

Group and Curriculum Integration Games

March 1, 2010

Jump Rope 100

Students are divided into two teams. Each student needs a jump rope and each team a pair of dice. One student on each team rolls the dice. Once the dice are rolled each team adds the value of their dice together and performs that specific number of jumps. Another team member from each team rolls the dice and that specific number is performed. After each roll these numbers are added together and the first team to total exactly 100 is the winner.

Healthy Food Relay

Divide the class into teams of 3. Scatter the laminated food cards face down on the opposite side of half court. When the music begins, one student from each team performs the specified loco-motor movement until s/he gets to a food card. S/he picks up one card and performs the specified loco-motor movement back to her/his cone. The next student performs the specified loco-motor movement to pick up another food card and returns to her/his team. This continues until all food cards are picked up. After all cards are picked up, have one student from each team bring the healthy foods to the instructor. The team with the most healthy food cards is the winner.

Number Tag

Students are given a number from 1-6. Boundaries are set. Have students line up on a line 25 feet from a group of small playground balls spread out in the playing area. The dice is rolled and the students' with that number are "it" and run for the balls. The other students run from these students. If tagged [touched by the ball] that student must freeze and multiply their number by the number given by the teacher. After answering correctly they may return to the game.

Catch and Roll

This game will allow students to practice skills and refine the skills of rolling and catching.

Divide the students into teams of 3 and give each team a ball and 2 cones. Each team will have 2 students at one cone and 1 at the other. The object of the game is for the first student in line to roll the ball to the student at the second cone and then run to the second cone. The student at the second cone will scoop up the ball and hand it to the next student in line and stand behind that student. This rotation continues for 1-2 minutes and then each team totals their number of catches.

Toss and Tag

Use age-appropriate objects for throwing and catching.

After introducing/reviewing the cue for throwing and catching to be focused on during this lesson (for ex. throwing: "follow through to your partner"; "twist your body"; catching: "give with your body"; "pull the ball in to your body"), students are arranged in a scattered formation with one ball for every two students (allow them to choose an object to throw).

As a musical selection is played or when the signal is given, the children proceed to throw and catch back and forth. When the music stops, the person that is holding the ball must chase and try and tag the other until the music comes on again. When the music starts again, students begin to throw and catch again (you might allow--or require--students to quickly change the object with another pair). Observe students during the activity to see if they are using the cues introduced when throwing and catching; give feedback based upon their use of these cues.

Loco-motor Bean Bag

Each student starts with a bean bag in their hand (Four different colors are used. [i.e., red, blue, green, and yellow]). Each color represents a different locomotor movement (i.e., blue=skip, green=gallop, red=hop, yellow=slide). For a visual cue, make signs that identify the loco-motor skill matched with the specific color. On the signal the students will begin their loco-motor movement, moving in general space while holding their bean bag. When the teacher says freeze the students stop, set the bean bag on the ground and find a different colored bean bag. The teacher repeats the directions and the activity begins again.

All Play Kickball

Before class, set up 2 fields of the following: 6 hula hoops at one end of a large, open playing area. Then, set up two parallel lines of cones at the other end of the playing area. The **two baselines** should be approximately 15 feet apart, with each cone on the first baseline having a counterpart on the second baseline. Students should have already had practice in using the **shoelaces** of the foot to kick the ball into the air as well as how to dribble using the **insides** of the feet. After reviewing these skills, explain and demonstrate the activity as follows: Each field will have six students **lined-up** at a cone on the first baseline with their ball on the ground. The other half of the class is **scattered** anywhere in the outfield. On your signal, students at the cones all kick their ball forward into the outfield. After they kick the ball they run to their cone on the second baseline and back again to the first. This scores one **"run"**. They keep repeating going back and forth, scoring "runs", until the signal is given to stop. When the balls have been kicked into the outfield, each person finds one ball only to dribble using feet only to an open hula hoop. When each person has successfully kicked the ball into the hoop, this stops the running of the other team. At this time, the teacher can ask each person for their number of runs, and the whole team adds their runs together for a total. Students then **switch** roles, so those in the outfield now get to kick.

Partner Duck, Duck, Goose

Students will take turns tapping partner's shoulder while saying duck; however when one student taps his/her partner's shoulder and says goose the goose becomes it and must chase his/her partner. When caught play again.

Partner Steal the Bacon

Have a finish line at each end of the field. Partners will meet in the middle of the field with a beanbag between them. The first partner to grab the beanbag and cross his/her finish line without being tagged gets a point.

Capture All

Place the same 5 different items in 8 hula hoops. Line up three students behind each hoop. The first student runs to another hoop and retrieves one object and places it in their hoop. The next student in line repeats the same process. This continues until one team has 5 of the same objects in their hoop.

Take It Home

Equipment is scattered behind safety lines (or mark area with cones) along two sides of the playing area. Two taggers (wearing pinnies) are chosen to begin protecting the objects from being "taken" by the non-taggers. At the "go" signal, non-taggers (who are standing at "home" behind their safety lines) try to retrieve one object at a time from behind the taggers line and take it back "home" without getting tagged. Non-taggers are "safe" any time they get across into the "home" area with the piece of equipment. If tagged before that they must return to the starting line and try again. If he/she has a piece of equipment in his/her hand when tagged, he/she puts it back and returns to the starting line. Start a new game when all the equipment has been "taken" to the "home" area or 4-5 minutes has elapsed.

Hula Hoop Fitness

Scatter hoops around activity area with fitness cards taped to inside of each hoop. While music is playing, students will move around the area performing various loco-motor movements. When the music stops, or signal to stop is given each student goes to a hoop and reads the fitness card. Two students are selected to roll the dice. Whatever numbers come up the students will add, subtract or multiply the numbers on the dice, students will perform the activity listed on the fitness card that number of times. Example: $5 + 4 = 9$ student will perform 9 jumping jacks. Before leaving their hoop, students will turn the hula hoop over, and begin loco-motor movement again. Some examples of fitness cards: scissor jumps, jumping jacks, crunches, mountain climbers, jump in & out of hoop, hop on each foot, run in place etc.

Create a Game

Divide the class into teams of 5. Give each team 4-5 pieces of equipment and have them create a game using all equipment. Keep in mind that all students should be active for the majority of the lesson.

Appropriate Physical Education Lessons

Checklist

The following checklist is a nice guide to use when choosing physical activities to use in your classes.

- Does the activity provide for differences in the skill levels of your students? (i.e., is it developmentally and/or instructionally appropriate?)
- Can all students be successful, and at the same time, challenged?
- Does the activity provide for maximum participation?
- Can you emphasize the "**learnable piece**" (i.e., cues, strategy) during the activity?
- Does the activity provide for maximum practice time?
- Can you **teach** your students what you want them to **learn** from the lesson using the chosen activity?
- Can you **assess** student learning?