

THIRTY FAVORITES FROM “THE FIRST SIX MINUTES”

Every minute of a well-taught physical education lesson is important. Planning a motivating introductory activity can establish the tone for the instruction that follows. The focus can be set during the first six minutes – one minute of simple directions followed by five minutes of intense, purposeful, inclusive activity.

The purpose of these games is to magnify attention on the very beginning of a lesson. Too often little thought is given to the beginning minutes. At best the students go through the same boring routine of jogging and perhaps some stretches. At worst no warm-up activity at all is presented.

This handout addresses these important beginning minutes of a physical education lesson. You will find a large selection of motivating introductory activities. They begin with simple directions that can be given in one minute followed by five minutes of vigorous activity – thus the title, *The First Six Minutes*.

PARTNER AND SMALL GROUP GAMES

OVER, UNDER, THROUGH AND THROUGH

Intensity Rating: 

Grade Levels: 1 - 8

Set-up:

- Divide the class into groups of three.
- Two players join hands to make a small circle.
- The third player – the runner – stands outside the circle.

How to Play:

- On “Go,” the group performs the following sequence:
 1. **Over** -- The players with hands joined stoop so that their hands are close to the floor. The runner steps **over** the joined hands and then runs around the outside of the circle back to his starting spot.
 2. **Under** -- The players with hands joined next raise their joined hands high so that the runner can go **under** their hands and then run around the outside of the circle back to his starting spot.
 3. **Through** -- Next the players with joined hands raise one pair of hands and lower the other pair so the runner can go **through** the opening. Again he runs around the outside of the circle and back to his starting spot.
 4. **Through** -- Last the players with joined hands switch to make another “through” opening with the opposite hands raised and lowered. The runner goes **through** this opening and runs around the circle and back to his starting spot.
 5. The group of three then sits and raises their hands to show they are finished the pattern.

Variations:

- Play so that all three players must complete a cycle before the group is finished.
- Players use a crab or bear walk to complete the cycle.

PARTNER TAG

Intensity Rating: 

Grade Levels: K - 5

Set-up:

- Students work with a partner.
- Partners begin scattered in general space.

How to Play:

- The tagging partner stands in place and counts to ten while the fleeing partner WALKS anywhere in general space.
- After counting to ten, the tagger WALKS to try to tag the fleeing partner.
- Once tagged, the partners change roles, the new tagger counts to ten, and the game repeats.
- Additionally, on the teacher's signal, roles reverse.

Variation:

- Specify the locomotor movement used by the tagger and runner – running, skipping, galloping, sideways sliding, crab walk, etc.

EVERYONE IS A LEADER

Intensity Rating: 

Grade Levels: K – 8

Equipment:

- CD player with upbeat music

Set-up:

- Students sit in squads or lines of 6 to 8 students. The first person in line will be the first leader.

How to Play:

- When the teacher starts the music, the first person in line begins to perform an exercise. Everyone else in the squad copies that person.
- After 20-30 seconds, pause the music.
- The old leader jogs to the end of the line and a new leader takes over with a different exercise or movement when the music begins again.

Variations:

- Specify the type of exercise to be performed for the entire game. For example, for the entire game, leaders must perform an exercise to develop upper body strength and endurance.
- Specify a different type of exercise each time you pause the music.

CATCH AND CHASE

Intensity Rating: 

Equipment:

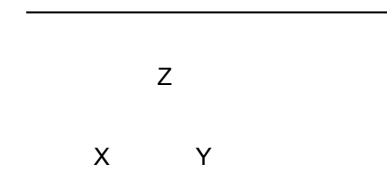
- 1 foam ball for each group of three students

Grade Levels: 1 - 8

Set-up:

- Children work in groups of three.
- Two children (X and Y) stand on one end line and prepare to toss and catch a foam ball.
- The third student (Z) stands five feet in front of the line.
- The end line on the opposite side of the gym serves as the safety line.

safety line



How to Play:

- Z calls out a number between 1 and 10.
- X and Y start tossing the ball, counting the tosses out loud.
- When they reach the number previously called out by Z, the person holding the ball tries to run to the safety line.
- Z chases him and tries to tag him before he gets to the safety line.
- Students change places and play again.

PUSH-UP BEANBAG SNATCH

Intensity Rating: 

Grade Levels: 1 - 8

Equipment:

- 1 bean bag for every two students

Set-up:

- Students play with a partner.
- Each assumes a push-up position, facing each other, with a beanbag on the floor between them.

How to Play:

- The teacher will give a signal for the players to try to be first to snatch the beanbag while remaining in the push-up position. The teacher's signals will be one of the following:
 - o "Right hand . . . ready . . . go!"
 - o "Left hand . . . ready . . . go!"
 - o "Either hand . . . ready . . . go!"

LARGE GROUP AND WHOLE GAMES

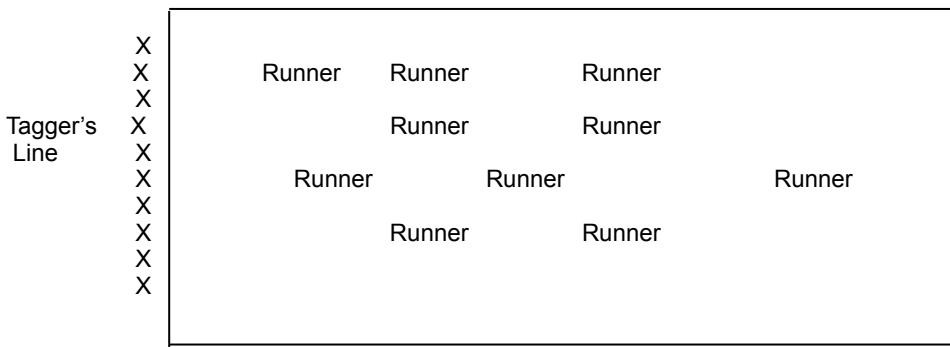
TEN SECOND CHASE

Intensity Rating: 🏃🏃🏃🏃

Grade Levels: 1 - 8

Set-up:

- Divide the children into two groups – the runners are scattered in the play area and the taggers stand in line on the sideline.



How to Play:

- The first two students from the taggers line enter the play area.
- The taggers have ten seconds to tag one of the runners.
- If successful, the tagger stays in the play area and becomes a runner and the person tagged goes to the end of the taggers line.
- If the tagger is unable to tag a runner before the end of the ten seconds, the tagger goes to the end of the tagger line. Since taggers change every ten seconds, those waiting in line will be there a very short time.

UP AND DOWN JUMP ROPE

Intensity Rating: 🏃🏃🏃🏃

Grade Levels: 1 – 8

Equipment:

- CD or tape player
- 1 jump rope for every two players

Set-up:

- Students work with a partner. The partners begin scattered in general space.
- One partner stands with a jump rope and the second partner sits on the ground.

How to Play:

- When the music begins, the "Up" partner begins jumping rope while the "Down" partner performs a stretching exercise.
- After one minute, pause the music. Partners change places and the game continues.

ONE MINUTE CHALLENGE

Intensity Rating: 🏃🏃🏃🏃

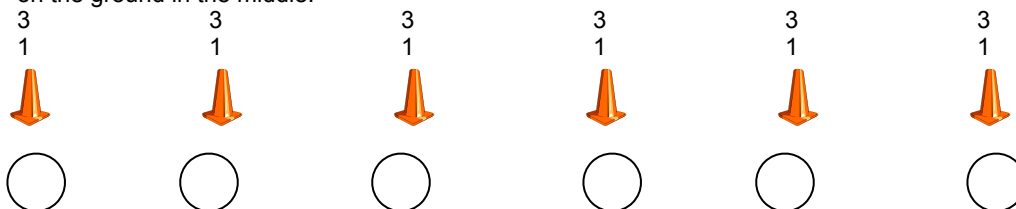
Grade Levels: 1 - 8

Equipment:

- 20 cones
- 10 hoops
- CD player with upbeat music

Set-up:

- Divide the class into groups of threes.
- Set up the groups as shown with Student #1 and Student #3 on one end line, Student #2 on the other end line and one hoop on the ground in the middle.





How to Play:

- When the music begins, Student #1 runs to the middle, twirls the hoop around his arm three times, replaces the hoop, and runs to tag Student #2.
- Student #2 runs to the middle, performs the skill and then runs and tags Student #3 and the pattern continues.
- After one minute, pause the music and change the challenge.
- Examples of challenges that may be used are:
 - Twirl hoop on arm three times.
 - Jump in and out of hoop three times.
 - Do five push-ups with your hands on the floor inside the hoop.
 - Jump rope five times with your hoop.
 - Run in a circle around the hoop three times.
 - Toss hoop in the air, stand with arms extended overhead, and “catch” the hoop over your body
 - Twirl hoop around your waist five times – or at least try five times.

Variations:

- The players waiting their turn can perform an exercise -- stretching, crunches, jogging place, etc.
- Play with a playground ball the middle. Place the ball on a deck tennis ring so it doesn't roll away. Challenges may include:
 - Dribble the ball five times with each hand.
 - Toss the ball in the air, clap your hands twice, catch the ball. Repeat two more times.
 - Stand with your feet spread apart. Roll the ball in a figure eight around your feet three times.
 - Toss the ball, let it bounce, turn around and catch it. Repeat two more times.
 - Raise one leg over the ball while you dribble the ball – three times.
 - Lie on your back, hold the ball against your chest, perform five crunches.
 - Dribble the ball ten times with your non-dominant hand.
- *Inside-Out Challenge* – Students work with a partner. Partners stand back to back in the center. The players run to opposite lines to complete the task and then return to stand back to back in the center.

BACK TO BACK

Intensity Rating:

Grade Levels: K - 5

Equipment:

- 1 playground ball for each player

Set-Up:

- Establish a centerline across the play area and end lines at opposite ends of the play area.
- Students work with a partner.
- Partners stand back to back on the centerline. Each partner holds a playground ball.

How to Play:

- One the signal, players dribble the playground ball to the end line and back and again stand back to back on the center line.
- Each time the students finish a task, they return to the back-to-back position. You won't need to recognize winners – the challenge will be motivating enough.
- Examples of other challenges:
 - Dribble to end line with right hand, dribble back with left hand.
 - Dribble to end line, perform five push-ups, dribble back.
 - Dribble to end line, perform five crunches, dribble back.
 - Dribble to end line, perform ten jumping jacks, dribble back.
 - Dribble to end line, dribble in a circle three times on the end line, dribble back
 - Dribble to end line, toss ball and clap hands, dribble back.
 - Walk backwards and dribble to the end line, dribble forwards back
 - Hold ball between knees, jump to end line, dribble back.
 - Perform soccer dribble to end line, pick up ball and dribble back.
 - Dribble to end line, toss ball in the air, turn your body in a circle once, dribble back.
 - Dribble to end line, pass ball against wall five times, dribble back.

Variations:

- Use a different ball – foam ball, yarn ball, foam soccer ball. Different balls will invite different challenges.
- Use another piece of equipment – beanbag, hoop, etc. Different types of equipment will suggest different challenges.

ODD EVEN CHASE

Intensity Rating:

Grade Levels: 3 - 8

Equipment:

- One large foam die

Set-Up:

- Establish two center lines 6'-8' apart at the center of the play area and end lines at opposite ends of the play area.
- Divide the class into two teams, the Odds and the Evens, and the teams stand on the center lines.

How to Play:

- The teacher rolls the die between the center lines.
- If the die comes up as an even number, the Evens turn and run to their end line. The Odds chase and try to safely tag the Evens. Any Even tagged becomes part of the Odd team.
- If the die comes up as an odd number, the Odds run to their end line and the Evens chase.

End line _____

Evens E E E E E E E E E E E E E

Center lines _____

Odds O O O O O O O O O O O O O

Teacher

End line _____

Variations:

- Play with two foam dice. The students add the numbers together and the sum determines if the Odds or Evens chase.
- Multiply the dice and use the product to determine who chases.
- Change the game to True False Chase. The two teams become the *True's* and the *False's*. The teacher makes a statement and if the statement is true, the *True's* run to their end line and the *False's* chase. If the statement is false, the *False's* run and the *True's* chase. Examples of statements the teacher can use are:
 - Two plus three equals seven.
 - The American flag has 52 stars.
 - A free throw in basketball is worth one point.
 - Your heart is actually a muscle.

TAG GAMES

BUDDY TAG

Intensity Rating: 

Grade Levels: 1-5

Equipment:

- 4 foam balls, yarn balls or pinnies to identify taggers

Set-Up:

- 4 children begin as taggers and all players begin scattered in general space.

How to Play:

- Once a player is tagged, she stops and sits down until a "buddy" stops and does five jumping jacks with her. Both players then return to the game.

Variations:

- Tagged players assume a different position – push-up position, crab position, etc. while waiting for a "buddy."
- Vary the exercise the "buddy" does with the tagged player.
- Allow the "buddy" to choose an exercise from a certain category, i.e. abdominal strength.
- Rather than exercising, the "buddy" asks the tagged player, "What is your favorite healthy snack?" After answering, the players give each other a high five and rejoin the game.

SECRET AGENT TAG

Intensity Rating: 

Grade Levels: 3-5

Equipment:

- 4 foam balls, yarn balls or pinnies to identify taggers

Set-Up:

- 4 children begin as taggers and all players begin scattered in general space.

How to Play:

- The taggers turn and hide their eyes while the teacher chooses two secret agents. The taggers will not know who the secret agents are.
- When tagged, students sit with their legs extended and the heel of one foot stacked on the toe of the other foot.
- The secret agents may unfreeze players by tapping them on the toe. The secret agents try to do this without being discovered by the taggers.
- Secret agents may also be frozen and if both are frozen, no players will be able to be unfrozen.
- At the end of the game, allow each tagger a chance to guess who one of the secret agents was.

ZOOKEEPERS

Intensity Rating: 

Grade Levels: K - 2

Equipment:

- 5 hoops
- 2 foam balls, yarn balls or pinnies to identify taggers

Set-up:

- Begin the game with two zookeepers. All the other children are wild animals.
- The five hoops are the cages and are placed in a row on one of the end lines.

How to Play:

- The zookeepers chase and try to tag the animals.
- If a zookeeper tags one of the animals, the animal goes to one of the "cages" and stoops down.
- Another animal can rescue the caged animal by lifting up one edge of the hoop so that the animal can crawl out.
- If the zookeepers can fill all the cages at the same time, more than one animal can use a cage until rescued.
- Change zookeepers every two minutes.

WHOLE CLASS TAG

Intensity Rating: 

Grade Levels: 3-8

Equipment:

- 4 colors of jerseys, one for each player

Set-Up:

- Divide the class into four teams and teams each wear a different color jersey.
- Players begin scattered throughout the play area.

How to Play:

- The teacher calls out one color. The players wearing that color begin as the taggers and try to tag players from any of the other three teams.
- Once tagged, a player kneels on one knee until the tagging team is changed.
- After one minute, stop and choose another color team to be the taggers.

Variation:

- Once tagged, the player moves to the sideline to perform an exercise before re-entering the game.

LOCOMOTOR GAMES

LOCOMOTOR TAG

Intensity Rating: 

Grade Levels: 1 – 8

Equipment:

- 5 cards, each labeled with a different locomotor movement – walk, run, skip, slide, gallop.

Set-up:

- 5 taggers each hold a locomotor card.
- Students are scattered throughout the play area.

How to Play:

- The taggers must use the locomotor movement named on their card.
- All other players may run.
- When a student is tagged, she takes the card and becomes the new tagger, using the locomotor movement named.

Variations:

- Students who are tagged perform an exercise before taking over the role of a tagger.
- Specify a locomotor movement that all players must use to flee from the taggers.

MEMORY

Intensity Rating:  1/2

Grade Levels: 1 - 5

Equipment:

CD player with upbeat music.

Set-up:

- Students work with a partner.
- Partners begin scattered in general space.

How to Play:

- One partner is the leader and moves around general space using a variety of locomotor movements, pathways, directions and levels.
- The other child stands in one spot and watches the movements of the leader.
- After 10-15 seconds give a signal for the leader to freeze.
- The second child then tries to copy from memory the movements and pathways performed by the leader.
- Change roles and repeat.

Variations:

- Use upbeat music while the leader performs his movements. Pause the music when the leader should freeze. Play music while the second child copies the leader's movements.
- Students perform locomotor movements while also performing skills with a yarn ball or beanbag.
- Students play in groups of three or four, one person is the leader and the others copy him from memory.
- Students use a basketball dribble or soccer dribble while playing the game.

WHISTLE GROUPS

Intensity Rating: 

Grade Levels: K – 5

Equipment:

- whistle or drum

Set-up:

- Students begin scattered in general space.

How to Play:

- Children move through general space.
- When the teacher blows the whistle or beats the drum a certain number of times, the students quickly form groups of that size – for example, three drum beats means form groups of three.
- Vary the locomotor movement used and the number of drumbeats or whistle beats used.

Variations:

- Specify a body part for groups to use when forming up, ie. elbow to elbow.
- Once groups have formed, have them move through general space together using a specific pathway or level.

1-2-3

Intensity Rating: 

Grade Levels: 1 – 5

Equipment:

- *whistle or drum*

Set-up:

- Children are divided into two groups.
- Groups stand as shown in diagram.

How to Play:

- On one drumbeat or one whistle, 1's perform a locomotor movement across to the opposite line.
- On two drum beats or whistles, 2's move across.
- On three drumbeats or whistles, both groups move across -- without touching.

1 1 1 1 1 1 1 1 1 1
 2
 2



2
2
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2
2

FOUR CORNER SHUFFLE

Intensity Rating: 

Grade Levels: 1 - 5

Equipment:

- 4 cones
- 4 exercise signs
- CD player

Set-up:

- Place one sign near the corner of each room. Place an exercise sign on each cone.
- Each exercise sign will list at least four locomotor movements. For example:

Sign 1

- 1- walk
- 2- gallop
- 3- walk backwards
- 4- walk on heels

Sign 2

- 1- run slow motion
- 2- sideways slide
- 3- dance
- 4- skip backwards

Sign 3

- 1- crab walk
- 2- turn in circles
- 3- tip-toe
- 4- hop

Sign 4

- 1- skip
- 2- run
- 3- jump
- 4- jog

- Students move clockwise around the cones.
- Each time they pass a cone, they switch the locomotor movement used. On the first lap, they perform the #1's, on the second lap they perform the #2', etc.
- If they complete four laps, they begin again with #1's.

OPPOSITES

Intensity Rating: 

Grade Levels: 1 - 8

Set-up:

- Students scattered in general space.

How to Play:

- The students listen for the following directions to be given by the teacher:
 - "Go" -- Students run through general space.
 - "Stop" -- Students freeze in personal space.
 - "Down" -- Students jump up and down in personal space.
 - "Up" -- Students lie down in personal space.
- If the teacher has her arms crossed when giving the direction, then the students perform the opposite movement.
- If the teacher's arms are not crossed, then the students perform the true meaning of the command.
- Change the signals often. No one is out for making a mistake – just play for fun.

Variation:

- Vary the locomotor movement used to move through general space.

JOGGING GAMES

KING AND QUEEN JOGGING

Intensity Rating: 

Grade Levels: 3 - 8

Equipment:

- Deck of playing cards
- 4 chairs
- 4 cones

Set-up:

- Use the cones to set up a jogging loop that the students can complete in approximately 30 seconds.

How to Play:

- Each time a student completes a lap, he chooses a card from the top of the pile.
- The card drawn tells the jogger what to do next:

- If the card selected is a king or queen, the jogger returns the card to the bottom of the deck and gets to sit in the first chair.
- If a jack is chosen, the student performs 10 jumping jacks, puts the card back on the bottom of the pile, and jogs another lap.
- If any other card is chosen, the card is returned to the bottom of the deck and the player jogs another lap.
- When another student chooses a king or queen, the first person moves down one chair to make room for this new "king" or "queen." The sitting players move down one chair each time a new king or queen arrives until they are "bumped" back to the joggers.
- Play for 6 - 10 minutes.

OVER EASY

Intensity Rating: 

Grade Levels: **K – 3**

Equipment:

- 4 cones
- CD or tape player (optional)

Set-up:

- Gymnasium or outside area.
- Use the cones to set up a jogging perimeter.

How to Play:

- **When the music plays or the signal is given, the students begin jogging clockwise around the cones.**
- **When the music stops – or another signal is given – each student stops, lies down on her back, turns over to her stomach, and then continues jogging.**

Variations:

- Each time the students do an "over easy," have them jog the opposite direction.
- Each time the students do an "over easy," change the locomotor movement used.
- Have students jog through general space, rather than around the cones.

FOUR WALLS

Intensity Rating: 

Grade Levels: **K - 5**

Equipment:

- 8 - 10 foam balls
- CD or tape player

Set-up:

- Children are seated randomly throughout general space.
- Eight to ten players are given a foam ball.

How to Play:

- When the music begins, each player holding a foam ball runs clockwise around the gym, touching each wall with the ball as he runs.
- After touching all four walls, the runner hands his ball to someone sitting quietly.
- The new runner begins the circuit, and the old runner sits in that place. Try it with first graders -- they will beg for more turns.

Variations:

- Use rubber chickens or other rubber animals.
- Use one rubber chicken and nine foam balls. If you are given a foam ball, you jog one lap touching all four walls and then give the ball to another person. If you are given the rubber chicken, you get to jog two laps before giving up your ball.

TAG TEAM JOGGING

Intensity Rating: 

Grade Levels: **K - 8**

Equipment:

- relay batons, if available, or beanbags
- CD or tape player (optional)
- 4 cones

Set-up:

- Use the cones to set up a jogging course of approximately 100 yards or less.
- Students work with a partner and one partner holds the relay baton or beanbag.

How to Play:

- The first partner takes the baton and jogs one lap while the second partner waits in the "exchange zone" at the starting line.
- As the first partner returns, she hands the baton to the second partner and the game continues.
- Jog this way for 5-6 minutes.

Variation:

- Have the partner waiting in the exchange zone perform a stretching exercise while waiting.

UP AND DOWN JOGGING

Intensity Rating: 

Grade Levels: K - 8

Equipment:

- CD or tape player (optional)
- 4 cones

Set-up:

- Use the cones to set up a jogging course of approximately 100 yards or less.
- Students work with a partner. One partner begins as the "Up" partner and one begins as the "Down" partner.

How to Play:

- The "Up" partner jogs around the outside of the gym or play area while the "Down" partner performs a stretching exercise.
- After about one minute, give a signal or pause the music. Partners change places and the game continues.

Variation:

- Rather than waiting for a signal to change places, the partners change each time the jogger completes one lap.

PUMPKIN HUNTING

Intensity Rating: 

Grade Levels: 1 - 8

Equipment:

- Lots of cones – at least 25, the more the better.
- 25 or more "pumpkins" – tennis balls, beanbags, yarn balls, etc.
- One hoop for each team

Set-up:

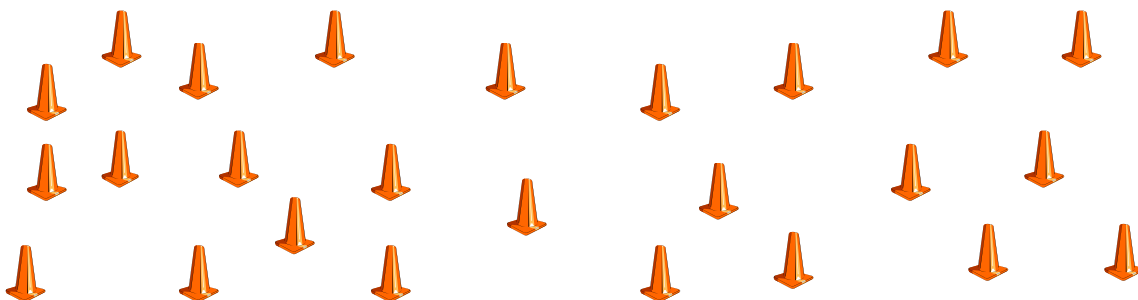
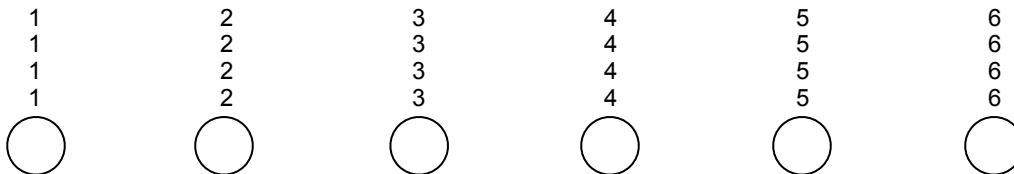
- Divide the class into teams of 4-5 students.
- Each team sits behind a hoop in a relay set-up while facing the pumpkin patch.
- Create the pumpkin patch by scattering the cones throughout the area.
- Place one or more pumpkins under each cone. You can set up the pumpkin patch ahead of time or you can choose one helper from each team to hide the pumpkins while the rest of the team turns their backs towards the patch.

How to Play:

- The first person in each line runs into the pumpkin patch and tips over one cone. The following rules are used:
 - If there is a pumpkin there, the player sets the cone back up and brings the pumpkin back to his team's hoop.
 - If there is more than one pumpkin under the cone, he may only pick up one. The rest should be replaced under the cone.
 - If there is no pumpkin under the cone, he sets up the cone and returns to his team.
 - As in a relay, the next person then runs to the pumpkin patch and turns over one cone.
- The pattern continues until all or most of the pumpkins have been found. Play for fun or count the number of pumpkins each team retrieved. Hide the pumpkins and play again.

Variations:

- To hide all the pumpkins after playing once, play the game in reverse. The first person in line takes one pumpkin to the pumpkin patch and hides it under a cone. She runs back to her line and the next person takes a pumpkin to the patch to hide it, and so on.
- Assign different point values to the pumpkins, for example, tennis balls count as one pumpkin, beanbags count as five pumpkins, and red beanbags count as ten pumpkins.
- Hide beanbags of different colors under the cones. Assign each team a different color. Players may only bring back beanbags of their team's color. Beanbags of any other color are left under the cone. Play for 2-3 minutes and compare numbers of beanbags found. Hide the beanbags as in variation one, change each team's color, and play again.





SEQUENCE JOGGING

Intensity Rating: 🏃🏃🏃

Grade Levels: K-8

Equipment:

- Numbers 1 – 30 taped on wall
- Cards with sequences of numbers written on them. You'll need enough cards to have one for every two students.
- 4 cones
- CD player with upbeat music (optional)

Set-Up:

- Tape the numbers 1-30 randomly around the walls of the gymnasium.
- Use the cones to mark off a 12' x 12' area in the center of the gymnasium – or use a center circle painted on the floor.
- Students work with a partner. Partners begin in the marked-off center area of the gymnasium.
- Each pair of students begins with one card listing a sequence of numbers.

How to Play:

- When the music begins, one partner runs to the wall and touches the first number listed on his sequence card. He then returns to the center and high-fives his partner.
- The second partner runs to the wall and touches the second number listed on his sequence card and the pattern continues.

Variations:

- Vary the locomotor movement used to travel to the wall and back.
- Make task cards that say, "Count by 1's," "Count by 2's," etc.
- Make task cards that list math facts, such as, "2+2= ___," "7-3= ___," etc.
- Begin with 26 letter cards taped to the wall. Partners begin with a list of vocabulary words and take turns running and touching the letters that spell the words.

BALL SKILL GAMES

BINGO BALL

Intensity Rating: 🏃🏃🏃

Grade Levels: 1 - 8

Equipment:

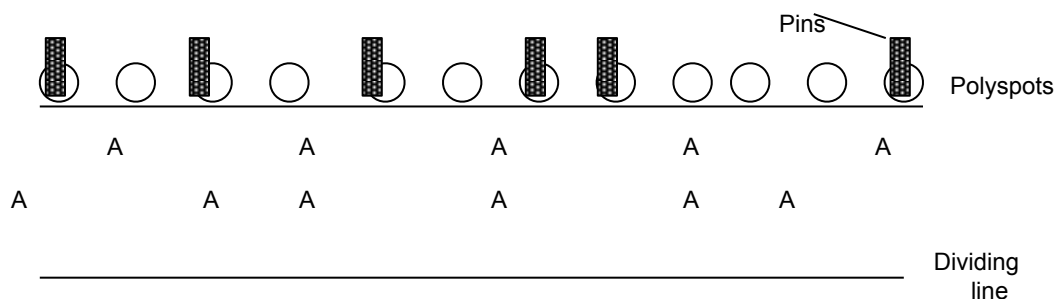
- 12 bowling pins
- 24 polypots
- lots of foam balls

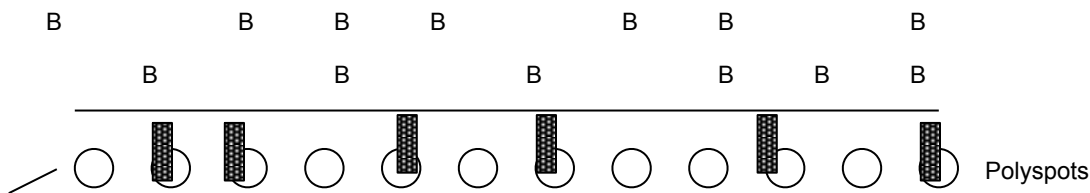
Set-up:

- Divide the class into two teams.
- Create a dividing line down the middle and spread twelve polypots across the back of each team's area. Each team begins with six pins.
- Stand each pin on a polypot so that each team begins with six empty polypots and six with pins standing on them.

How to Play:

- Students throw foam balls across the dividing line and try to hit a pin on the other team's side.
- If a ball you throw knocks over a pin, you may run across the line, bring the pin back to your side and set it up on one of your team's empty polypots.
- If you miss, simply pick up another ball on your side of the dividing line and throw again. Players may only pick up one ball at a time.
- Play until one team achieves "Bingo" by collecting all twelve pins on their side -- this almost never happens.





Variation:

- Specify something different from throwing: kicking, rolling, soccer throw-in, etc.

PUSH-UP SOCCER

Intensity Rating:

Grade Levels: 3 - 8

Equipment:

- 1 foam soccer ball for every two students

Set-up:

- One half of the class begins scattered in general space and assumes a push-up position with elbows straight.
- The remaining players each begins with a foam soccer ball and are scattered in general space.

How to Play:

- The players with the soccer balls use a soccer dribble to move around the playing area, carefully passing the ball under the push-up players.
- Change roles frequently.

Variations:

- Use other arm strength positions – modified push-up, crab position, etc.
- Push-up players may block passes with one hand as long as they remain in the push-up position.

ONE ON ONE KICKBALL

Intensity Rating:

Grade Levels: 1 - 8

Equipment:

- 1 foam ball for every two students

Set-up:

- Students work with a partner. One player is the pitcher and the other is the kicker.
- Each kicker stands on the sideline of the gymnasium.
- The pitcher holds the foam ball and stands opposite her partner, approximately twenty feet away.

How to Play:

- On the teacher's signal, all pitchers roll the ball to their kicker who may kick the ball anywhere in the play area.
- The kicker may then run anywhere in the play area.
- The pitcher retrieves the ball and then tries to hit or tag the kicker with the ball.
- After twenty seconds, stop, have players change roles, and play again. If the kicker is tagged before the 20 second limit, the players change roles and wait for the next game.

LAST PIN

Intensity Rating:

Grade Levels: 2 – 8

Equipment:

- 20 or more bowling pins
- lots of foam balls

Set-up:

- Divide the class into two teams.
- Establish a dividing line down the center of the play area and set up the bowling pins on the centerline.
- The players stand behind the two end lines and each player begins with a ball.

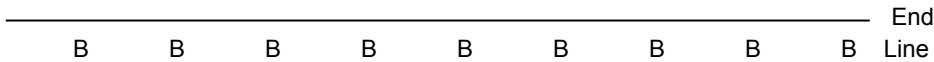
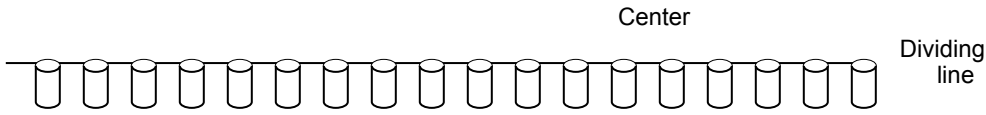
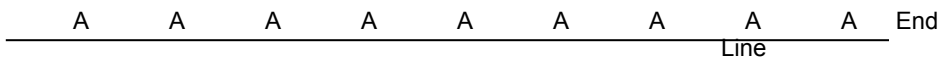
How to Play:

- On the starting signal, the players roll a ball at the pins, trying to knock one or more pins down.
- The players must be behind the end line whenever they roll a ball.
- Players may then pick up another ball from their side of the centerline, but before rolling it they must over behind the end line.
- Players may pick up only one ball at a time from their side of the centerline and they must always move behind the end line before rolling at the pins.

- Many of the pins will fall quickly, but the winning team is the team that knocks over the last pin still standing.
- Once all the pins are down, choose a few helpers to reset the pins and play again.

Variations:

- Use a different skill, such as overhand throwing, kicking, punting, striking, etc.
- Use cones or polyspots to mark an end line closer to the pins.



FITNESS KICKBALL

Intensity Level: 

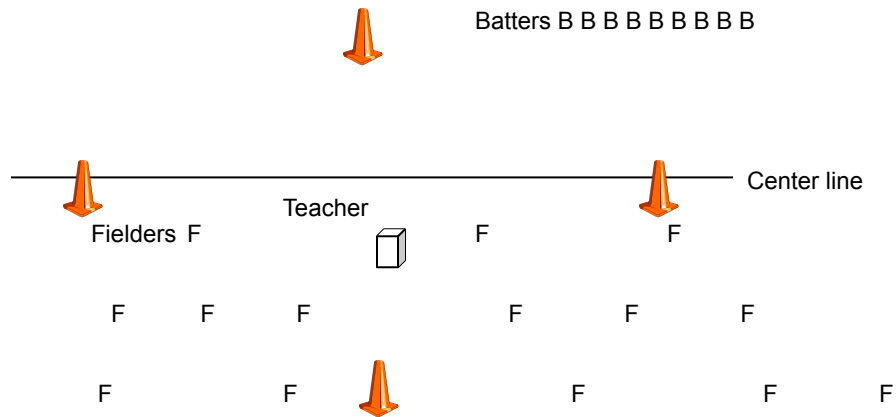
Grade Level: K-8

Equipment:

- 4 cones
- 1 pinnie
- 5 foam balls – varying sizes or colors are better
- 1 box or container to hold the foam balls

Set-up:

- The fielders can be spread randomly anywhere behind the center line.
- The batters are in line behind home plate and the last batter wears a pinnie.
- Use cones for the bases. The runners will run behind the cones – they don't have to step on the bases.
- The teacher is the pitcher for both teams and she stands behind the box of foam balls.



How to Play:

- The teacher takes one ball from the box and rolls it to the first batter. He kicks it and starts running once around the bases.
- Right away the teacher takes another ball from the box and rolls it to the next batter, then rolls another ball to the third batter and so on all the way through the line one time.
- After kicking, each batter runs one lap around the bases and gets back in line. There are no outs and no one stays on any base.
- The fielders retrieve the balls and drop them back in the teacher's box, trying never to let the box get empty. If it is ever empty, the teacher calls out, "Empty box," and the batters get 500 bonus points.
- As the teacher pitches to the last batter, she calls out, "Last batter!"

- Once the fielders have returned all five balls to the box, the teacher calls, "Stop!" If all the batters can get back in line first, the batting team earns 1000 points. If the fielders are able to return all 5 balls to the box first, the fielding team earns 100) points. Don't worry about keeping a running score – play just for fun. The students will just enjoy knowing how many points they got that turn.
- Teams change places and then play again. An inning only takes 2-3 minutes.

Variations:

- For more sophisticated scoring, once the teacher calls, "Stop!" she counts how many batters have not yet completed their one lap around the bases and returned to the line. The batters get a point for each batter who IS back in line, so if there are twelve batters on the team and three are not back when you call, "Stop," then the batters get nine points.
- Before changing places, the team that did not earn 1000 points performs a stretching or strength exercise.