls, playground balls, Slo-Mo balls, mini-basketballs, whiffle balls ([see activities on page 14](#))
- Balloons ([see activities on page 15](#))
- Bean bags and targets ([see activities on page 22](#))
- Bowling pins and ball
- Bubbles
- Catapult
- Chalk
- Checkers
- **Dice:** milk carton or commercially purchased ([see activities on page 24](#))
- **Frisbees:** foam or regular
- Horseshoes
- Hula hoops ([see activities on page 25](#))
- **Jump ropes:** long and short ([see activities on page 26](#))
- **Octopus arm:** fun noodle/pipe insulation and glove ([see game on page 45](#))
- Ring toss
- Scratch mitts
- Scoops
- **T-Ball equipment:** lightweight bats/balls
- Twister





Activities



Activities For a Small or Limited Space

Asteroid Shower

Each person starts with a bean bag and a large ball in the center of the group. The student's mission is to throw asteroids at the planet in the center of the galaxy. The object is to move the planet behind the line of opposing asteroids. The students score a point for their side if they successfully move the planet behind their line. (They can only move the planet by hitting it with a bean bag. Do not stop it from rolling.)



Balloon Activities

(See page 15)

Can Jam

(See page 39)



Beach Ball

- Toss and catch
- Hit with hand to one another (volleyball)
- Push to each other



Exercise Videos

Provide another activity as well so students can choose their activity.



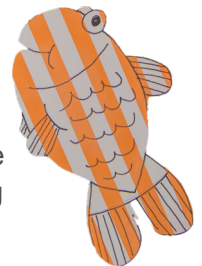
Bean Bag Bocce

Use two of the same colored bean bags per player. Students can use another colored bean bag as the pallina or target ball or use something that would not roll (eraser, small milk carton).



Fishing Game

Make fish out of paper or craft foam, glue juice lids on the back of the fish, the pole can be made from a dowel with a string and magnet on the end.



Bowling

You can set this up in the hallway but don't use 10 pins per team. You could also use a bean bag instead of a ball and have the students slide the bean bag to knock over the pins.



Grocery Bag Activities

- Students can crunch the bag into their hand and pull out a little piece between their thumb and forefinger (as you look at your fist). This is a little turtle inside its shell.
- Toss the scrunched bag in the air and catch it.
- Hold the bag between their hands and clap (the bag is between their hands). Clap fast and slow.
- Clap the bag in a circle.
- Clap the bag high and low.
- Put their arms through the bag (like you are putting on your coat). The bag should be on their back. Pretend you are a superhero and fly around the room.
- Sit down, place both feet in the bag and perform sit-ups. Make sure you keep your knees bent.
- Sit down, place both feet in the bag and kick. Listen to the different sounds as they kick fast and slow.
- Fill with several blown up balloons and use as a volleyball.



Hockey Sticks

- Push a ball from one spot to another
- Hit a small ball back and forth to each other
- Play hockey



March Madness

[\(See page 43\)](#)



It's in the Cards

[\(See page 41\)](#)



Jump Rope Activity

Begin with short ropes. Review some of the skills the students remember from elementary PE. Can you add new challenges or skills? [\(See additional jump rope activities on page 26.\)](#)



Mini Basketball

- Drop and catch to self
- Bounce in succession (cue: push, push). Each time the ball comes up, push it back down
- Bounce and catch with partner
- Toss to self and catch
- Toss and catch with partner



Newspaper Activities

Use large sheets of newspaper to teach throwing, catching, kicking and fine motor activities like crushing and rolling into a ball. For the activities below, fold a full sheet of newspaper into a quarter paper size (it's easiest to follow the fold lines).



- Place the paper on the floor. This is your house.
- Can you step onto your house?
- Jump off your house (two feet together).
- Jump over your house.
- March around your house.
- Gallop around your house.
- Get under your house.
- Make a bridge over your house.
- Hold the paper over your head and shake it. Listen to the rain.
- Hold it over your head and shake like an umbrella.
- Hold it behind your neck and let it fly like you are wearing a cape.
- Put the paper on your chest, lift your chin so it is not touching the paper, put your arms out to the side and run. Did the paper stay “glued” to your chest? What magic!!
- Scrunch the paper into a ball.
- Can you toss the ball into the air and catch it?
- Can you toss it up and clap before you catch it?
- Can you toss and catch with someone else?
- Put the paper on the ground and soccer dribble the ball with little kicks.
- Can you toss it into the trash can?

Rhythm Activities

- Balance puzzles, monkey puzzles
- Lummi sticks
- **Sticky people:** using pantyhose, put one hose leg on your hand and attach it to your foot. Do a creative movement. Have two people hook themselves together—attach hand to the other's foot
- **Scatter square dance:** call out the moves and students do them by themselves
- Scatter Beach Party
- **Feather act:** practice body identification
 - Blow off different body parts
 - Face away from the group and blow across the room
 - Line up then lay on the ground and give one big blow and see who can blow it the furthest
 - Blow and keep it up in the air
 - Tape feathers onto a piece of paper and create a picture
 - Play *Turkey in the Hay* music
- **1/2 tennis balls:** use them to practice throwing since they don't move very far



Shuffleboard

This can be done in the gym or set up in the hallway.



Twister

- Play as a regular game
- Bean bag toss onto colors
- Draw a colored card and either touch the spot or toss the bean bag onto the correct color
- Match a variety of objects to each color. Can do this as a relay



Yarn Balls

- Throw to a target (box, hoop, trash can)
- Toss and catch with partner



Balance Equipment: Balance Puzzles

Directions









- Explain the key to the students. Identify the various puzzle pieces and the parts of the body that they refer to.
- Begin with a 2- or 3-part puzzle.
- As a group, verbalize the different parts and how many of that part should touch the ground. Only the body parts on the puzzle touch the ground.
- Have students hold the puzzle balance for a count of 3 and then stand.
- After they are familiar with the pieces, do not tell the body parts out loud. Have them do that aloud or just with their eyes.
- After they are successful in a group situation, scatter the puzzles around the room and have them move at their own pace through them. If possible, stagger the students and puzzles so the students who need more time don't feel rushed.
- Use these in a Movement Center ([see page 31](#)).

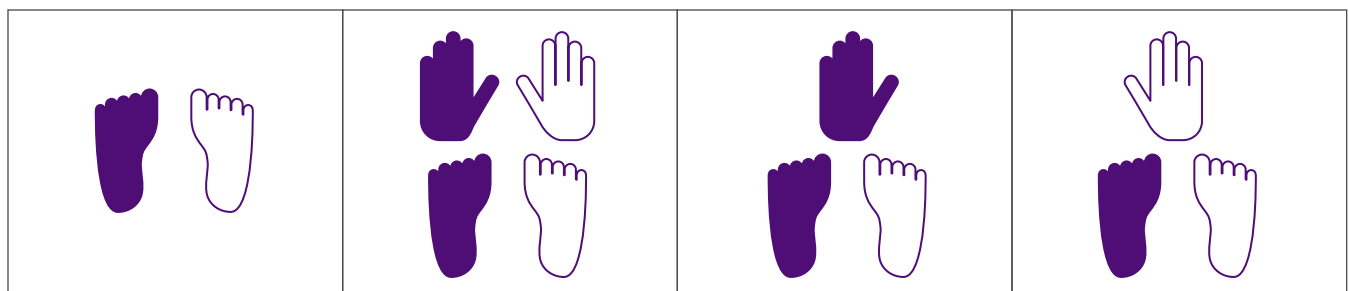
Remember: Do not put just two hands and head on a puzzle. That is asking for a hand-stand and many students are unable to perform this skill.

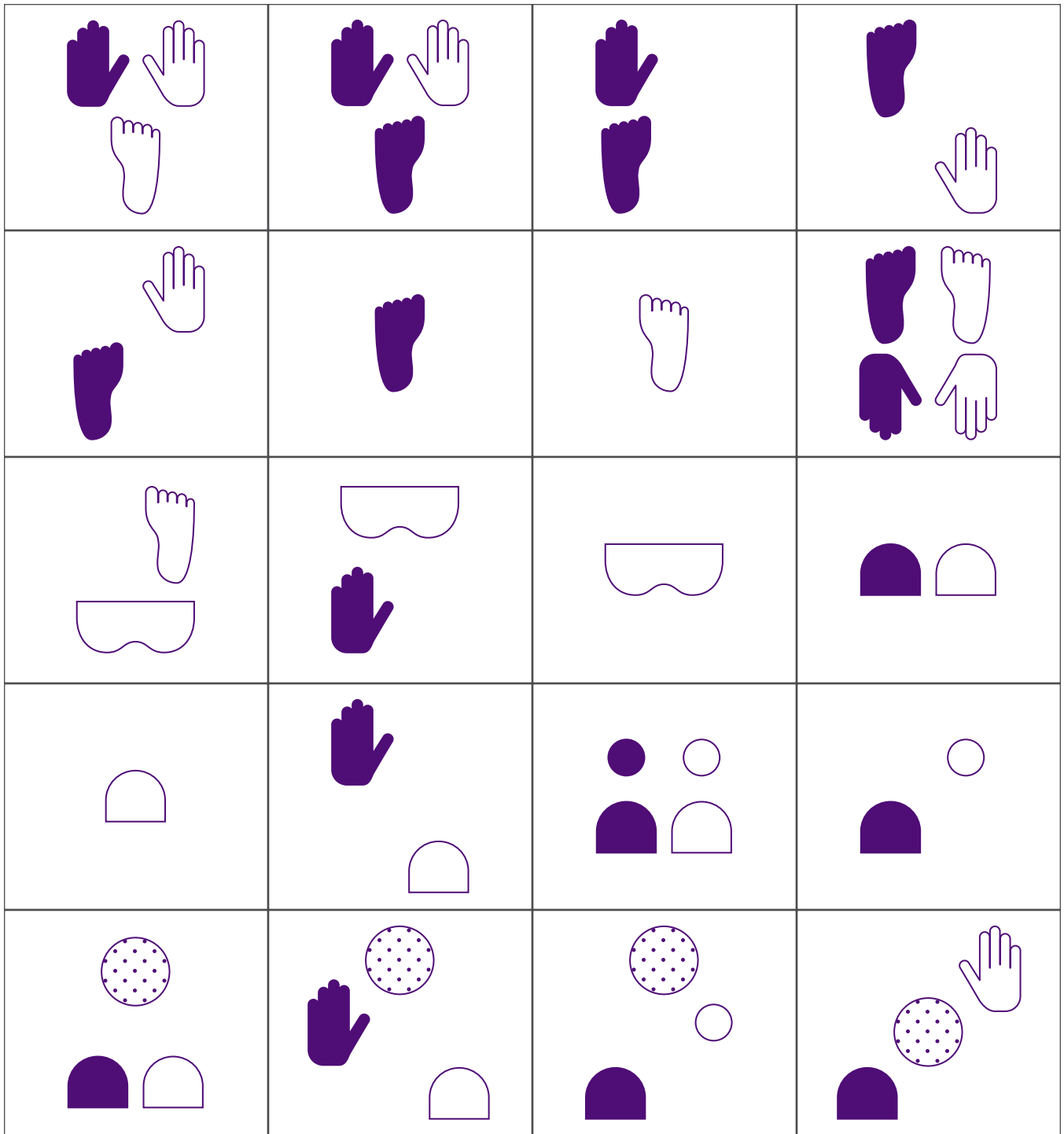
Construction

The following balance puzzles can be made by cutting body part patterns according to the diagram and gluing them on construction paper. Use 11" x 14" construction paper to mount the various puzzles and then laminate them to increase durability. Cut all LEFT parts out of black construction paper and all RIGHT parts out of white construction paper.

Code

							
Right	Left	Right hand	Left foot	Left Elbow	Right Knee	Head	Seat





Source: Werner, P. & Rini, 1. (1976). *Perceptual - Motor Development Equipment*. New York, New York: John Wiley & Sons, Inc.

Ball Activities



- Move the ball around your body.
- Start at your head and move the ball around your body from your head to your toes.
- Push the ball as far as you can.
- Roll the ball back and forth to someone.
- Drop and catch the ball.
- Toss and catch the ball.
- Bounce and catch the ball as many times as you can standing in one spot.
- Dribble the ball in one spot.
- Bounce the ball as high and then as low as you can.
- Sit down and bounce and catch the ball.
- On your knees, bounce and catch the ball.
- Toss the ball high and catch it low.
- Toss the ball, clap and catch it.
- Dribble the ball down a line with one hand and then back with the other.
- Dribble the ball and switch hands as you move.
- Dribble the ball either around people or objects.
- Toss and catch a ball off a wall.
- Hit the ball against the wall as many times as you can.
- Shoot the ball at a basket.
- Stand in different spots around the basket and shoot the ball.
- Create other tricks you can do with the ball.
- **HORSE:** for every basket you make, you get a letter. You want to make five baskets to spell HORSE or spell other words such as your name or your school name.

Four Square Activities

- Stand in one square and practice any of the above skills.
- Have someone else stand in another square and bounce/catch the ball back and forth.
- Push the ball back and forth to someone in another square.
- Hold your hands so your palms face the sky and push the ball to someone in another square. If that player misses the ball, have everyone move one square clockwise.



Balloon Activities

Have students set up balloon challenges or create some other activities. The following are suggestions to begin with.

- Tap the balloon with your hand five times.
- Tap the balloon with one hand and then the other 10 times.
- Tap the balloon with a different body part and then with your hand.
- Tap the balloon with as many different body parts as you can.
- Hit the balloon with a body part and then catch it.
- Count how many times in a row you can hit the balloon.
- Hit the balloon using two body parts and catch it (ex. elbow, head, catch).
- Count how many different body parts you can hit the balloon with and still catch it.
- Toss the balloon in the air, kick it up with your foot and catch it.
- Kneel down and hit the balloon with your hands.
- Kneel down and tap the balloon from your head to your hand.
- Lie on the floor, tap the balloon with your hands and kick it back with your feet.
- Lie on the floor, tap the balloon up in the air by using different body parts.
- Tap the balloon in the air as high as you can.
- Tap the balloon high and then tap it low to the ground.
- See how high and how low you can tap the balloon.
- Suspend it on a string and hit it with the hand.
- Hit a suspended balloon with different body parts.
- Suspend the balloon using a volleyball standard. Tie the balloon to the rope.
- Set the standards in various ways – make different patterns.
- Tie loops in the rope and suspend the balloon from the loop.
- Put something in the balloon: drops of water, bell, penny.
- Balzac (cloth covering to a balloon).
- Hit a suspended balloon with a fly swatter.
- Use a noodle or pipe insulation to hit the balloon.
- Use a dowel rod with a clothespin on the top. Suspend the balloon on a rope and attach it to the clothespin. Secure the rod onto the chair or tabletop. Student can hit the balloon without having to run for the balloon.
- **Magic Wall:** place a sheet or parachute over the rope and have students toss balloons or yarn balls over the wall.

Basic Motor Skills

Movement Focus: Balance

Have students begin on a designated spot (carpet square, polyspot, defined space on the carpet). The goal is to work on body control.

- On hands and knees, lift one body part off the floor at a time. Try to hold for a count of 3.
- On hands and knees, lift the right hand and left leg—hold for a 3 count. Do the same with the left. Lift the same arm and leg and hold for a 3 count.
- In a kneeling position (bottom should be off of the back of the legs), maintain this position for a 3 count.
- Balance on one knee and one foot on the ground. Switch to the other side.
- In a standing position, balance on one foot. You may want to begin with a hand held or holding on to a stationary object. How long can the student balance on one foot?
- In a standing position, balance on one foot and close the eyes.

Movement Focus: Moving in Space

The main objective is to have students control their body as they move through space. Students may need to be taught how to move and not bump into each other.

- Begin on their designated spot. Students move SLOWLY from their spot to a designated spot (the end of the gym) without touching anyone. Do this several times reminding them not to touch anyone.
- Move from their spot to the designated spot in other ways (tiptoes, sideways, heavy like an elephant, light like a feather, like a dog/cat). Remind them not to run into anyone, to keep their eyes ahead and not to look at the floor.
- Place the student spots in two lines facing each other about 15 feet apart. Have the students stand on their spot. The objective is to move from their spot to the spot across from them without touching anyone. Begin moving with a slow walk and then add any other movements. If a student is unable to control their body, you may try putting them on an end a little further away from the next student and continue with verbal reminders as they are moving.

Movement Focus: Gallop

- A gallop is performed when a student performs a step-close pattern. The lead foot takes a step and the trail foot moves even with the heel of the lead foot. The student's body and lead foot face forward.
- As the pattern matures, the speed is increased and a lift is added during the movement.
- Galloping with a beat is helpful. Use a drum or tambourine or other music.
- Have students practice galloping with either foot in the lead position.
- A slide is a sideways motion with a step-close foot pattern but the difference is with a slide the body faces forward and the feet move to the side. This should be practiced moving to the right and left.

Activities to Enhance Galloping:

- **Go Horseback Riding:** Saddle up your pony and let's ride
 - Ride in and out of trees (cones set up around the gym).
 - Gallop at different speeds. Can you gallop and follow a drum or tambourine?
 - Use a short piece of rope as a lasso and round up cattle. Set up bowling pins for cattle.
 - Pretend you hurt your leg and can't use it, walk dragging it behind you (you can also be a lame puppy).
 - Use colored circles and place them on the front hip as a headlight. Pretend you are a horse galloping at night.

Movement Focus: Jumping

Jumping is the ability to spring from one or two feet and land on two feet in an even rhythm.

Progression of skill development:

- Jumps down from a low object, there may be little knee bend.
- Jumps with both feet off the floor, knee bend, little arm movement.
- Jumps with an upward thrust movement, using arms for momentum, knee and ankle movement.
- Jumps forward or upward and lands on both feet simultaneously. Absorbs shock by bending knees and ankles. Uses arms to assist in jumping.

References: Brigance Diagnostic Inventory of Early Development and O.S.U. SIGMA

Activities to Enhance Jumping:

- "Pop Goes the Weasel," "Jack be Nimble," "Ring Around the Rosie" rhymes where students are able to jump on cue.
- Jump off a low box, use mats and jump from one end to the other.

- Jump onto or off of polypots.
- Obstacle course, which includes jumping over items and jumping from one spot to another.
- Jump over a low rope, over a rope that is shaking like a snake and a rope that is slowly moved back and forth.
- Act out the finger play of “Five Little Monkeys.”

Movement Focus: Marching

Marching is a locomotor movement using a high knee step. Have students lift one knee up at a time trying to touch their knee to the ceiling. A drum beat or tambourine beat is a good way to develop a rhythm for a march. Some students may need to begin with an exaggerated knee bend in order to understand the motor movement.

Activities to Enhance Marching:

- **Have a Flag Day Parade:** Each student can have a small flag that they’ve created; the leader can hold a baton or larger flag and parade around the school. Take turns being the Grand Marshal. Incorporate rhythm instruments and strike up the band.
- **Create patriotic music makers using mini-M&M containers:** Add some rice, popcorn kernels or beans inside the container. Tape the lid closed and decorate the outside from paper that has been specially colored for the season. March in different patterns: straight line, large circle and snake pattern.

Movement Focus: Hopping

- Have each student stand on one foot as long as possible.
- Have the student stand on one foot and lift their body off the floor. Try this with the other foot.
- Hop in one area; use either foot to hop with.
- Have the student use their arms to swing and lift their body further off the floor. Hop from one spot to another, hop on one foot and then the other.
- Hop in a pattern; three hops with the right foot and three hops with the left foot.

Activities to Enhance Hopping:

- Have students hop, and on a signal, switch feet.
- Hop in and out of a hoop or use a polypot.
- Play hopscotch. Use one-foot hopping and two-feet jumping patterns.
- Set up hopping stones (use polypots to create a pattern and have students hop along the pattern).
- Bunny Hop

Movement Focus: Skipping

Skipping is a complex movement pattern. The following is the continuum of levels:

- Run/hop/leap/gallop. A skip is a step/hop movement done on each side.
- Skip on one side of the body.
- Segmented alternate skip. The rhythm and timing may not be fully coordinated.
- Alternated, coordinated skip.

Activities to Enhance Skipping:

- Skip to a drum beat; skip fast and slow.
- Skip with high knees.
- Skip and sing, “Skip to my Lou.”
- Skip to different spots in the room.

Movement Focus: Throwing

- Can hurl a hand-held ball from a sidearm position in a forward direction. The student may require assistance to throw.
- Can grasp the ball with one hand, release ball in forward direction with arm extended forward as the ball is released. The student is able to independently face the target and throw the ball. A sidearm or two-handed motion is used to throw the ball.
- Can throw a ball from a position in back of the head with rotation of hip and shoulder to a point where the non-dominant side faces a target, feet remain stationary.
- Can throw a ball with a starting position from the back of the head, has body rotation and forward step. A student with a mature throw is able to stand sideways to the target, draws throwing arm behind ear, shifts weight from rear foot to front foot, swings the throwing arm forward, releases the ball with an outstretched arm, looks at the target and follows through toward the target.

Developed by: L. Farnsworth, T. O’Dea & M. Scales, Clark County School District, Las Vegas, Nevada

Activities to Enhance Throwing:

- Bean bag throwing at a target.
- Throw sock balls, Nerf balls and various textured balls into a container or through a hoop.
 - Start with the target close to the student to ensure success. Once the student is able to easily hit the target, gradually increase the distance.

Movement Focus: Catching

Progression of skill development: The students need to visually focus on the oncoming object. A verbal prompt before throwing the object is recommended to gain students' attention.

- Catches bounced ball with arms and body, arms stretched forward.
- Catches bounced ball with hands and chest, scoop pattern with arms.
- Catches thrown ball with arms and body.
- Catches bounced ball with both hands.
- Catches thrown ball with hands and chest.
- Catches thrown ball with both hands.
- Catches bounced tennis ball with both hands.

Reference: Brigance Diagnostic Inventory of Early Development.

Activities to Enhance Catching:

- Slow moving materials are easier to visually track and catch—scarves, balloons, beach ball, bubbles, punch ball and newspaper. Have students toss and catch to themselves. Have them verbalize, "I caught it" after a successful catch.
- **Hot Potato:** Have students seated in a circle and pass a ball very quickly. After success is accomplished with passing, have students move back and toss the ball around the circle.
- **Partner catching activities:** Begins with partners close to each other. As they are able to make successful catches, one partner can take a step backward and increase the throwing distance.

Movement Focus: Kicking

Progression of Skill Development:

- Have student balance on one foot and swing one leg forward and back. This can also be done from a chair.
- Have the student kick a stationary ball with and then without assistance.
- The student should focus visually on the ball while performing a kick.
- The student is able to swing leg backward and forward with a pendular movement. Sufficient force is applied to the kick and focus is on the ball while kicking.
- The student walks and kicks a stationary playground ball.
- The student takes two or more coordinated steps and kicks a playground ball.
- The student is able to drop kick a ball. A balloon or other lightweight ball should be used when introducing this skill. Have the student drop the ball and swing their leg (instead of trying to toss the ball and kick).

Resource: Brigance Diagnostic Inventory of Early Development

Activities to Enhance Kicking:

- Place a ball on a masking tape roll, to allow the ball to remain in a stationary position. Have each student kick the ball off the tape roll.
 - Have students kick the ball as far as possible.
 - Practice kicking between objects (cones, cardboard blocks).
 - Kick a ball and knock down a tower of cardboard boxes.
 - Kick a ball down the length of the room. Try little “tap” kicks and then larger, stronger kicks. Continue kicking while moving.
 - Soccer dribble, using either foot.
-

Movement Focus: Striking

This skill requires eye-hand coordination. A student needs to visually follow the hand or bat to the object being hit. For a student with a visual impairment, use tactile cues as well as verbal cues.

Balloon Activities:

Have students set up balloon challenges or create some other activities. The following are suggestions to begin with.

- Suspend it on a string and hit it with a bat.
- Hit a suspended balloon with different body parts.
- Hit a suspended balloon with a fly swatter.
- Tap the balloon with your hand 5 times.
- Tap the balloon with one hand and then the other 10 times.
- Tap the balloon with a different body part and then with your hand.
- Hit the balloon with many different body parts.
- Hit the balloon with a body part and then catch it.
- Hit the balloon many times in a row.
- Hit the balloon using two body parts and catch it (elbow, head, catch).
- Count how many different body parts can you hit the balloon with and still catch it.

Batting Activities:

- Using a batting tee, place a lightweight ball on the tee and hit it off with the hand.
- Using a batting tee and a short-handled bat, hit the ball off the tee.
- Using a batting tee, whiffle ball and plastic bat, hit it off a tee.

Bean Bag Activities



- Balance a bean bag on different body parts.
- Balance a bean bag on a body part and move from one spot to another.
- Sit on the ground, toss and catch the bean bag.
- On your knees, toss and catch the bean bag.
- Standing, toss and catch the bean bag.
- Toss, clap and catch the bean bag.
- Put the bean bag on your foot, toss it in the air and catch it.
- With a partner, toss and catch the bean bag – call your partner’s name before you throw the bean bag.
- **Bean Bag Bocce:** each player needs two bean bags of the same color and a target bean bag or small object. The target object is tossed away from you. Take turns throwing your bean bags at the target. The player who hits the target scores one point, and the player closest to the target also scores one point.
- **Hopscotch:** use the bean bag as your marker. Remember that you can either hop or jump to each square.



Chair Aerobics

Have everyone seated in a circle. Use a variety of music. Begin with movements that everyone is able to do. You may want to do arm movements and then leg movements separately. You may want to repeat each movement four times; count it out loud for each repetition.

- Swim arms
- Large claps
- Alligator claps
- Roll hands forward and back
- Shoulder shrugs
- Arm circles
- Tap knees
- Tap shoulders
- Cross mid-line and touch opposite shoulder or knee
- Lower leg lifts
- March in place
- Flutter kick
- Seated jump with feet only



Dice Activities

Using homemade dice, put a different movement on each side (run, jump, gallop, hop, march, tiptoe walk, bear walk, move backwards, sideways, etc.). One person rolls the dice, and everyone does that movement.

You can use a second die with numbers on it, and that will tell how many times you do the above movement.

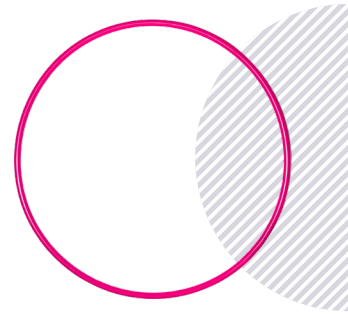
Materials needed:

- Two clean milk cartons
- Scissors
- Newspaper
- “Noisemaker” (popcorn, rice or buttons)
- Colored paper
- Movement pictures
- Tape

How to Make the Dice

1. Cut the tops off each milk carton.
2. Put one carton inside the other. Stuff a piece of newspaper inside the inner carton and add the “noisemaker.”
3. Tape the carton closed.
4. Cover the carton with colored paper. Add movement pictures on each side of the dice.

Hula Hoop Activities



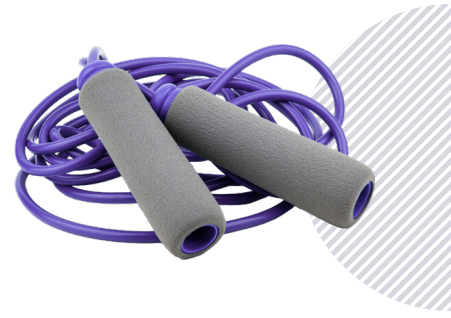
With the hoop on the ground:

- Put one body part inside the hoop and move around – then move backwards.
- Move in and out of the hoop.
- Jump in and out of the hoop.
- Set up hopscotch patterns and jump or hop from hoop to hoop.
- Toss objects into the hoop and take a step back every time the object lands in the hoop.
- Use the hoop as a giant ring toss over a cone.
- **Do the following around the hoop:** walk (forward and back), gallop, march, hop, skip and tiptoe.
- **Move in a pattern:** step in with one foot, in with the other, out with one foot, out with the other (in, in, out, out) – do this to the left and to the right.
- **Musical Hoops:** don't eliminate anyone, share hoops instead. You will end up with everyone sharing the last hoop.

Holding the hoop:

- Put your hand on top of the hoop and “Walk the Dog” – keep pushing the hoop while you walk beside it.
- Roll the hoop.
- Roll the hoop and try to catch it as it moves.
- Spin the hoop.
- Flick the hoop out and have it come back like a boomerang.
- Put the hoop over your head and let it drop to the ground.
- Move the hoop around different body parts (arm, leg, neck, waist).
- Get in a group, hold hands and make a circle. Pass the hoop around the circle without letting go of hands.
- Suspend the hoop from a basketball hoop and use it like a target.

Jump Rope Activities



With the jump rope on the ground:

- Step over the jump rope.
- Crawl over the jump rope.
- Start at one end of the jump rope and walk with one foot on either side of the jump rope.
- Start at one end and crawl with the jump rope between the hands and legs.
- Start at one end and step over and back across the jump rope.
- Sit down and snake the jump rope.
- Snake the jump rope fast and slow. Have someone jump over it.
- Limbo.
- Create a pathway with the jump ropes. Push a wheelchair through the course keeping the wheels between the jump rope.
- Make different letters with the jump rope.
- Make different shapes with the jump rope. Jump in and out of the shapes.
- Swing the jump rope back and forth and have someone jump over it.

With assistance:

- Have the student hold one end of the jump rope and snake it.
- Have the student hold one end of the jump rope and swing it back and forth.
- Swing the jump rope back and forth and have someone jump over it.

Standing with the jump rope:

- Hold both handles of the jump rope in one hand and make large circles in the air.
- Hold both handles of the jump rope in one hand, make large circles with your arms and jump when the jump rope touches the ground.
- Hold one handle in each hand. Bring the jump rope overhead and step over it as it reaches the ground in front of you – try this moving the jump rope backwards.
- Turn the jump rope and jump over it without stopping.
- Count how many times in a row you can jump.
- Create other tricks you can do with the jump rope.

Using pom-poms/shakers/jump rope handles only:

- Hold one in each hand and shake.
- Shake high and low.
- Shake fast and slow.
- Shake in a big circle and a small circle.
- Shake and walk forward.

Long Jump Rope Activities

- Turn the jump rope back and forth and have someone step over it. Keep it low to the ground.
- Turn the jump rope back and forth and jump over it.
- Turn the jump rope and have someone run through it. Count how many people can run through it without stopping the jump rope.
- Either start in the middle of the long jump rope or run in and begin jumping. Have everyone jump one time and run out. For the second turn, run in and jump twice and then run out. Continue this up to 10 and then back down to just run through and not jump (similar to playing jacks but with a jump rope).
- **Limbo:** start with the jump rope at shoulder height and move under the rope. Move the rope lower after everyone has gone under it. Remember that you can't touch the rope.

Large Motor Activities

Beach Balls or Balloons

Toss them back and forth (always call the student's name and tell them when the ball is coming). Hit it to someone else. Toss and catch to oneself. Kick it to each other. Suspend the balloon; have each student hit it and try to stop it or catch it. Hit it with the entire hand or just one finger. Use a nylon hose racquet and hit the balloon. Put the beach ball on a cone and hit it off with the hand.

Bean Bag Targets

Use a box, hoop or trash can to toss different objects or bean bags into. To add auditory feedback, tie a bell onto the target. Each time the target is hit, the bell would ring.

Bowling

Use 1- or 2-liter pop bottles with a bit of popcorn or beans in the bottom. Either roll a ball or toss a bean bag and knock over the pins. Use a polyspot or tape on the floor where the pins should be set. You can add different pictures or shapes to the pins to change the activity.

Locomotor Movements

Put on some music and move fast/slow, march with knees up high, walk forward, sideways and backwards, jump (feet together), lie down and roll over. Move from one spot to another.

Newspaper

Tear it, roll it into balls, throw it, kick it or blow little pieces. Using a small towel, have two people hold the towel, have some torn pieces of paper on the towel and then try to shake it off (use the towel like a parachute). You can use balloons instead of torn newspaper.

Play "Follow Me" or Chase

Roll a Ball Back and Forth

Call the student's name before beginning. If possible, have the bottoms of everyone's feet touch each other. Add a small bounce to the ball after successful rolling.

Scooter Board

Sit and be pushed forward and backwards on the scooter. Move forward or backwards on the scooter. Sit down on the scooter, hold a jump rope with both hands and have someone pull the student on the scooter. Lie down on stomach and move the scooter with hands and feet. Scooter and knock over the bowling pins with hands or feet. Scooter and kick a ball.

Tunnel

Climb through the tunnel.

Low Organizational Activities

The following activities are low organizational and highly structured activities. Each student should have his/her own designated space. Keep instructions short, focusing on the key words needed to complete the task. If your students are verbal, encourage them to use this skill and name the objects as appropriate. If they are non-verbal, have someone else name each object.

Ball Retrieval

Give each student a hoop, which is set on the floor beside them. Scatter a variety of balls at the other end of the gym. Hold up one ball, name it and have students retrieve the designated number of balls, one at a time. Vary the locomotor skill as they move. Have students call the name of the ball or object as they put it in the hoop.

Clean-Up Activity

It is important for closure of tasks or in transition at the end of class to have students assist with putting away equipment. If you have done the color matching activity or the ball retrieval activity, have students assist with putting the objects back into the ball cart, container or designated storage space.

Bean Bag Bocce

Regular bocce is an outdoor game with heavier balls. Give each student two bean bags of the same color and a target object that will not roll very well. The object is to hit the target ball or be closest to it when everyone has thrown their bean bag. You can score 1 point for hitting the target ball and 1 point for being the closest.

Color Matching

Give each student a colored hoop, which is set on the floor beside them. Scatter a variety of equipment of matching color at the other end of the gym. Have students move (vary the locomotor tasks within the student's ability) and retrieve an object that matches their hoop. Continue until all the objects have been picked up. Tell students the name of each item in their hoop and have them repeat the name. You can vary the task by changing the equipment you use.

Bowling

Using three or four pins would be fine. Put a spot on the floor for each pin. Have students take turns setting the pins. Throw various objects to knock over the pins. You can also set pins up all over the gym. Give each student a bean bag or other object and have them knock over as many pins as they can. Always set the pin up for the next person before moving to another one.

Four Corner Game

Play music and have students move around the room. When the music stops, students move to any corner or designated cone; the corners should be numbered. Roll a dice and whichever number has been tossed, that corner performs a designated task (could be a stretch, sound or cheer).

Gum Ball Machine

Similar to the color matching activity, have students match the object to the same color hoop. Everyone is matching to any colored hoop. When all of the objects have been retrieved, have the students count the objects in the hoop.

Put on Music

(The livelier the better). Call out a locomotor movement that students perform until the music stops. Freeze when the music stops. Have students change direction each time they change movements.

Simple Aerobics

Put on some lively music and do activities at the student's level. Begin with large movements, large claps, alligator claps, overhead claps, claps in front and back and then smaller ones, march in place, kick one leg in front and then the other, kick in back and to the side. Push one hand forward and then the other. Have students come up with different movements. Do cool-down movements to slower music.

Use Stations

For a variety of activities, you can use stations to pre-teach a skill, reinforce a skill that has been worked on or just have some fun.

Movement Center Ideas

Movement centers can be created in a small space by using a sheet to designate the space or tape boundary lines onto the floor or carpet. Students are able to use the equipment within the movement center. If equipment moves out of the boundary area, it should be retrieved and be brought back within the boundary before play resumes.

The following are activity ideas that require limited materials and can be structured for students needing more concrete boundaries during play activities. Before having students independent in a center, they should be instructed as a group how the activity in the center should be completed, safety rules or rules of the center. After the initial instruction, the center should be self-directed.

For those students needing more structure, that can be incorporated into the center set-up. You can use Stop and Go cards or carpet squares, use visual cues where objects should be placed in the center and designate when the student has completed the center.

Balance Beam

Materials: 2"x4" balance beam, bean bags, objects to carry

Lay a balance beam on the wide side. Have students walk forward, backwards and sideways down the beam. Place 2-3 bean bags at varying distances down the beam for students to step over. Have the students walk and carry something down the beam.

Footprints/Handprints

Materials: Several foot and hand prints

Either cut out or drawn on the sheet. Set up various patterns for the students to walk on.

Newspaper Activities

[\(See page 10\)](#)

Obstacle Course

Various objects for students to move over, under or through. Arrows may be helpful to create a path to follow.

Shape Activities

Activity 1

Materials: Dice with shapes on each side

Scatter shapes on a cloth. Have the student roll the dice and either touch the shape or toss a bean bag onto it.

Activity 2

Materials: Same as above with a dice that has body parts (arm, foot, knee, elbow, bottom, etc.)

Roll the body part dice and the shape dice. Students match the body part onto the shape on the sheet. *This is a more advanced center idea.

Activity 3

Materials: Shapes of various sizes and kinds

Have students sort and match shapes.

Throwing Activities

Activity 1

Materials: Basket of various balls and three bowling pins

Set up three bowling pins as targets. The student chooses an object to throw at the pins. Throwing continues until the basket of balls is empty or until all of the pins are knocked down. Use a washable marker on the sheet to draw a circle where each of the bowling pins should be placed, a spot where the student should stand and a spot where the box of balls should be placed. When this station has been completed, simply wash the sheet and begin with another station.

Activity 2

Materials: Basket of balls, small hoop and footprints

This station is similar to the above station except that students are throwing into the hoop or through the hoop if the hoop is standing. You can draw footprints on the rug to designate different places for the students to stand when throwing.

Activity 3

Materials: Velcro balls and a velcro target

The target can either be laid on the floor or hung for two different targets.

Activity 4

Materials: Bean bags, coffee cans or baskets

Bozo's Grand Prize Game: line the cans up in a row so the student is able to almost drop the bean bag into the first can and gradually increase the distance of the throw for the remaining cans. Pictures may be attached to the cans for added excitement to see if the students can throw into the dinosaur can, the dog can, etc.

Activity 5

Materials: Yarn balls, various targets, seasonal blow-up toys

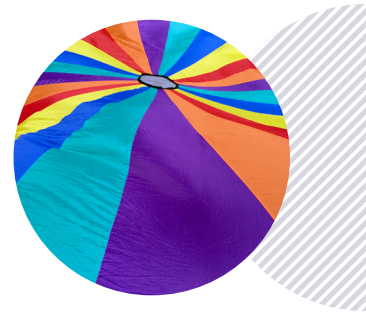
Have students throw yarn balls and try to knock over the blow-up toys. Using washable markers, draw areas where the yarn balls should be placed and where the targets should be placed.

Activity 6

Materials: Various throwing objects, various shapes as targets

Have students choose the object to throw and try to decide which shape they will throw at before they begin their movement. The shapes can be those that they are working on (circle, square, triangle), or they can be more seasonal in nature.

Parachute Activities



Have students hold with an overhand grip (you should be able to see the back of their hand).

Seated:

- Begin with little shakes and move fast/slow.
- Move the parachute in waves that are big/small, fast/slow.
- Have someone sit in the middle of the parachute or crawl around it. Everyone else makes waves and counts down from 5 to 1 and then says (a person's name) is done. Encourage the student to choose who should have the next turn.
- Seat students in chairs. Have students take turns moving under the parachute (same as above with the countdown to end the turn). The student may move around under the parachute or just sit and enjoy the breeze.
If there is a hole in the middle of the parachute do not allow any body part to extend up through the hole!
- If you have two parachutes, try to toss a ball from one parachute to another.
- **Cat/Mouse:** One person is under the mat (mouse); give that student a few seconds' head start. The cat should close its eyes while the mouse gets ready. The cat crawls on top of the parachute and tries to find the mouse. Once found, then both turns are over. Everyone else makes waves to make it more difficult for the cat to find the mouse.
- **Jaws:** One person slithers under the parachute and "eats" the feet of another. Jaws switches positions with the minnow (another student). Everyone else makes waves so you cannot see Jaws and sits with their legs extended. When Jaws touches the feet, then they switch positions.
- **Popcorn on the fly:** You may want to use different sized light balls for this. Have some students step away from the parachute—they are trying to catch the popcorn as it

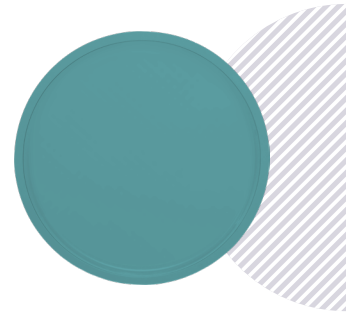
flies off the parachute. The rest of the class is shaking the popcorn off the parachute. You may want to count how many each group can catch before the balls land on the ground.

- **Touchdown:** Use a Nerf football; divide the parachute into two teams. Each team tries to shake the parachute so the ball flies off over their opponent's head. A point is scored each time the ball flies off over the head. No point is scored if the ball rolls off the parachute.

Standing:

- You can repeat all of the above activities.
- Call names of students and have them exchange places under the parachute.
- If the parachute has colored panels, have each color exchange under the parachute.
- Bring the parachute up over the head and down to the ground quickly and watch the parachute fill with air.
- Bring the parachute up in the air and quickly take a step in and bring the parachute behind the back and sit on it. This creates an igloo that everyone is inside.
- Roll the parachute and meet in the middle. This is a good way to end the activity.
- **Cloud:** Lift the parachute overhead and on a count of 3, everyone lets go to see if the parachute will fly.
- **Mountain:** Lift the parachute up overhead, take three steps forward and bring it down to the floor in front of the feet or put the knees on the bottom of the parachute. You can have the students climb the mountain and meet in the middle of the parachute.
- **Popcorn:** Put lightweight balls on the parachute and shake it until they are all popped off. Take turns having students collect the objects that are on the ground.

Polyspot Activities



Put polyspots down in a circle. Give each student space between the spots. Have each student stand on a spot. Do the following movements:

- March, jump (feet together), stand on tiptoes, run in place
- Move off and on the spot
- Jump over the spot
- March around the spot
- Gallop around the spot
- Walk on tiptoes around the spot
- Walk backwards around the spot
- Make a bridge over the spot
- Walk around all the spots and return to your own spot
- Scatter around the space and run back to your spot on command
- Set the spots in a pattern to do hopscotch
- Call out a certain color and have the students move to that color
- **Musical Spots:** Remove spots but not students. They end up sharing the spot.
- **Targets:** Toss objects onto the spots. Set some closer to the students.

Relaxation Activities



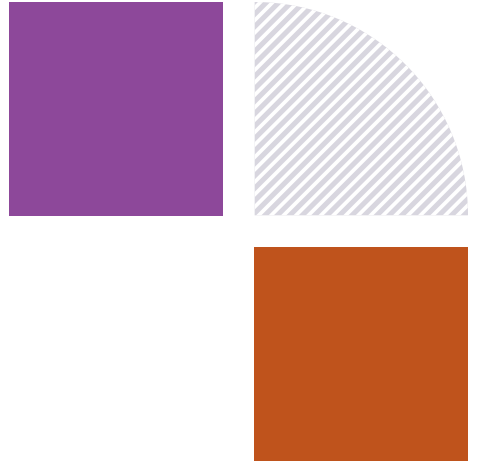
Turn out the lights and play relaxing music.

- Have students lie on the floor on their backs.
- Have them close their eyes and lay quietly.
- Eyes either open or closed. Turn head to one side and hold for a count of 3. Return head to center and turn to the other side for a count of 3.
- Make the letter “T” with arms and legs. Hold for a 3-5 count.
- Make a long number “1” (hands above head, touching the floor, toes are pointed away from the body). Hold for a 3-5 count.
- Make the letter “X” and reach each body part out as far as you can. Hold for a 3-5 count.
- Move from one letter to the other and try to extend each body part as far as they can.
- Bring knees into the chest, try to hold hands in front of the knees and pull them in closer. Extend the legs out straight.
- Open and close the mouth and the eyes.
- Try to tighten everything. Hold for a 3 count and then release.
- Try to tighten various body parts in isolation, start with the feet, legs, chest and arms, face and head. Hold for a count of 2-3 and relax.
- Close eyes and lay quiet. Take deep breaths in and out.
- Lie on one side and then turn onto the other.
- Wiggle fingers, toes, arms and legs and slowly sit up.

Scarf Activities



- Put the scarf on various body parts for body identification.
- Squeeze the scarf into a small ball.
- Pass the scarf from one hand to the other.
- Toss the scarf from one hand to the other.
- Toss it in the air and visually watch it land on the floor.
- Toss it in the air and catch it.
- Toss it in the air and have it land on a body part.
- Hold it in one hand and shake it high and low/fast and slow.
- Put on music and shake the scarf to the music. Try a variety of styles.
- Pass the scarf in a circle as music plays.
- **Wave the scarf in patterns:** wide arc, lasso, circles to the side of the body, overhead, in front of you.



Games



Basketball Golf



This activity can be used as a culmination activity to a basketball unit or as a fun alternative activity. Students work in pairs or on teams and perform the designated activity at each hole. Each player shoots the ball, and the second shot is taken from where the ball first bounces. There is a maximum of five shots per basket. Scores are kept per hole. A variation would be to play a Best Shot game.

Materials needed:

- Basketball (1 per pair or team)
- Score sheet and pencils
- Polyspots or markers to designate the hole
- Modified equipment if needed (clean trash can, small hoop, mini-ball)

Game Play and Scoring

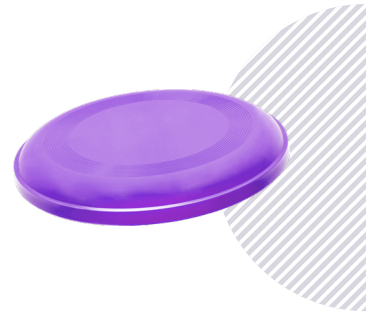
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|---|--------------|
| 1. Bounce the ball into the basket | Par 3 |
| 2. Corner shot (shoot from the nearest corner to the basket) | Par 3 |
| 3. Shoot from behind the hoop | Par 2 |
| 4. 1/2 court shot | Par 2 |
| 5. Sideline shot | Par 2 |
| 6. Behind your back shot | Par 2 |
| 7. Sitting on the floor shot | Par 2 |
| 8. Pass, pivot and shoot shot (a partner passes the ball outside of the 3-point line) | Par 2 |
| 9. Spell G-O-L-F from anywhere inside of the key | Par 4 |

Alternate hole: shoot with the non-dominant hand

Scorecard

Basket		Par	Score
1	Bounce the ball into the basket	3	
2	Corner shot	3	
3	Shoot from behind the hoop	2	
4	1/2 court shot	2	
5	Sideline shot	2	
6	Behind your back shot	2	
7	Sitting on the floor shot	2	
8	Pass, pivot and shoot shot	2	
9	Spell G-O-L-F from anywhere inside of the key	4	
Total Score			

Can Jam



This is a fun game that is played with a trash can, Frisbee and some friends!

Materials needed:

- Foam Frisbees
- Can

How to Make the Can

Use a large, clean trash can. Cut a rectangle, 8” from the top. It should be 4” wide and 13” long. Use colored tape or duct tape to outline the cut rectangle. This will also cover any sharp edges.

Object

The object of the game is to throw the Frisbee and score points. The thrower can score points with a direct hit to the goal or rely on his/her partner to deflect the Frisbee toward or into the goal. The deflector can redirect or tip the Frisbee to hit or enter the goal and score points.

Game Play

- Make two teams of two.
- One partner stands in front of the can, the other stands about 20 feet apart (adjust this distance to meet your needs).
- One partner throws the Frisbee, and the other partner redirects it toward or into the goal.
- After both partners complete one throw each, the Frisbee is passed to the opposing team. The game continues alternating team turns until an exact score of 21 is reached or there is an instant win scored.
- Deflectors cannot double hit, catch or carry the disk.
- Deflectors can move anywhere within the playing area to redirect the disk.
- Players must be behind the goal area to throw.

Rules

- Players must remain behind the goal when throwing. No points are given if the player crosses the line.
- There are no points given when a throw hits the ground before striking the goal.
- There is no score if the deflector double hits, catches or carries the Frisbee.
- Three points will be given if an opponent interferes with play or defends the goal. If the score is 19 or 20, 1 or 2 points are awarded.
- A team must reach an exact score of 21 points to win. If a given throw results in points that raise a team’s total score above 21, the points from that play are deducted from their current score and play continues. For example, if a team has 20 points and scores a “Bucket” (3 points), their score is reduced to 17.

- Teams must complete an equal number of turns before the game is over. If an “instant win” is made, the game is over.
- In the event of a tie game, the winner is decided in a tiebreaker. Each team completes one round of throws, and the team with the most points wins.

Scoring

- **Dinger (1 point):** Redirected Hit: deflector redirects thrown Frisbee and hits any side of the goal.
- **Deuce (2 points):** Direct Hit: thrower hits the side of the goal, unassisted by partner.
- **Bucket (3 points):** Slam Dunk: deflector redirects the thrown Frisbee, and it lands inside the goal. The Frisbee can enter through the slot opening on the side or through the top of the goal.
- **Instant Win:** Direct Entry: thrower lands the Frisbee inside the goal unassisted by partner. The Frisbee can enter through the slot opening on the side or through the top of the goal. When an “Instant Win” occurs, the throwing team is declared the winner, and the opposing team does not receive a “last toss” option.



It's in the Cards



Materials needed:

- Deck of playing cards
- 5-6 jump ropes

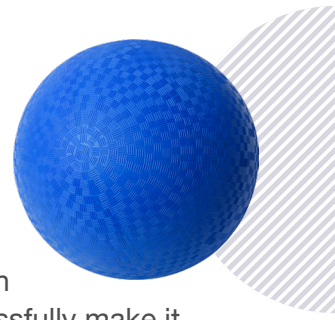
Game Play

- Designate one student as the dealer.
- On the start signal, the dealer deals one card face down to each member of the group.
- On the second start signal, the group members turn over the cards and perform the designated tasks according to the Card Key below.
- As the last group member completes his/her task, used cards are placed in the middle of the circle and new cards are dealt.
- To make this more of a cooperative activity, students perform each card together beginning with the dealer and work around the circle until each person's card has been completed.

Card Key

- **Ace:** Takes precedence over all other cards. Entire group jogs around the perimeter of the room.
- **King:** 10 modified or regular push-ups
- **Queen:** 10 high jumps
- **Jack:** 10 jumping jacks
- **Joker:** 20 hops on one foot and 20 on the other
- **Any Heart:** Do that number of jump ropes
- **Any Spade:** Do that number of curl-ups/sit-ups
- **Any Diamond:** Do that many long/broad jumps
- **Any Club:** Do a stretch with the group
- **3 of a kind:** Free pass for the entire group, new cards are dealt right away

Kickball Variations



Everyone Runs Kickball

The kicking team selects one person to kick, and everyone runs the bases. Scoring can either be done if the entire team makes it home or count each individual as they successfully make it home. The fielding team gets the ball and passes it to everyone, and the last person passes it to the pitcher.

Activity Kickball

The kicker kicks the ball and performs an activity at each base before moving to the next base and eventually running home. (Example: jump rope 10 times at first base, toss and catch a ball 10 times at second base, knock over a bowling pin and reset it using only your feet at third base.) The fielding team gets the ball and passes it to the first base person. That individual must complete the activity at first base before passing the ball to the second base person. This continues until the ball reaches home. The runner scores a point if he/she successfully makes it home before the fielding team.

Cooperative Kickball

The kicking team lines up behind the kicker. The kicker kicks the ball and runs around his/her team. Count the number of times the runner makes it around before the fielding team yells “STOP.” The fielder who gets the ball has the fielding team line up behind him/her. When everyone is in line, they pass the ball over/under to the last person who yells “STOP.” A running score is kept until all of the kickers have had a turn, then the teams switch.

Kick/Basketball

The kicker kicks the ball and runs the bases or around his/her team. The fielders retrieve the ball and pass it to every teammate. The last person to get the ball shoots a basket before the runner makes it home.

Three Team Kickball

Divide the class into three teams: a kicking team, infield team and outfield team. This gives each student an opportunity to play various positions.

March Madness



This is a fun fitness activity that could be done during the month of March to celebrate all the final basketball games held in March. Feel free to modify these to fit your school and student needs/abilities.

Materials needed:

- Box for each squad's equipment
- 4 trash cans
- 3-4 polyspots per squad
- 2-3 foam balls per squad
- 1 basketball per squad
- 1 scooter board per squad
- Equipment for the pyramid
- Scorecard and pencil
- Music

Game Play

- To begin, you will need four squads (who will each have a designated corner of the gym to perform their activities. Squad 1 will be in corner 1, etc.).
- Designate two squads to be for one championship team, and the other two squads for their opponent.
- Students begin in their squads in their home corner of the gym.
- When the music plays, students are to jog around the outside of the gym, staying away from any equipment.
- When the music stops, they are to quickly move to their home corner and perform the task given to them.
- Have students jog for 1 minute and then they have 1 minute to perform the activity (vary this to fit your need).
- They are to return the equipment and record their score before jogging again.
- Students will need to work cooperatively within their squad and decide how each activity will work best for them in their allotted time.
- In order to determine the championship team, have the two squads who are cheering for the same team add their score. The champion will be the team with the most combined points.
- When the activity is completed, a cool-down is needed.

Fitness Activities

Slam Dunk

Each squad has a large, clean trash can, several 7-9" Nerf balls and a scooter board. In 1 minute, each student takes a turn moving on the scooter board and performing a slam dunk into the trash can. 1 point is scored for every ball that is successfully dunked into the trash can. Each student needs to take a turn being a shooter.

Out-of-Bounds Play

One person passes the basketball to each member of the squad. Record the number of successful passes and returns completed.

Cheer Pyramid

An assortment of objects should be provided to each team (bean bags, polypots, foam pins, small cones). Each student is given an object, one at a time, and they are to run to a spot and place their item on top of each other, creating a pyramid. Record the number of items that are successfully stacked at the end of the minute. Feel free to perform a team chant during this activity.

Run, Dribble and Shoot

Using the trash can and a basketball, students are to run to a spot, pick up a basketball, dribble and shoot into the trash can. Use polypots to mark the beginning, dribbling and shooting spots. Record the number of successful baskets.

Defensive Shuffle

Each squad does the shuffle step down a line and whistles at the end. Record the number of times the line is able to complete the activity.

Referee's Call

Done like "Follow the Leader." Each person takes a turn leading a referee's call complete with body action. Record the number of calls completed in 1 minute.

The Wave

This is done with all four squads at one time. Each squad receives 1 point if a successful wave can be completed by the entire class.

Scorecard

Activity		Score
1	Slam dunk	
2	Out-of-bounds play	
3	Cheer pyramid	
4	Run, dribble and shoot	
5	Defensive shuffle	
6	Referee's call	
7	The Wave	
Total Score		



Octopus Arm

When you play tag, the tagger can use the Octopus Arm to gently touch everyone.

Materials needed:

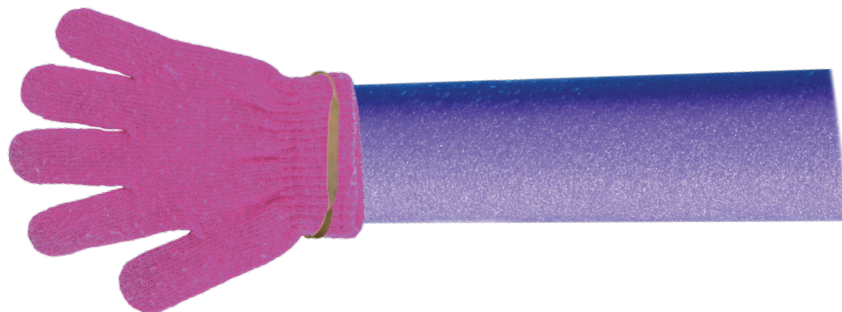
- Fun noodle or insulation pipe
- Glove
- Rubber band

How to Make the Octopus Arm

Attach a glove to a fun noodle or insulation pipe with a rubber band.

Variations of Tag

- Instead of running, have everyone walk, jump, crawl, gallop or skip.
- You cannot tag the same person that you've previously tagged.
- Remember to touch gently and not push anyone.



Super Bowl Shuffle



This is a fun fitness activity that can be done right before the Super Bowl.

Materials needed:

- Box for each squad's equipment
- Bean bags (1 per person)
- Bowling pins and 2 balls
- 2-3 polyspots
- Equipment for the sandwich
- Scoops and yarnballs
- Football
- Scooterboard
- Scorecard and pencil
- Music

Game Play

- To begin, you will need 4 squads (each squad will have a designated corner of the gym to perform their activities; squad 1 will be in corner 1, etc.).
- Designate two squads to be for one team and the other two squads for their opponent.
- Students begin in their squads in their home corner of the gym.
- When the music plays, they are to jog around the outside of the gym.
- When the music stops, they quickly move to their home corner and perform the task given to them.
- Have students jog for 1 minute and then they have 1 minute to perform the activity.
- They are to return the equipment to the box and record their score before jogging.
- In order to determine the Super Bowl Champ, have the two squads who are cheering for the same team add their scores. The Champ will be the team with the most combined points.
- When the activity is completed, a cool-down is needed. Have each squad perform a group cheer for their Super Bowl team.

Fitness Activities

Feel free to add your own activities. These are suggestions. The Couch Potato can reign over this event. It can be created by stuffing a burlap sack and giving it some fun features.

Nacho Pass

Each student has a bean bag, and they must toss their “nacho” onto a plate, which is a polyspot. Record the number of nachos that successfully land on the plate in 1 minute.

End Zone Shuffle

Each student does the grapevine step down a line and yells “Hey” at the end. Record how many times the line is able to grapevine down and back.

Football Toss

One person tosses the football to each member of the squad. Record the number of successful tosses and returns.

Carbonated Beverage Fizz

Either have each person perform a snake movement from one spot to another or perform “Head, Shoulders, Knees and Toes.” Record how many snakes successfully completed the task or how many times “Head, Shoulders, Knees and Toes” was completed.

Super Bowl

Give each team the same number of pins and 2-3 balls. Record the number of total pins they knock down in 1 minute. Give them a pin spot and a spot to roll from.

Ultimate Hero Sandwich

Each student is given an object to create a sandwich with (bean bags, polyspots, small cones). One at a time, they are to run to a spot and place their sandwich ingredient on top of each other. If the sandwich falls, they are to begin again. Record the number of ingredients that have been stacked at the end of the minute.

*This could also be done as a scooter board activity.

Couch Potato Buster

Perform group sit-ups. Record the number completed.

Chip/Dip

Toss and catch using scoops and yarn balls. Record the number of successful catches.

Scorecard

Record your group score below.

Activity		Score
1	Nacho pass	
2	End zone shuffle	
3	Football toss	
4	Carbonated beverage fizz	
5	Super Bowl	
6	Ultimate hero sandwich	
7	Couch potato buster	
8	Chip/dip	
Total Score		

Alternate Activity

Another Super Bowl activity is a variation of Builders/Bulldozers. Half of the class will be one team, and the other half will be the opponent. Using bowling pins or 1/2 tennis balls, have one team knock them over and one set them up. At the conclusion, have each team count their score to determine the winner.



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